

Student Code of Conduct

*I matter, you matter,
we matter!*



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Introduction & Philosophy

The Dallas School District is committed to partnering with parents, guardians, families, and the broader school community to provide safe, inclusive, and effective learning environments where all students can succeed. The District believes that meaningful engagement with students, families, and community members strengthens relationships, builds understanding, and honors the diversity of our school communities.

District policies and procedures are designed to:

- Ensure students experience safe, respectful learning environments and are treated fairly, consistently, and without discrimination.
- Foster authentic partnerships with families to support student success and confidence in school safety and climate.
- Support administrators, teachers, and staff in creating effective teaching and learning environments.

A safe and supportive school depends on the shared responsibility of students, staff, administrators, families, and community members to treat one another with respect. This handbook outlines the expectations, responsibilities, and rights of all members of the school community and is intended to promote clarity, alignment, and transparency regarding behavior expectations and responses.

The District expects and encourages students to make safe and healthy choices. When students make poor decisions, responses will be developmentally appropriate, consider the student's individual needs, and use evidence-based interventions whenever possible. The Code of Conduct applies to student behavior on District property, at school-sponsored activities, while traveling to and from school, and in off-campus situations when conduct significantly impacts school safety or climate. All student conduct policies will be enforced consistently, fairly, and without bias.

Guiding Principles for Students, Staff, and Families

The Code of Conduct is grounded in shared expectations for behavior at school and school-related activities:

- Treat myself and others with respect and seek peaceful ways to resolve conflict.
- Seek assistance from school staff when conflicts cannot be resolved independently.
- Build and repair positive relationships within the school community.

Effective discipline practices:

- Are a shared responsibility among students, families, and staff.
- Address the needs of those involved in and affected by misconduct, as well as the broader school community.
- Are clear, timely, fair, consistent, and developmentally appropriate.
- Use a range of prevention and intervention strategies.
- Respond to individual differences with care and sensitivity.
- Maintain students' access to education.

Families play a vital role in school success and bring valuable knowledge of students' cultural backgrounds that supports inclusive, student-centered learning environments.

Safe and Welcoming Schools

Dallas School District schools are welcoming environments for all students regardless of race, gender identity, sexual orientation, immigration status, country of origin, disability, or family circumstances. Every student is entitled to academic success and the support necessary to achieve it. Discipline practices are designed to keep students engaged in learning while holding them meaningfully accountable and supporting growth.

Right to Attend

Students have the right to attend their neighborhood school and access a full school day of quality instruction and educational services (ORS 343 or 338). Students are expected to participate in the full instructional day unless a shortened or abbreviated schedule is determined necessary through an individualized process, such as an IEP team decision, medical need, or parent-requested adjustment approved by the school.

Alternative placements are considered only in rare and specific situations, which may include the expulsion process or IEP placement when a student's behavior significantly disrupts learning, poses a safety concern, or requires additional supports that cannot reasonably be provided in the current setting.

Proactive and Restorative Practices

Schools prioritize proactive approaches by building strong relationships, reinforcing positive behavior, and addressing student needs early. Restorative practices focus on repairing harm and restoring relationships rather than solely responding to rule violations. When implemented effectively, restorative practices strengthen community and promote meaningful accountability.

Restorative practices are guided by these principles:

- **Community:** Relationships are central to a healthy school environment and must be intentionally built and restored.
- **Social-Emotional Learning:** Students need skills such as self-management, empathy, and responsible decision-making to succeed in school and life.
- **Accountability:** Accountability occurs when students understand the impact of their actions, take responsibility, and work to repair harm, supported by high expectations and strong relationships.
- **Repairing Harm:** Effective responses identify needs, address root causes, and provide opportunities for reflection, healing, and growth.

Reentry Process

Reentry is the process of supporting students as they return to school following exclusionary discipline or placement outside their home school. Individual circumstances may require a reentry meeting after an out-of-school suspension, prior to the conclusion of an expulsion, or when a student returns from a special education or juvenile justice placement. Reentry processes should be developmentally appropriate and reflect the differing needs of elementary and secondary students.

