

	<div> <div> Estacada Middle School RANGER PRIDE </div> <div> <div> Principal: Sarah Shields Vice Principal: Kate Dean Counselor: Amelia Gundlach Counselor: Ashley Allen </div> <div> Instructional Coach: Kristole Juker Student Success Coach: Taylor Korst Student Management: Justin Smith </div> <div>  </div> </div> </div>
The Big 5 2026-2027	
<div> Cell Phone and Air Pod Usage </div> <div>   </div>	<p>SILENCED and AWAY: Per state mandate, cell phones, smart watches, ear buds and head phones are silenced and away, stored in student's lockers or backpacks and not accessed, bell to bell from 7:20 a.m. to 2:18 p.m. <u>This includes passing time and lunch/recess.</u> Cell Phones are never allowed in PE Locker Rooms or Bathrooms.</p> <p>If phones/electronics are out and being used during the school day</p> <ul style="list-style-type: none"> • First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices, student will be asked to put device in their backpack or locker. Parent or caregiver will be notified. • Second instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or caregivers will be notified and a meeting with school administration may be scheduled to discuss ways to support the student • Third instance of Noncompliance: the device will again be temporarily confiscated and held in the front office. Parents or caregivers will be informed and will need to pick the device up from the office. A meeting with school administration and the family will be arranged to review the policy and plan for improved compliance • Beyond Third Instance of Noncompliance: student will be asked to leave their device(s) at home or leave device(s) in the main office each day during school hours. <p>* If a student is asked by a staff member to surrender their device and refuses to comply, the situation is no longer considered solely a cell phone violation, but rather an act of defiance/non-compliance.</p> <p>Refusal to hand over a cell phone upon request by a school employee is a direct violation of school authority and will be addressed according to the school's disciplinary matrix under "Disrespect/Defiance/Non-Compliance." Consequences may include, but are not limited to loss of privileges, lunch or after school detention, in-school suspension or out-of-school suspension, depending on the severity and frequency of the behavior.</p> <p>Health accommodations will be made to allow electronic access to students in need, per the requirements of their own 504 or IEP.</p> <p><i>Estacada Middle School/School District is not responsible for loss, theft, or damage to personal electronic devices brought to district property or school-sponsored events. Board Policy JFCEB-AR</i></p>
<div> Food and Drinks </div> <div>  </div>	<p>Our goal is to promote healthy habits. Therefore, energy drinks and similar drinks, including soda and caffeinated drinks, are not allowed and should not be brought to school. Students will be asked to discard or finish their drink prior to entering the school building.</p> <p>Energy Drinks/Coffee/Smoothies: Students who bring energy/coffee drinks or smoothies to school in the morning must finish and properly dispose of them before entering the school. Students may not store open beverages in their lockers due to spills/pest infestations. Energy drinks are not allowed during the school day at any time (including lunches) due to a marked increase in health-related concerns/issues. Students with open energy drinks will be asked to pour them out and not bring them to school. Students are allowed to bring water in bottles to consume throughout the day and drinking fountains are available in all buildings.</p> <p>Considering the educational opportunity of the day in any classroom, the teacher can instruct a student to put food and</p>

	beverage items away.
<p>Dress for Success</p> 	<p>Dress for Success</p> <p>“Dressing for Success” is an idea that focuses on clothing as a means of achieving one's goals and ambitions. It revolves around the idea that your attire can empower you to reach your objectives, whether they are educational, career-oriented, or personal.</p> <p>All students must wear:</p> <ul style="list-style-type: none"> • A Top (shirt, sweatshirt, or tank top). • Bottoms (pants, jeans, skirts, or shorts that fully cover undergarments and buttocks) • Footwear appropriate for school activities (No shoes with wheels). <p>Clothing must be suitable for a school setting and should not expose private body parts, undergarments, or excessive skin.</p> <p>Prohibited:</p> <ul style="list-style-type: none"> • Any item with offensive language, alcohol, tobacco, drug references/paraphernalia, nudity, gang symbols, that is discriminatory in nature, or that is in violation of Oregon's Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the Confederate flag, and the noose. • Clothing that reveals male or female undergarments. A bra strap showing beneath a dress code-appropriate top is okay. • Undergarments worn as a primary outfit (ex: sports bra/bralette, boxer shorts). • Spandex shorts without being covered by another article of clothing (allowed: spandex under shorts/jeans/pants. Not allowed: spandex alone) • Sunglasses during school hours unless a doctor provides a prescription. • Capes, flags, or blankets draped over the shoulders or worn. • Costume garments (ex. tails,, ears, hats other than baseball caps, masks) • Fidgets/stuffed animals must fit in a student's hand <p>More Specific Guidelines:</p> <ul style="list-style-type: none"> • The neckline of a top cannot be lower than the straight line from the top of the underarm across to the opposite underarm. • Shirts must have shoulder straps. i.e., no tube tops. • The shirt's armholes must not be so large that they expose the midriff or back. • A shirt that exposes the upper back is ok, provided the top doesn't fall lower than the top of one underarm across to the opposite underarm. • When leggings, yoga pants, etc., are worn as a primary garment, they cannot be sheer or see-through. • Spandex shorts when worn under another article of clothing (shorts/jeans/pants) is okay. • Pajama bottoms are highly discouraged as they do not support our mission of Dressing for Success.
<p>Tardy Policy and First 10 Last 10</p>  	<p>Tardy Policy</p> <p>It is essential that students arrive at school before the first bell rings at 7:20 am. Upon arriving to school, students should immediately access the cafeteria for breakfast, if needed. If students arrive after the first bell, they should obtain any supplies from their locker and report immediately to their success class. If a student arrives to school after the start of Power 30, they should report to the office student window to check in and obtain a tardy pass for entry into class.</p> <p>Students are expected to arrive at every class on time - this means they are in the classroom with required supplies by the time the class bell rings. Students are also expected to follow the First 10 Last 10 Protocol. This means they are asked to stay in the classroom for the first and last ten minutes of class.</p> <ul style="list-style-type: none"> • Students who..... <ul style="list-style-type: none"> ○ arrive at class late ○ are found in the hallways during the 10/10 periods

	<ul style="list-style-type: none"> ○ are found in the halls without their assigned hall pass <p>..... more than four times in a week will be placed on the No Travel List the following week. This means they will only be allowed to leave class for emergencies with an adult escort.</p> <ul style="list-style-type: none"> ● After placement on the No Travel List, students who continue to accumulate four or more violations in a week will receive a referral for attendance, followed by consequences including lunch detention, after-school detention or in-school suspension ● Chronic violations of this policy will result in a parent meeting and the development of an attendance plan. Violation of this plan may result in out-of-school suspension. <p>Students are expected to remain in class for the entire period to ensure they are engaged in the learning process. Hall passes may be used outside of the 10/10 periods during non-direct instruction. Students who use a hall pass to visit the restroom or drinking fountain are expected to visit the closest facility and return to class promptly. Students will only be sent to the office during class time for emergencies or illness that requires them to go home.</p>
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<p>Successful Learner</p> 	<p>Learning Tools: ALL students must have all supplies.</p> <ul style="list-style-type: none"> ● 3-Ring Binder/Dividers: All students are expected to use a three-ring binder with individual tabs for each class period of the student's academic day. This binder will be regularly organized and checked in Success Class and may be checked in other classes during the day. ● Pencil (writing tool) ● Chromebook: Students will have a charged Chromebook to access learning. Students and families must sign the <u>ESD108 Responsible Use Agreement</u> to access the District's internet and Chromebook. <p>These are required materials to support student learning.</p>
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Estacada Middle School 2026-2027