Reentry meetings may include:

- Identifying student strengths
- Reviewing school and student concerns
- Developing a support plan to promote success and prevent future exclusionary discipline

School Community Rights & Responsibilities

Rights	
All Community Members • Safe, orderly, welcoming, inclusive environment • Respectful and dignified treatment • Fair and consistent rules and due process • Access to help and problem-solving • Ability to raise concerns	Students • High-quality instruction with clear goals • Recognition for positive behavior • Culturally responsive support • Equitable access to classes and activities • Opportunities to repair harm
Families • Timely communication on academics, attendance, and behavior • Translation and interpretation services • Participation in conferences and problem-solving	Staff • Equitable professional processes • Ongoing professional learning • Instructional resources
Administrators • Collaboration from staff • Authority to uphold academic and equity standards	

Responsibilities	
All Community Members • Model respectful behavior • Follow schoolwide expectations • Participate in problem-solving • Report safety concerns	Students • Take responsibility for learning and behavior • Attend school on time and prepared
Families • Ensure regular attendance and punctuality • Communicate absences and update contact information • Attend conferences and support cultural respect	Staff • Teach and reinforce expectations • Communicate regularly with families • Support students needing additional help • Engage in collaboration and professional learning
Administrators • Lead with equity and inclusion • Address bias and discrimination • Support staff growth and improvement • Ensure clear processes for concerns and PBIS implementation	

Managing Student Misconduct

Schools within the Dallas School District use a variety of prevention, intervention, and disciplinary responses to manage student behaviors while at school and while attending school functions. The following information is intended to assist school staff in addressing student behavior issues in a way that aligns practices within and across the district.

Prevention

Schools are expected to implement **school-wide positive behavior support systems** that promote consistent expectations, reinforce positive behavior, and address student needs proactively.

ELEMENTARY (GRADES K- 5)	SECONDARY (GRADES 6 -12)
• RULER • HMH SEL CURRICULUM • PYRAMID OF SUCCESS (K-3) • MANDT prevention and De-escalation strategies	• SEL lessons and grading scale • School-wide positive behavior supports • Supportive measures for students • MANDT prevention and De-escalation strategies

Intervention

Student behaviors are divided into three tiers based on the severity of the behavior:

Tier 1 – Minor Behaviors and 1st Time Offenses;

Tier 2 – Intermediate Level Behaviors and Repeated Minor Behaviors;

Tier 3 – Major offenses or persistent failure to comply with expectations.

Each tier differs in the interventions and disciplinary responses used to address the behavior. The chart below lists elementary and secondary examples of behaviors and interventions for each behavior tier, along with the expected staff response.

1	MINOR BEHAVIORS AND 1ST TIME OFFENSES Response: Handle within the Classroom	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)
	<u>Tier 1 Behaviors:</u> • Lack of preparation for class • Lack of participation in class • Minor misuse of technology • Loud and disruptive behaviors • Rude, mean, or unkind comments • Inappropriate joking • Low-level profanity or language that refers to an individual's	<u>Tier 1 Behaviors:</u> • Minor attendance issues • Lack of preparation or participation in class • Minor misuse of technology • Loud and disruptive behaviors • Rude, mean, or unkind comments • Inappropriate joking • Low-level profanity or language that

	identity in a negative way when NOT directed toward an individual • Rough housing, play fighting, and horseplay	refers to an individual's identity in a negative way when NOT directed toward an individual • Rough housing, play fighting, and horseplay • Unintentional damage to property under \$25 • Plagiarism, copying, & cheating • Minor dress code violations • Inappropriate public displays of affection
	<u>Tier 1 Interventions:</u> • Use of classroom calm down corner • Classroom system of positive reinforcement • Reteaching, reminder, redirection • Proximity • Seat change • Teacher/student conference • Parent conversation • Device check-in • Restorative conversation • Crisis Cycle	<u>Tier 1 Interventions:</u> • Teacher/student conference • Parent or guardian contact • Daily progress sheet on behavior • Buddy teacher system (6-8) • De-escalation strategies (e.g., mindfulness, reflection break) • Restorative conversation • Crisis Cycle

2	INTERMEDIATE LEVEL BEHAVIORS OR REPEATED MINOR BEHAVIORS Response: Refer to Behavior Support Team	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)
	<u>Tier 2 Behaviors:</u> • Repeated Tier 1 behaviors • Aggressive behavior that does not result in physical injuries • Profanity directed towards another student or staff member • Dishonesty • Repeated Refusal to follow staff requests • Repeated inappropriate use of an electronic device • Reckless or intentional property damage • Theft or possession of stolen property • Intermediate level threats to harm self or others • Leaving the designated area	<u>Tier 2 Behaviors:</u> • Repeated Tier 1 behaviors • Aggressive behavior that does not result in physical injuries or significant distress • Harassment or intimidation in response to a specific incident • Profanity directed towards another student or the use of any high-level profanity • Dishonesty • Dress code violations involving the exposure of prohibited body parts • Possession of unsafe materials without the intention to harm • Suspicion of possession or use of illegal substances/devices • Refusal to follow staff requests • Use of an electronic device to access or send inappropriate material • Possession, display, or attempts to access or create material that promotes illegal substances or sexually explicit images or objects

		• Reckless or intentional property damage valued at less than \$50 • Theft or possession of stolen property • Intermediate-level threats that do not cause significant distress. • Trespassing into unauthorized locations during school hours • Gang-related activity • Parking in unauthorized locations • Disruption with a vehicle (9-12)
	<u>Tier 2 Interventions:</u> • Parent or guardian notification required • Restorative conversation • Conflict resolution with appropriate parties • Loss of privileges related to the offense • Service-based restitution • Discussion with the appropriate administrator • Social skills groups • Collecting behavioral data • Safety/supervision plan • Functional Behavior Assessment (FBA)/Behavior Support Plan (BSP)	<u>Tier 2 Interventions:</u> • Informal Behavior Plan • Loss of privileges related to the offense • In-School Suspension(s) • Detention (lunch/recess, after school w/ parent notification) • Teaming for student support (e.g., teacher team, counselors, MTSS, etc.) • Safety/supervision plan • Consultation with IEP/504 team when applicable • Functional Behavior Assessment (FBA)/Behavior Support Plan (BSP)

3	MAJOR OFFENSES OR PERSISTENT FAILURE TO COMPLY WITH EXPECTATIONS Response: Refer to Administration	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)
	<u>Tier 3 Behaviors:</u> • Persistent failure to comply with expectations • Repetitive harassment, includes a power differential, and causes the targeted student(s) to change their routines • Malicious statements, images, or posts about DSD2 staff/agents • Touching or striking another person, intentionally causing bodily harm • Mutual physical altercations/fighting • Intimidation and/or serious threats of violence or damage to district property, students, or staff • Possession or use of weapons • False accusations and reports, including fire alarms & bomb threats • Consumption, transportation, or possession of controlled substances	<u>Tier 3 Behaviors:</u> • Persistent failure to comply with expectations • Profanity or offensive language directed towards a staff member • Harassment that is repetitive, includes a power differential, and causes the targeted student(s) to change their routines • Malicious statements, images, or posts about DSD2 staff/agents • Touching or striking another person, intentionally causing bodily harm • Mutual physical altercations/fighting • Intimidation and/or serious threats of violence or damage to district property, students, or staff • Possession or use of weapons • Recklessly mishandling incendiary devices or dangerous chemicals • Intentionally damaging property, starting a fire, creating