RIGHTS and RESPONSIBILITIES

<p>Academics And Grading</p>	<p>Standards-Based Grading</p> <p>The Estacada School District uses Standards-Based Grading (SBG) to report student progress toward proficiency. To achieve this, we focus solely on Essential Learning Standards (ELS) determined by each content Professional Learning Community (PLC). In SBG, students must learn content and skills to earn a proficiency indicator. Students who do not meet proficiency the first time they are assessed are given additional opportunities to engage in extra practice and are then reassessed for new proficiency measures.</p> <p>Practice Work (Classwork)</p> <p>Practice assignments are critical for student success. Completion of classwork/practice is expected for student mastery of the Essential Learning Standards. Classwork will vary by teacher and is essential in mastering ELSs. Students are expected to always demonstrate effort during class time to complete classwork. Classwork and/or assessments not completed in class may result in invitation to lunch bunch, where additional time and support will be provided to ensure work completion and submission.</p> <p>Classwork/practice is not weighted toward the final proficiencies of an ELS. However, classwork/practice is measured and published into PowerSchool work completion but will not impact the final proficiency measure.</p> <p>To retake an assessment, a student may be required to complete all practice assignments leading up to the assessment.</p> <p>Students in the Estacada School District are also measured on skills identified as Characteristics of a Successful Learner. These characteristics are separate from the academic Essential Learning Standards and do not negatively impact the student's academic progress. These characteristics inform the student and the parent how they develop their social-emotional growth and approach to learning. Teachers will use the following rubric to identify a student's proficiency in each characteristic:</p> <p style="text-align: center;"><u>Traits of a Successful Learner Rubric</u></p>
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TSL 1 - Work Completion - I complete work on time.

TSL 2 - Engagement - I actively participate in class activities, listen, and follow directions.

TSL 3 - Social Responsibility - I demonstrate kindness and respect.

4	The student demonstrates the behavior independently and consistently.
3	The student demonstrates the behavior frequently, with few reminders.
2	The student occasionally demonstrates the behavior and requires repeated reminders.
1	The student rarely demonstrates the behavior without adult intervention and assistance.

Power 30 (Intervention, Enrichment, and Academic Foundational Support)

EMS students begin each Power 30 period in their Success Class and may move to another space based on individual student need. Student enrollment in various interventions during Power 30 time will be determined first by *their diagnostic achievement in Math and Reading*, demonstration of grade level skill in math and literacy followed by their achievement in their Core Classes and academic progress. EMS ensures that if your student is lagging in a skill, then the grade level Student Success Team will do what is necessary to provide your student opportunities to learn the skill. If your student needs additional time or an alternative method of teaching, then we provide this intervention during Power 30. If your student already has learned the target or standard, we will provide enrichment during Power 30 class.

REID (Responsive Extensions, Interventions, and Development) Fridays

A student's enrollment in an Extension and/or Intervention class on Friday will be determined by the student's percentage of work completion (including missing work), the student's progress toward grade-level standards, the student's reading and Math abilities, and/or at the teacher's assignment. Students invited to REID day should make every effort to attend and get caught up.

Success Class

This class is a "Homeroom"-esque course in which students are taught the schoolwide expectations for PBIS, technology, and academics and are asked to track their progress over time (students will keep track of their diagnostic data, their achievement and growth in ELSs, and their readiness indicator progress). This class also uses the Success Bound curriculum to develop students' social-emotional learning and provide opportunities for students to demonstrate proficiency in the Oregon Social Emotional Learning State Standards. **It is essential that students attend and participate in Success Class on a daily basis.** Students who miss essential components of Success class due to absences or tardies will be required to attend lunch time make up sessions.

Arrival and Departures

Check-In Procedure

If students arrive after the first bell, they should obtain any supplies from their locker and report immediately to their Success class. If a student arrives to school after the start of Power 30 they should report to the office student window to check in and obtain a tardy pass for entry into class.

Check-Out Procedure During The School Day

If a student must leave school before the end of the day due to illness or an appointment:

- A parent/guardian (listed in Powerschool) must come into the school office to sign the student out.
- An emergency contact* (listed in Powerschool) must come into the school office to sign the student out.
- Please try to have pick-up arrangements made prior to 2:00 pm each day to ensure the office staff can get the message to the student.

*Please be sure your emergency contact information in PowerSchool is updated and accurate.

*Emergency contact must present photo identification when picking up a student from school.

Changing PM Pick-up Routine:

If a student requests a bus change to ride home with a friend, they must bring a signed note from a guardian before lunch that day to collect a bus pass. Changes for bus riders will not be allowed after completion of lunch.

	<p>For all other changes to student PM pick-up, please call the office ahead of time if possible, and we will do our best to have your child waiting when you arrive. (Policies JEDB, JEF)</p>
Attendance	<p>To report a student's absence:</p> <ul style="list-style-type: none"> Email emsinfo@estacada.k12.or.us Call 503-630-8516. <p>When returning from an absence, the student must communicate and work with their teachers to ensure all learning tasks are completed.</p> <ul style="list-style-type: none"> Because the success of the student's educational experience depends upon teacher-student relationships and peer interactions, being absent from class disrupts the individual's educational process. Oregon School Law (ORS339.010) requires children between the ages of 7-18 regularly attend school. Regular attendance is defined as student presence for 90% or more school days. <u>For the 2026-2027 school year, 90% attendance requires less than 14 days absent for the year.</u> Research shows excessive absences harm proficiency and learning. Absences cause students to fall behind in the completion of required coursework. Participation in class discussions, lectures, and group projects, audio-video presentations, and demonstrations are required activities, which often cannot be made up outside the classroom. Students who are frequently absent are in jeopardy of not being on track. <p>10-Day Drop: Oregon State Law requires that we withdraw students who miss ten consecutive days of school. If a student is absent for any reason for ten consecutive days, they will be withdrawn from school and will have to re-enroll when they return.</p>
Breakfast	<ul style="list-style-type: none"> Breakfast Time: Breakfast is served from 7:10-7:40. Cleanup: Students should dispose of trash and return trays to the designated area. Staff should ensure the area is clean for the next group. Transition to Class: After finishing breakfast, students should proceed to their classrooms under staff supervision.
Cell Phones, Smart Watches, Ear buds, headphones and Electronics Policy	<p>SILENCED and AWAY: Per state mandate, cell phones, smart watches, ear buds and head phones are silenced and away, stored in student's lockers or backpacks and not accessed, bell to bell from 7:20 a.m. to 2:18 p.m. <u>This includes passing time and lunch/recess.</u> Cell Phones are never allowed in PE Locker Rooms or Bathrooms.</p> <p>If phones/electronics are out and being used during the school day</p> <ul style="list-style-type: none"> First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices, student will be asked to put device in their backpack or locker. Parent or caregiver will be notified. Second instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or caregivers will be notified and a meeting with school administration may be scheduled to discuss ways to support the student Third instance of Noncompliance: the device will again be temporarily confiscated and held in the front office. Parents or caregivers will be informed and will need to pick the device up from the office. A meeting with school administration and the family will be arranged to review the policy and plan for improved compliance Beyond Third Instance of Noncompliance: student will be asked to leave their device(s) at home or leave device(s) in the main office each day during school hours. <p>* If a student is asked by a staff member to surrender their device and refuses to comply, the situation is no longer considered solely a cell phone violation, but rather an act of defiance/non-compliance.</p> <p>Refusal to hand over a cell phone upon request by a school employee is a direct violation of school authority and will be addressed according to the school's disciplinary matrix under "Disrespect/Defiance/Non-Compliance." Consequences may include, but are not limited to loss of privileges, lunch or after school detention, in-school suspension or out-of-school suspension, depending on the severity and frequency of the behavior.</p> <p>Health accommodations will be made to allow electronic access to students in need, per the requirements of their own 504 or IEP.</p>

	<p><i>Estacada Middle School/School District is not responsible for loss, theft, or damage to personal electronic devices brought to district property or school-sponsored events. Board Policy JFCEB-AR</i></p>
Counselors	<p>Counselors meet with students either individually or in groups to help them resolve conflicts, cope with stressful situations, better understand themselves and others, make decisions, get help with classes, deal with difficult feelings, provide encouragement, etc. Counselors can also refer both students and parents to appropriate mental health supports as needed. Parents can call counselors to set up conferences, obtain progress reports, discuss specific concerns about their child(ren), get information on parenting adolescents, etc.</p>
Dress For Success	<p>Dress for Success "Dressing for Success" is an idea that focuses on clothing as a means of achieving one's goals and ambitions. It revolves around the idea that your attire can empower you to reach your objectives, whether they are educational, career-oriented, or personal.</p> <p>All students must wear:</p> <ul style="list-style-type: none"> • A Top (shirt, sweatshirt, or tank top). • Bottoms (pants, jeans, skirts, or shorts that fully cover undergarments and buttocks) • Footwear appropriate for school activities (No shoes with wheels). <p>Clothing must be suitable for a school setting and should not expose private body parts, undergarments, or excessive skin.</p> <p>Prohibited:</p> <ul style="list-style-type: none"> • Any item with offensive language, alcohol, tobacco, drug references/paraphernalia, nudity, gang symbols, that is discriminatory in nature, or that is in violation of Oregon's Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the Confederate flag, and the noose. • Clothing that reveals male or female undergarments. A bra strap showing beneath a dress code-appropriate top is okay. • Undergarments worn as a primary outfit (ex: sports bra/bralette, boxer shorts). • Spandex shorts without being covered by another article of clothing (allowed: spandex under shorts/jeans/pants. Not allowed: spandex alone) • Sunglasses during school hours unless a doctor provides a prescription. • Capes, flags, or blankets draped over the shoulders or worn. • Costume garments (ex. tails,, ears, hats other than baseball caps, masks) • Fidgets/stuffed animals must fit in a student's hand <p>More Specific Guidelines:</p> <ul style="list-style-type: none"> • The neckline of a top cannot be lower than the straight line from the top of the underarm across to the opposite underarm. • Shirts must have shoulder straps. i.e., no tube tops. • The shirt's armholes must not be so large that they expose the midriff or back. • A shirt that exposes the upper back is ok, provided the top doesn't fall lower than the top of one underarm across to the opposite underarm. • When leggings, yoga pants, etc., are worn as a primary garment, they cannot be sheer or see-through. • Spandex shorts when worn under another article of clothing (shorts/jeans/pants) is okay. • Pajama bottoms are highly discouraged as they do not support our mission of Dressing for Success.
Dances and Incentive Events	<p>EMS Dances are for EMS students. Home-schooled and private-schooled students living within Estacada School District boundaries will not be admitted and cannot attend.</p> <p><i>Some EMS students may not be allowed to attend dances/incentive events due to behavioral and/or attendance issues*.</i></p>

Drugs, Alcohol, Marijuana Vape, Paraphernalia	<p>Drugs, Alcohol, Marijuana Vape, Paraphernalia - Under the influence, use, possession and/or intent to possess, distribute or share, selling in any form by students will not be allowed on school property, in School District vehicles, or at school events or activities and violates Oregon Law and District policy. (<u>Estacada School District policies JFCG, JFCH, JFCI</u>)</p> <p>1st Offense</p> <ul style="list-style-type: none"> • 5 Days Out-of-School Suspension • Referral to Law Enforcement • Referral to Drug/Tobacco counseling services • May include Expulsion • Safety Plan <p>2nd Offense</p> <ul style="list-style-type: none"> • 5+ Days Out-of-School Suspension • Expulsion Hearing <p>**Additional Athletic/Activities Suspensions will also apply to athletes.</p>
Extra-Curricular Co-curricular Activities and Sports	<p>Extra-Curricular and Co-curricular Activities</p> <p>EMS students can participate in various clubs and groups.</p> <ul style="list-style-type: none"> • Permission slips may be required to participate. • Individual coaches/advisors may require academic progress checks to participate. • Todos Juntos sponsored clubs and groups change frequently. Ask the office for more information. <p>Students participating in school-sponsored sports must adhere to district guidelines and policy. All students must register on <u>FamilyID</u>, sign the Athletic Contract, and have a current physical on file at EMS.</p> <p><u>Sports Physical</u>(English), <u>Sports Physical</u> (Spanish)</p> <p>At Estacada Middle School we value providing students with a comprehensive middle school experience which can include athletics and activities. However, academics must be a priority. Therefore, we hold our student-athletes to the Estacada Middle School academic standards in addition to those set forth by the OSAA:</p> <ul style="list-style-type: none"> • Students are expected to attend school each day to participate in practice. Students are to attend school on the day of an athletic contest. Withholding of play for student-athletes can happen for both academic and behavioral disciplines. Withholding of play for academics will be based on students' progress of their readiness indicators. According to the EMS handbook and ESD policies, the building principal or vice principal may approve withholding play because of behavioral incidents at their discretion. • In order to meet academic eligibility standards for participation in OSAA programs, a student must meet the following: <ol style="list-style-type: none"> 1. Must be in regular academic attendance (attend all enrolled classes every day, unless prearranged). 2. <u>Must have a score of 3 or higher in at least 80% of standards among all enrolled classes at scheduled grade checks (which occur weekly on Mondays).</u> Traits of a Successful Learner (TSL) standards do not count towards the calculation. (If not passing, INELIGIBLE to compete until next grade check). <p>EMS School sponsored sports: Fall: Cross Country, Volleyball Winter: Wrestling Spring: Track</p>