	• Attempts to purchase, cultivate, manufacture, or sell controlled substances • Accessing, displaying, or creating offensive or discriminatory materials, including hate symbols • Unwelcome sexual advances and/or offenses that create an intimidating, hostile, or offensive environment • Suspicion of possession or use of illegal substances/devices	• an explosion, or bringing unsafe materials to school with the intent to do harm • False accusations and reports, including fire alarms & bomb threats • Promotion of gang membership or engagement in gang activities • Consumption, transportation, or possession of controlled substances • Attempts to purchase, cultivate, manufacture, or sell controlled substances • Accessing, displaying, or creating offensive or discriminatory materials, including hate symbols • Unwelcome sexual advances and/or offenses that create an intimidating, hostile, or offensive environment • Misuse of electronics
	<u>Tier 3 Interventions:</u> • Parent or guardian notification required • Restorative practice methods, including restorative conversations or a conference • Development of or revision to Functional Behavior Assessment/Behavior Support Plan • Behavior Agreement (contract) • Safety/Supervision plan • Utilize teaming for student support (SIT Team, behavior support, principal, school counselor) • Notify case manager / counselor / specialist as appropriate • Revision to IEP or 504 plan as needed	<u>Tier 3 Interventions:</u> • Referral to an appropriate community organization (e.g., mentoring programs) • Referral to substance abuse counseling if applicable • Compliance with IDEA/504 for students with disabilities: • Consultation with IEP/504 team when applicable • Development of Functional Behavior Assessment and/or Behavior Support Plan • IEP team or 504 team meet for manifestation determination • Revision to IEP or 504 plan as needed • Out of school suspension or up to expulsion • Discussion of alternative education options • No contact agreements

Considerations for Disciplinary Decisions

In determining the appropriate response to student misconduct, the District shall consider the totality of the circumstances surrounding the incident. Factors considered may include, but are not limited to:

- The student's disciplinary record and history, including the nature, frequency, and severity of prior misconduct and the effectiveness of previously implemented interventions;
- The student's age, developmental level, skill level, cultural background, and maturity;
- The nature, severity, and scope of the behavior;
- The impact of the behavior, including the degree of harm caused and the needs of individuals affected;
- The context and circumstances in which the behavior occurred;
- The frequency and duration of the behavior;

- The social-emotional needs of all individuals involved; and
- The requirements of the student's Individualized Education Program (IEP), Behavior Support Plan (BSP), and/or Section 504 Plan, when applicable.

Room Clear

A *room clear* is a safety procedure used in elementary settings when a student's behavior presents a significant and immediate risk to the safety of the student, peers, or staff. This procedure involves temporarily relocating other students from the classroom to allow staff to safely support and de-escalate the student in crisis while minimizing risk and disruption.

When appropriate and safe to do so, supporting the student in crisis to leave the classroom with assistance is the preferred first response. A full room clear should be used only when necessary to ensure the safety and well-being of all individuals involved.

ROOM CLEAR PROTOCOL

Staff response	Steps with student	Communication
• Staff will take necessary steps to keep other students safe (room clear or have student removed if possible) • Necessary staff (behavior room or other MANDT trained staff) will follow MANDT procedures and crisis cycle (BSP) to safely remove the student &/or de-escalate student. • Ensure ready-to-go materials are available for the remainder of the class.	Escorted to alternate space If appropriate to go back to class: • When student and teacher are ready – teacher and student engage in a restorative conversation IF a student is not ready to do an activity or go back to class as directed by Behavior Support Specialist or SpEd team member will provide other activities/time/de-escalation tasks to help student calm down. • Frequent check-ins to get them back to base-line, if needed give more time • Connect with staff (Collaborative	• If room clear, when possible, hold class meeting with building principal, Mental Health Therapist, or Behavior Specialist (See script/guide) • Complete tracker/referral (behavior staff/teacher/admin) • Inform all parties of any modifications and/or changes to child's day • Parent phone call by admin or behavior room after debrief with teacher • Enter data into Tie-Net or PowerSchool • Give the referral to secretary • Mailing home if applicable • Develop Crisis Cycle Plan or FBA/BSP/student readiness plan, if needed • If a student is on an IEP

	Problem Solving/restorative practices) • Work through the Crisis Cycle • Once calm, work with student	or BSP - Follow the protocol outlined in plan • Meeting ○ Re-entry meeting - for more severe behaviors, which would entail a plan for safety • Fill out necessary forms: Injury report Work shouldn't hurt log, Seclusion/restraint Debrief with involved staff Admin discretion for OSS or ISS as per Oregon law.
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Definitions:

Aggressive Behavior

Unsafe physical contact (e.g., grabbing, pushing, shoving). Includes mutual fights without injury.