Food and Drink	<p>Our goal is to promote healthy habits. Therefore, energy drinks and similar drinks, including soda and caffeinated drinks, are not allowed and should not be brought to school. Students will be asked to discard or finish their drink prior to entering the school building.</p> <p>Energy Drinks/Coffee/Smoothies: Students who bring energy/coffee drinks or smoothies to school in the morning must finish and properly dispose of them before entering the school. Students may not store open beverages in their lockers due to spills/pest infestations. Energy drinks are not allowed during the school day at any time (including lunches) due to a marked increase in health-related concerns/issues. Students with open energy drinks will be asked to pour them out and not bring them to school. Students are allowed to bring water in bottles to consume throughout the day and drinking fountains are available in all buildings.</p> <p>Considering the educational opportunity of the day in any classroom, the teacher can instruct a student to put food and beverage items away.</p>
Hall Passes, Passing Time, and In-class Breaks	<p style="text-align: center;"><u>Hall Pass Expectations</u></p> <ul style="list-style-type: none"> • During Success Class on the first day of each week, students will be provided with a hall pass card after completion of their weekly Ranger Tracker/Goal Setting tasks. Students who are absent should check in with their Success teacher upon their return to arrange to update their Ranger Tracker and receive their hall pass card. • This card provides 2 passes each day in addition to passing time. • Must follow the 10/10 expectation. No hall passes can be used during Success/Flex periods • Students must have their signed pass with them when out of the classroom. Students are responsible for their pass. If lost, it will not be replaced. • This pass is only for the student. Sharing passes will result in a loss of privilege for the next week. • If you run out of passes and an emergency arises where you need to use the restroom your teacher will call for an adult escort. <p>Students may be placed on the “No Travel List” at the principal's or vice-principal's discretion. Students on the “No Travel List” cannot leave class at any time without an adult escort.</p>
ID and Bus Cards	<p>EMS students will be provided a student ID card with their school pictures. Students are responsible for maintaining their digital bus card so that they may scan on and off the bus. Bus cards may also be used in the cafeteria in place of student entering their ID number.</p>
Lockers	<p>Expectation: Single-Use Lockers- with exception to 6th grade who volunteered</p> <p>At Estacada Middle School, students are assigned a locker they will keep for their three-year stay. It's crucial that you do not share your locker combination with anyone, as doing so could compromise the safety of your personal belongings. Estacada Middle School is not responsible for any issues that arise (theft, public knowledge of locker combination) if a student chooses to share their locker/combination with other students.</p> <p>If you have an issue with your locker or combination, please contact the front office for assistance.</p> <p>Board Policy: Code: JFG-AR <u><i>Student Searches</i></u>** <i>Board Policy JFG: (partial policy contents) Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the principal. Students have no expectation of privacy regarding these items/areas</i></p> <p style="text-align: center;"><u>Locker Use Form</u> (English) <u>Locker Use Form</u> (Spanish)</p> <p>All backpacks should be kept in lockers during the school day. Students who choose to carry a backpack must immediately place their backpack in the designated area upon entry into a classroom. Materials needed to enter class (binder, Chromebook, pencil) must be in student hands upon entering classroom (not in backpack).</p>

Medication	If a student must take medication at school, the parent/caregiver must take it to the office secretary. The person receiving the medication will explain the rules and arrange for an appropriate staff member to give the student the medicine. Any medication must be in the original labeled container. Students can take their medication under certain limited conditions but must check with the secretary first.
Organization and Chromebooks (Binder Rental)	<p>All students are expected to use a three-ring binder with individual tabs for each class period of their academic day, and a pencil (writing tool). Students may also be expected to bring spiral notebooks or textbooks/workbooks/journals to specific classes.</p> <p>Students are expected to work out a plan to ensure they have their supplies and are ready for the academic day. If a student forgets their binder, we have a rental system here at the middle school. Success teachers will arrange for students to meet with the Campus Monitor to obtain a rental binder for the day. Rental binders must be returned to the Campus Monitor at the end of the school day.</p> <p>Students are expected to bring their charged Chromebooks to and from school each day. All classrooms will have charging stations, student have the opportunity to purchase their charger to take home. <i>*If there is a financial burden, please contact the principal</i></p> <p>Students who have submitted broken Chromebooks to Technology will be allowed to check out a loaner Chromebook from the Campus Monitor each day until their own Chromebook is returned.</p> <p>Students who do not bring their charged Chromebook or binder to school will be asked to contact parents to arrange for their supplies to be dropped off.</p>
PE Uniforms	<p>All students are required to purchase an EMS PE uniform of black shorts and a black t-shirt. This uniform is required to be worn in PE class. A student's PE proficiency indicator may be impacted if the student chooses not to wear the uniform. Clean PE uniforms are the responsibility of the student. When students do not have their PE uniform available, the student must wear a clean, loaner set. It is the responsibility of the student to return loaner sets. Lost or an extra uniform can be purchased. <i>*If there is a financial burden, please contact the principal</i></p>
Tardy	<p>Students will be considered tardy if not in the classroom when the bell rings. Late arrival to class with a written excuse from a staff member is regarded as an excused tardy and will not be subject to discipline. Students may be assigned consequences for excessive unexcused tardies.</p> <p>Students who are excessively late to class may be placed on the "No Travel List" at the school's principal's or vice principal's discretion.</p>
Transportation Change Request	Notification: Parents should notify the school of transportation changes by 2:00pm to ensure the message can be relayed to students prior to the end of the day.
SAFE LEARNING ENVIRONMENT FOR STUDENTS	
Positive Behavioral Intervention and Supports	
Overview	<p>The Estacada School District strongly emphasizes developing school-wide systems of support that include proactive strategies for defining, teaching, and re-teaching, proactively correcting behavior errors, and supporting appropriate student behaviors to create a positive school environment.</p> <p>We have developed school-wide procedures to teach and achieve the following expectations.</p> <ul style="list-style-type: none"> ● Be Respectful ● Be Responsible ● Be Safe and Be Kind <p>Estacada Middle School expects student conduct to contribute to a productive learning climate. Students shall comply with EMS's written expectations, submit to the lawful authority of school staff, and conduct themselves in an orderly fashion during</p>

	<p>the school day and at school-sponsored events.</p> <p>Please see the Student Discipline and Code of Conduct policies along with the Levels of Intervention and Disciplinary Response on the following pages. Our goal is to partner with students and families when a student exhibits challenging behaviors that impact their learning and the learning of others.</p>
Parent Supports	<p>The partnerships between families and schools are the foundation for student success. Parents are encouraged to access their student's class Canvas courses to track their student's learning and ParentSquare to communicate with EMS staff.</p>
Responses & Consequences (Discipline)	<p>See: "Student Discipline and Code of Conduct policies", "Levels of Intervention and Disciplinary Response"</p> <p>School rules and discipline plans are enforced at this school. The "Levels of Intervention and Disciplinary Response" describes how classroom teachers, staff and administrators respond to challenging student behaviors.</p> <p>We support traditional discipline coupled with restorative practices whenever possible.</p>

ESTACADA MIDDLE SCHOOL BEHAVIOR EXPECTATIONS

	<p>★ BE RESPECTFUL. BE RESPONSIBLE. BE A RANGER. ★</p>
<p>In all Settings</p>	<ul style="list-style-type: none"> • Use appropriate language, volume, and tone • Practice kindness • Keep hands/feet to self • Listen and follow directions • Scented sprays/aerosols are prohibited • Keep backpacks in lockers. • Always have your supplies.
<p>Cafeteria</p>	<ul style="list-style-type: none"> • Wait patiently in line and keep hands and feet to self at ALL TIMES • Put binders, books and Chromebook in your locker before entering cafeteria • Carefully and neatly obtain food from cafeteria stations - inform staff of any mess created/offer to help clean up. • Stay in your seat until dismissed • Eat what you take • Keep food and drink in the Cafeteria
<p>Auditorium & Gym Events</p>	<ul style="list-style-type: none"> • Keep your feet on the floor and your hands to yourself • Focus on the presentation and respond appropriately • Enter and exit without disruption • Use the correct door and sit in correct area • Practice good sportsmanship • Be mindful and avoid potentially harmful behaviors • Wear non-marking shoes in the gym
<p>Hallways</p>	<ul style="list-style-type: none"> • Use respectful, school appropriate language • Walk to the right • Keep hands and feet to self at ALL TIMES • Use indoor volume voices • Be respectful of bulletin boards, furniture and others' property • Travel with a pass and a purpose • Use the elevator with permission only • Open and close your locker appropriately
<p>Library</p>	<ul style="list-style-type: none"> • Be respectful of others in the library including supervising adults • Enter library with permission and have a plan • Engage in library appropriate activity only • Handle books and materials with care, use furniture appropriately • Keep hands and feet to self at ALL TIMES
<p>Locker Room</p>	<ul style="list-style-type: none"> • Grant others their privacy - Avoid potentially harmful behaviors • Use of electronics prohibited • Keep hands and feet to self at ALL TIMES • Lock your belongings in your locker • Solids or gel deodorants only

Main Office	<ul style="list-style-type: none"> • Patiently wait in line at the student window, by the wall • During the school day, only enter main office with adult permission • Speak to office staff with courtesy, always follow direction of office staff • Take notes to the office, obtain a pass or make an appointment with counselors or administration before school or during passing time
Outside Areas - recess, before and after school	<ul style="list-style-type: none"> • Include others, always treat others with kindness • Keep hands and feet to self at ALL TIMES • Go directly to your destination • Respect school and staff property, always follow direction of school staff • Follow protocols for use of recess equipment, no personal equipment is allowed • Throw your garbage away in appropriate place • Stay within the boundaries of the area • Keep hands off plants/garden/trees • Immediately report injuries & accidents to supervising staff • Immediately report unkind or bullying behavior to supervising staff • Never sit on the tennis court nets • Use the handrail as a handrail only • Report strangers • Watch for cars
Restrooms	<ul style="list-style-type: none"> • Grant others their privacy • Go, Flush, Wash in a timely manner • Wait for others outside of restroom (no congregating) • Immediately report problems to an adult • Use of electronics prohibited
Technology	<ul style="list-style-type: none"> • Chromebook fully charged and ready • Use Chromebook for school use only • Refrain from actions that damage school devices • Report misuse of or technology issues to an adult immediately • Keep logins and passwords private • Avatar/profile picture is school-appropriate • Use only your real name <p>Note: All students sign a Chromebook use agreement before receiving a district device. Teachers use GoGuardian to monitor Chromebook use during class. District monitors all Chromebook activity both on and off campus</p>
Bus	<ul style="list-style-type: none"> • Always follow direction of bus driver • Sit in driver assigned seat, stay in seat at all times • Never stick body parts or objects out of bus windows • Serve as role model for younger students on bus • Be an upstander when others engage in inappropriate behavior <p>Note: All students who ride bus agree to follow all state bus laws</p>



ESTACADA MIDDLE SCHOOL STANDARDS OF EXCELLENCE



Collaboration: Working Together as a Team

What collaboration looks like in action:

- Listen to other people's ideas and try to understand their point of view.
- Help others, even when it's not about you — think like a team player.
- Take responsibility as a group, not just as individuals.
- Be happy for your classmates when they succeed, and celebrate everyone's wins.
- Believe that every student can learn and do great things.



Respect: Treating Everyone with Kindness and Fairness

What respect looks like in action:

- Show kindness by caring about how others feel and doing the right thing, even when it's hard.
- Listen to others so you can really understand them, and respond in a helpful, positive way.
- Appreciate what makes each person unique — like culture, background, and identity.
- Be fair and open-minded when working with others, even if they think differently than you.
- Help make school a safe and welcoming place where everyone feels heard and supported.



Consistency: Being Reliable and Doing What We Say We'll Do

What consistency looks like in action:

- Follow clear rules, routines, and expectations so everyone knows what to expect each day.
- Work together as a team, using the best ways we know to help students learn and grow.
- Make sure what we do matches our school's goals and values.
- Communicate clearly and keep promises so others know they can count on us.



Innovative: Trying New Ideas to Make Things Better

What being innovative looks like in action:

- Keep learning and look for better ways to solve problems.
 - Be brave and try new things, even if they might not work the first time.
- Focus on finding solutions instead of getting stuck on problems.



- Stay curious and excited about discovering new ideas.
- Use facts and information to help make smart choices

Empathy: Understanding and Caring About Others

What empathy looks like in action:

- Try to see things from someone else's point of view and imagine how they feel.
- Build real connections and positive relationships with people.
- Respect and support everyone's background and experiences.
- Don't assume you know why someone acts a certain way — take time to understand them.
- Notice when someone is quiet or seems left out, and keep trying to include and support them.
- Become aware of the causes of students' and families' silence, and persevere to further engage them.



Perseverance: Keep Going, Even When It's Tough

What perseverance looks like in action:

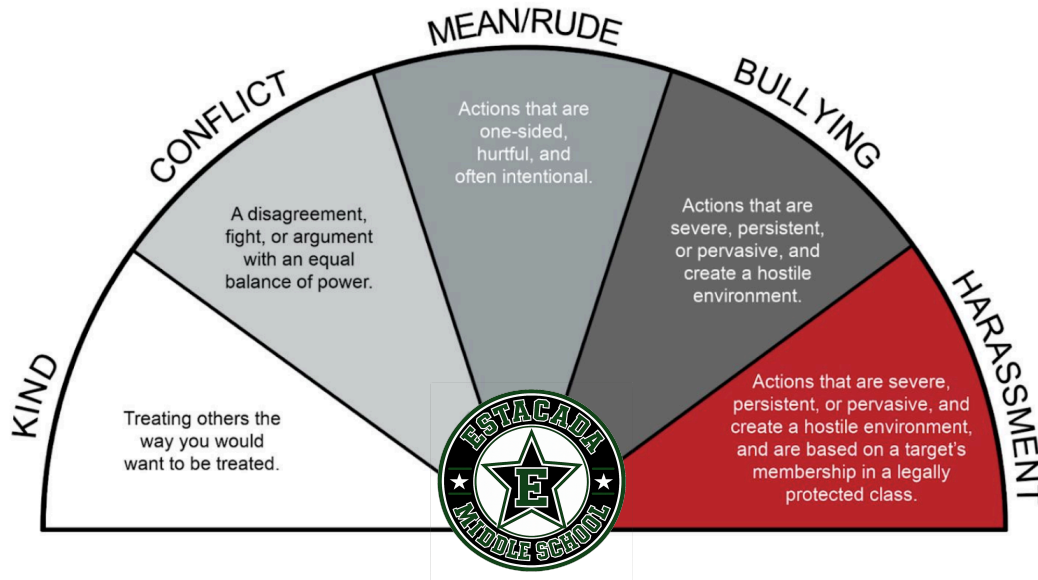
- See challenges as chances to learn and grow, even if you make mistakes along the way.
- Don't give up on yourself or others — keep trying!
Stay focused on your goals, even when things get hard.
- Be open to change and willing to adjust when needed.
- Celebrate your hard work and the progress you make — it's worth it!