Assault

Intentional physical contact that causes bodily harm.

Attendance Violations

Unexcused absence from class, including tardiness, early departure, skipping class, or prolonged absence during the school day.

Bias / Hate-Related Behavior

Actions, language, or materials that target an individual or group based on identity or protected class.

Alcohol, Drugs, Tobacco & Controlled Substances

Use, possession, influence, sale, distribution, or intent to possess alcohol, drugs, prescription medication, tobacco, vaping devices, look-alikes, or paraphernalia on school grounds, during school activities, or when conduct impacts school safety or welfare.

Selling / Distributing Substances

Sharing, selling, trading, or distributing alcohol, drugs, or paraphernalia. Subject to immediate suspension and possible expulsion.

Dishonesty

Lying, cheating, forgery, plagiarism, false reporting, or providing misleading information (including threats or hoaxes).

Disorderly Conduct

Behavior that disrupts the learning environment, school activities, or staff duties.

Dress Code Violations

Clothing or accessories that are unsafe, reveal undergarments, promote gangs, drugs, alcohol, violence, hate, or create a hostile environment.

Fire, Fire Setting & Dangerous Chemicals

Possession, misuse, or attempted use of fire-starting devices or hazardous chemicals.

Gang-Related Activity

Promoting, representing, recruiting, or engaging in gang activity (affiliation alone is not discipline-worthy).

Harassment, Intimidation & Bullying (Non-Sexual)

Written, verbal, or physical behavior that demeans, threatens, intimidates, or harms another person, including cyberbullying.

Insubordination

Refusal to follow reasonable staff directions or behavior that disrespects staff authority.

Misuse of Technology

Inappropriate or unauthorized use of devices, accounts, networks, or digital content.

Lack of Participation / Preparation

Failure to engage in class or arrive prepared with required materials or appropriate attire.

Offensive or Inappropriate Materials

Possession, viewing, or display of pornographic, racist, sexist, sexually explicit, or drug-related content, including banned hate symbols.

Parking & Driving Violations

Unsafe, reckless, or disruptive use of vehicles on school grounds.

Profanity & Offensive Language

Use of vulgar, demeaning, or identity-based slurs or language.

Property Damage & Vandalism

Intentional or reckless damage to school or personal property.

Public Displays of Affection

Inappropriate physical contact (e.g., kissing, groping, prolonged hugging).

Sexually Inappropriate or Sexual Violence Behaviors

Unwelcome sexual conduct, exposure, sexual harassment, sexual assault, or exploitation.

Threats

Verbal, written, or physical threats against people, property, or school activities, including bomb threats and threatening pranks.

Theft / Robbery

Stealing, attempted theft, possession of stolen property, or theft involving force or threat.

Trespassing

Entering restricted or prohibited school areas without permission.

Weapons

Possession, display, use, or threat of use of any weapon or look-alike weapon capable of causing harm.

Discipline & Due Process

- **Suspension:** Temporary removal (in-school or out-of-school) for up to 10 school days.
- **Expulsion:** Removal from school for up to one calendar year; recommended by the principal.
- **Elementary OSS/Expulsion:** Limited to serious harm, safety threats, or when required by law.
- **Appeals:** Available for suspensions of 4–10 days and expulsion decisions.

Special Education Protections

- A **Manifestation Determination** must occur within 10 school days when discipline changes placement.
- If behavior **is a manifestation**, the IEP team revises supports and placement.
- If **not a manifestation**, discipline may proceed with required services continuing.