Monthly Recognition Schedule

August and September- Nominate for all SOE Values	February- Innovation
October- Collaboration	March- Empathy
November/December- Respect	April- Perseverance
January- Consistent	May/June- Nominate for all SOE Values

RANGER RISE TICKETS

- THROUGHOUT THE YEAR, STAFF WILL BE RECOGNIZING STUDENTS WHO DEMONSTRATE DISTRICT STANDARDS OF EXCELLENCE THROUGH THE DISTRIBUTION OF RANGER RISE TICKETS
- STUDENTS WILL COLLECT TICKETS AND USE THEM TO PURCHASE PRIZES FROM THE RANGER RISE STORE



Peer Conflict, Bullying and Bias/Harassment

As students progress through middle school, they will encounter situations that involve conflict with others and bullying/bias incidents. Depending on the nature of these interactions, students are expected to request adult support and report major incidents using office provided forms:

- Students who encounter conflict or mean/rude behavior can request support through filling out a Conflict with Others form available in the main office.
- Students who encounter bullying or bias/harrassment should immediately fill out a Bullying Report form available in the main office. Students can also report Bias incidents using the Anonymous reporting QR codes located throughout the hallways. These reports will initiate investigations per district policy.

Students can access these forms before and after school or during passing periods from the student office window.

During Success Class, students will receive regular instruction regarding the differences between peer conflict and bullying behavior.

WHAT BULLYING IS	WHAT BULLYING ISN'T
<p>Bullying is behavior that:</p> <ul style="list-style-type: none"> ■ Is repeated over time: Chronic bullying is considered more than 2 acts per month. ■ Is intended to harm: There is an intent to cause physical or emotional hurt. ■ Involves a power differential: One person is more popular, bigger, older than another; a group targets other student(s) ■ Creates a hostile educational environment: a student doesn't feel safe. ■ Is done during the school day through the use of personal or district digital devices (cyberbullying) ■ Animal noises directed at another student (such as barking, meowing, oinking, or similar sounds) when used to mock, intimidate, or harass. ■ The use of slurs/name-calling - this may also qualify as a bias incident 	<p>Just as important is understanding what bullying isn't:</p> <ul style="list-style-type: none"> ■ Unkind words that occur once ■ Everyday social conflict, misunderstandings, or personality differences, differences of opinion expressed respectfully. ■ Friendly teasing or joking that is welcomed by everyone involved and stops immediately when someone asks. ■ Choosing not to be friends with someone, provided it is not accompanied by harassment, intimidation, or exclusion intended to harm ■ Accidental actions that were not intended to cause harm ■ Enforcement of school rules or consequences by school personnel. ■ Behavior that may be inappropriate to the adult, but that the other does not perceive as hurtful, for example, name-calling that all are participating in on an equal basis.
<p>Even When It Isn't Bullying...</p> <p>The school may still respond to behavior that is disrespectful, disruptive, threatening, or violates the District Student Code of Conduct. <u>Students are expected to treat one another with dignity and respect, help create a positive learning environment, and seek adult assistance when conflicts cannot be resolved safely.</u></p>	

During Success Class, students will also receive instruction regarding bias incidents based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin , including language and symbols identified by state law OAR 581-022-2312 Every Student Belongs.

Please note: Language that may be common in music, social media, online gaming, or other settings is not automatically appropriate for school. Students are expected to communicate respectfully and contribute to a learning environment where every student feels safe, valued, and included.

Examples of prohibited bias language include, but are not limited to:

Racial or Ethnic Slurs: Any words or phrases used to demean, threaten, stereotype, or insult individuals because of their race, ethnicity, national origin, skin color or immigration status.

Examples include:

- The N-word (in any form or spelling)
- Derogatory names targeting Hispanic/Latino, Asian, Native American, Black, Middle Eastern, Pacific Islander, Jewish, or other racial or ethnic groups
- Mocking accents or cultural identities in a degrading manner
- Referencing calling ICE

Disability-Based Language: Language that demeans or mocks individuals with physical, developmental, intellectual, or mental health disabilities.

Examples include:

- "Retard" or "retarded" used as an insult
- Using disability-related terms (i.e. autistic) as put-downs
- Mocking speech, mobility, or medical conditions

Gender Identity or Sexual Orientation: Language targeting someone because of their gender identity, gender expression, or sexual orientation.

Examples include:

- The F-slur
- "That's so gay" when used as an insult
- Intentional misgendering or repeatedly refusing to use a student's affirmed name or pronouns to harass or demean

Religious Bias: language or gestures/actions that demean, intimidate, or target another person because of their religion or sincerely held beliefs. This includes insulting or mocking religious beliefs, practices, clothing, places of worship, sacred texts, or religious symbols. Examples may include derogatory names directed at members of any religion, including Christianity, Judaism, Islam or other faith traditions.

Language targeting someone because of other Protected Characteristics:

- Sex

- Marital status
- Family status
- Veteran status
- Any other protected class under Oregon or federal law

Students may not display symbols, images, gestures, or drawings that are commonly recognized as promoting hatred, violence, intimidation, or discrimination against protected groups.

Examples include:

- Nazi swastikas
- SS bolts
- Ku Klux Klan symbols
- White supremacist hand gestures, symbols or slogans
- Confederate flag
- Symbols adopted by hate groups
- Numeric or coded hate symbols when used to promote extremist ideologies

School administrators will consider the context, intent, and impact of the display when determining whether a symbol violates school policy.

STUDENT DISCIPLINE & CODE OF CONDUCT POLICIES

Conduct

Students are responsible for conducting themselves properly in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes. School personnel have the discretion to identify "Levels of Intervention," and use interventions and/or discipline that is deemed appropriate to the conduct. ([see policy JFC](#)).

Levels of Intervention and Disciplinary Response

Each level of intervention and discipline in this section may include the strategies described below, but is not in any way limited to those strategies or options that are specifically listed. School personnel have the discretion to use interventions at Level 1. **Administrative staff have the discretion to use interventions and/or discipline that is deemed appropriate to the conduct for all levels based on appropriate age, ability, and situation.**

Level 1	Level 2	Level 3	Level 4	Level 5
Classroom Support and Interventions including Restorative Conference	Administrative Staff Intervention including Restorative Actions, Lunch/Afterschool detention	Suspensions and Referrals including Restorative Conference	Extended Suspensions and/or Expulsion including Restorative Conference	Law Enforcement Officer or Public Safety Officer may be contacted
Aim is to teach correct or alternative behavior. Must inform parents/guardians. (CM-Classroom Managed Referral)	Aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect learning. Must inform parents/guardians. (OM-Office Managed Referral)	Appropriate when interventions and supports have been put in place, but the behavior is escalating/ repeating or because of the severity of the behavior.	Appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Appropriate when situation is deemed dangerous or a law may have been broken.

Level 1 - Classroom interventions and responses

These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. These strategies may or may not involve the parent/guardian. Teachers are encouraged to try a variety of teaching and classroom management strategies. Sample actions may include:

- | | |
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| <ul style="list-style-type: none"> • Reteaching, reminder, redirection • Verbal/nonverbal correction | <ul style="list-style-type: none"> • 1st Classroom managed referral submitted for documentation - must be accompanied by parent contact |
|--|--|

<ul style="list-style-type: none"> • Seat change • Restorative conversation • De-escalation strategy (reflection break in the classroom calming corner) • Reflection time in Buddy Classroom • Teacher/Student conference • Parent or guardian contact 	<ul style="list-style-type: none"> • Loss of classroom privileges • Restorative practice strategies • Written reflection or apology • Referral to counselor • 2nd Classroom managed referral submitted - must be accompanied by parent contact • Parent or guardian conference to set up behavior contract 		
<p>Goal: The aim is to teach correct or alternative behavior and prevent office managed referral/consequence/loss of privileges</p> <p>Family Contact: Must inform parent or guardian if a Classroom Management referral is written.</p>			
<p>Level 2 - Classroom/Office Managed (Intensive support and administrative staff interventions/responses)</p> <p>The aim is to correct the behavior by stressing the seriousness of the behavior while restoring relationships and keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment. Sample actions may include:</p> <table border="1" data-bbox="131 724 1489 1035"> <tr> <td data-bbox="131 724 808 1035"> <ul style="list-style-type: none"> • Administrator/student conference • Conflict resolution • Office Managed Referral accompanied by parent notification • Detention (Lunch/After-school) • Family meeting with Grade Level Success Team </td><td data-bbox="808 724 1489 1035"> <ul style="list-style-type: none"> • Check In/Check out intervention to track behavior in all classes • Loss of privileges (assigned cafeteria seat, removal from recess, loss of hall pass, athletic eligibility) • Accountability conference with school team, restorative actions • Mentoring/Regular counselor check in </td></tr> </table> <p>Goal: The aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <p>Family Contact: Parent/ or guardian notified.</p>		<ul style="list-style-type: none"> • Administrator/student conference • Conflict resolution • Office Managed Referral accompanied by parent notification • Detention (Lunch/After-school) • Family meeting with Grade Level Success Team 	<ul style="list-style-type: none"> • Check In/Check out intervention to track behavior in all classes • Loss of privileges (assigned cafeteria seat, removal from recess, loss of hall pass, athletic eligibility) • Accountability conference with school team, restorative actions • Mentoring/Regular counselor check in
<ul style="list-style-type: none"> • Administrator/student conference • Conflict resolution • Office Managed Referral accompanied by parent notification • Detention (Lunch/After-school) • Family meeting with Grade Level Success Team 	<ul style="list-style-type: none"> • Check In/Check out intervention to track behavior in all classes • Loss of privileges (assigned cafeteria seat, removal from recess, loss of hall pass, athletic eligibility) • Accountability conference with school team, restorative actions • Mentoring/Regular counselor check in 		
<p>Level 3 - Office Managed</p> <p>Suspension and referral services</p> <p>These interventions are appropriate when interventions and supports have been put in place but the behavior is escalating or because of the severity of the behavior. Sample actions may include:</p> <table border="1" data-bbox="131 1304 1489 1572"> <tr> <td data-bbox="131 1304 808 1572"> <ul style="list-style-type: none"> • Implementation of Behavior Support Plan • Referral to community organization (e.g., mentoring programs) • Referral to IEP team or 504 team for manifestation determination for students with disabilities • Referral to substance abuse counseling </td><td data-bbox="808 1304 1489 1572"> <ul style="list-style-type: none"> • Revision to IEP or 504 (students with disabilities) as needed • Short-term suspension (<i>in school or out of school</i>) • Parent or guardian notification </td></tr> </table> <p>Goal: Appropriate when interventions and supports have been put in place, but the behavior escalates/repeats or because of the severity of the behavior.</p> <p>Family Contact: Parent/ or guardian notified.</p>		<ul style="list-style-type: none"> • Implementation of Behavior Support Plan • Referral to community organization (e.g., mentoring programs) • Referral to IEP team or 504 team for manifestation determination for students with disabilities • Referral to substance abuse counseling 	<ul style="list-style-type: none"> • Revision to IEP or 504 (students with disabilities) as needed • Short-term suspension (<i>in school or out of school</i>) • Parent or guardian notification
<ul style="list-style-type: none"> • Implementation of Behavior Support Plan • Referral to community organization (e.g., mentoring programs) • Referral to IEP team or 504 team for manifestation determination for students with disabilities • Referral to substance abuse counseling 	<ul style="list-style-type: none"> • Revision to IEP or 504 (students with disabilities) as needed • Short-term suspension (<i>in school or out of school</i>) • Parent or guardian notification 		
<p>Level 4 - Office/District Managed</p> <p>Extended suspension and referral services - These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. These are appropriate when the</p>			

students' behavior seriously affects the safety of themselves or others in the school environment. Sample actions may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Extended suspension between 8-10 days • Safety or supervision plan • Parent or guardian notification • Referral to IEP team for manifestation determination for students with disabilities | <ul style="list-style-type: none"> • Referral to substance abuse counseling • Reentry Meeting • Revision to IEP or 504 (students with disabilities) as needed • Potential Expulsion recommendation • Potential Alternate educational placement |
|---|---|

Goal: maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Family Contact: Parent/guardian contact

Level 5 - Office/District Managed

Law Enforcement Public Safety Officers may be contacted. These interventions involve removing a student from the school environment because of the severity of the behavior and focusing on maintaining the safety of the school community to end harmful behavior to the student or others.

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| <ul style="list-style-type: none"> • Alternative educational placement • Extended suspension between 8-10 days • Expulsion Recommendation • Parent or guardian notification • Referral to IEP team for manifestation determination for students with disabilities | <ul style="list-style-type: none"> • Referral to substance abuse counseling • Revision to IEP or 504 (students with disabilities) as needed |
|--|---|

Goal: Maintaining the safety of the school community

Family Contact: Mandatory Parent/guardian meeting

Student Conduct Offenses	Levels - This does not indicate how many times an offense has occurred, but rather reflects the seriousness of the behavior and/or the level of response or intervention.				
Levels of Intervention and Disciplinary Response Each level of intervention and discipline in this section may include the strategies described below, but is not in any way limited to those strategies or options that are specifically listed. School personnel have the discretion to use interventions at Level 1. Administrative staff have the discretion to use interventions and/or discipline that is deemed appropriate to the conduct for all levels based on appropriate age, ability, and situation.	1	2	3	4	5 Law Enforcement /SRO may be contacted
Academic Integrity/Lying/Cheating/Forgery - Student intentionally delivers a serious or hurtful message that is untrue and/or deliberately violates rules. Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth. <ul style="list-style-type: none"> • Student copies or submits the work of another student • Plagiarism • Student avoids telling the truth out of fear of getting themselves/others "in trouble" • Student utilizes <u>Artificial Intelligence</u> to generate assignments (Chat GPT, Devices, etc) (Estacada School District Policy IKI)	X	X	X		

Arson: Intentional setting of fire to property or facilities, or intentional actions that result in setting of fire to property or facilities; Setting off false alarms. <u>(Estacada School District Policy JFC - Student Conduct), ECAB Vandalism/Malicious Mischief/Theft</u>				X	X
Assault/Battery - Intentionally or knowingly attempting to cause or causing physical injury to another student or staff member. <u>(Estacada School District Policy JFC - Student Conduct)</u>			X	X	X
Attendance - Unexcused absences, skipping, tardies, etc. <u>(Estacada School District Policy JEA)</u>	X	X	X		
Automobile Misuse - Not following rules and regulations concerning vehicles on school premises/event <u>(Estacada School District Policy JFC - Student Conduct)</u>		X	X	X	X
Bias Incidents/Discrimination - Students must not engage in any behavior that violates a high-quality educational experience, free from discrimination or harassment based on protected class: <i>perceived race, color, religion, gender identity, sexual orientation, disability or national origin for all students</i> . Bias can be expressed through words, actions, attitudes, or symbols even when not intended to cause hurt or harm. Discrimination can happen through actions or decisions that exclude others in protected classes. <u>(Estacada School District Policy ACB - Every Student Belongs)</u> <u>ORS 339.347</u>	X	X	X	X	X
Bus Misconduct - Behavior that interferes with bus safety. The student fails to follow the bus expectations.. <ul style="list-style-type: none"> • <u>State regulations</u> (OAR 581-53-010: ORS: Chapter 820; 332.405, OAR: 581-21-010) • (Estacada School District Policy <u>EEACC - Student Conduct on School Buses; JFC - Student Conduct</u>) 	X	X	X	X	X
Cell Phones - Student engages in inappropriate use of cell phones. <u>(Estacada School District Policy JFC/EB Personal Electronic Devices)</u>	X	X	X	X	
Disrespect/Defiance/Non-Compliance - Behavior that interferes with the learning environment. Students fail to follow adult requests, sustained or ongoing refusal to follow directions, constantly arguing/talking back, and/or socially rude interactions. Student engages in brief or low-intensity failure to respond to adult requests. Disrupts for a brief period of time. Some examples, though not an exhaustive list, include: <ul style="list-style-type: none"> • Following directive slowly, or not responding to directive • Repeatedly being reminded about same minor offenses • Purposely keeping/taking others off-task for attention • Arguing when asked to do something • Skipping detention • Walking away while being spoken to <u>(Estacada School District Policy JFC - Student Conduct)</u>	X	X	X		
Disruptive or Unsafe Behavior - Student intentionally causes disruptions, unsafe, or abusive conduct, interfering with student learning and/or classroom instruction, and/or may result in injuries to self or others. Disruption may include sustained loud talk, yelling, loud noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior. At school,	X	X	X	X	

<p>students are expected to behave in ways that support learning and respect others; this means avoiding behaviors that are overly distracting or disruptive to the school environment. Some examples, though not an exhaustive list, include:</p> <ul style="list-style-type: none"> • Constant requests to leave the room • Grand entrances/exits in classrooms • Talking/engaging in side conversations • Moving about the classroom at inappropriate times • Overt disrespect • Pattern of disruption or deliberate disruption of the learning environment (other students' learning is inhibited) • Climbing, jumping, and running in inappropriate locations • Throwing items inappropriately • Using recreational items such as heelys/skateboards/scooters/bikes/playground equipment, etc. in an inappropriate manner or location • Intentionally creating a slipping or tripping hazard by leaving or placing liquids or other items on the floor <p><u>(Estacada School District Policy JFC - Student Conduct)</u></p>					
<p>Dress Code Violation - Any item that may cause a disruption to learning, create a hostile environment, be a distraction to oneself or others, or compromise student safety. A student wears clothing that is offensive or derogatory towards others and/or causes a disruption in the learning environment. Some examples, though not an exhaustive list, include:</p> <ul style="list-style-type: none"> • Anything that would be considered part of a costume • Any item with offensive language, alcohol, tobacco, drug references/paraphernalia, nudity, gang symbols, that is discriminatory in nature, or that is in violation of Oregon's Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the Confederate flag, and the noose. <p><u>(Estacada School District Policy ACB - Every Student Belongs)</u></p>	X	X			
<p>Drugs, Alcohol, Marijuana Vape, Paraphernalia - Under the influence, use, possession and/or intent to possess, distribute or share, selling in any form by students will not be allowed on school property, in School District vehicles, or at school events or activities and violates Oregon Law and District policy. <u>(Estacada School District policies JFCG, JFCH, JFCI)</u></p> <p>1st Offense</p> <ul style="list-style-type: none"> • 5 Days Out-of-School Suspension • Referral to Law Enforcement • Referral to Drug/Tobacco counseling services • May include Expulsion • Safety Plan <p>2nd Offense</p> <ul style="list-style-type: none"> • 5+ Days Out-of-School Suspension • Expulsion Hearing <p>**Additional Athletic/Activities Suspensions will also apply to athletes.</p>			X	X	X
<p>Gang activity - Behavior promoting or imitating gang involvement or activity through attire, language, or nonverbal gestures</p> <p><u>(Estacada School District KGB - Public Conduct on District Property)</u></p>	X	X	X	X	X
<p>Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence</p> <p>Student delivers intentionally disrespectful messages (verbal or gestural) to another person, including threats, intimidation, obscene gestures, pictures, written notes, or uses physical force</p>	X	X	X	X	X

<p>to intimidate or obtain something. Any report of harassment will initiate an investigation under district policy. Some examples, though not an exhaustive list, include: <u>(Estacada School District policies JFCF)</u></p> <ul style="list-style-type: none"> Grabbing, touching, sexual hands-on Making comments resulting in another person feeling uncomfortable or unsafe Cyberbullying Pantsing Using objects to touch others Other 					
<p>“Off limits” violations (Closed Campus/Campus Mobility) - Estacada School District is a closed campus. Once students arrive at school—whether by bus, car, or on foot—they may not leave campus during the school day without prior administrative approval.</p> <p>Violations may include:</p> <ul style="list-style-type: none"> Leaving campus without permission during school hours. Being in a car in the parking lot during instructional time without permission. Exiting the building during class periods or lunch without checking out. Attempting to return to campus after leaving without authorization. <p><u>(Estacada School District Policy JEFA Closed/Open Campus)</u></p>	X	X	X		
<p>Fighting, Aggression/Violence - Actions involving intentional/serious physical contact where injury may/could occur and/or conduct resulting in physical harm to one's self, to others, or to property, such as fighting in a school building, on the school grounds or nearby vicinity. Some examples, though not an exhaustive list, include:</p> <ul style="list-style-type: none"> Hitting, punching, hitting with an object, kicking, hair pulling, scratching Fist fighting, slapping, choking, shoving, biting, spitting <p>1st Offense</p> <ul style="list-style-type: none"> 3 Days Out-school Suspension Safety Plan <p>2nd Offense</p> <ul style="list-style-type: none"> 5 Days Out-School Suspension Review/Revise Safety Plan <p>3rd Offense</p> <ul style="list-style-type: none"> Additional Suspension and may include Expulsion <p><u>(Estacada School District Policy JFC - Student Conduct)</u></p>			X	X	X
<p>Inappropriate Physical Contact -</p> <p>Some examples, though not an exhaustive list, include:</p> <ul style="list-style-type: none"> Playful tripping or pushing, any unwanted touch Anything involving biohazards like saliva, blood, and mucus <p><u>(Estacada School District Policy JFC - Student Conduct)</u></p>	X	X	X	X	X
<p>Inappropriate/Abusive/Profane or obscene language/ lewd conduct- Student engages in an instance of inappropriate language and/or student delivers malicious verbal/non verbal messages which include swearing, name-calling, threats, or use of words directed at another person in an intentional malicious manner, that is discriminatory in nature, or that is in violation of Oregon's Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the confederate flag, and the noose. Some examples, though not an exhaustive list, include:</p> <ul style="list-style-type: none"> Cussing/Crude Language Inappropriate gestures Offensive/racial language 	X	X	X	X	X

<ul style="list-style-type: none"> • Use of racial, sexual, religious, derogatory, and/or discriminatory remarks/symbols that infringe on the rights and safety of others • Threats or unwanted/inappropriate comments (Estacada School District Policy JFC; ACB)					
Technology Violation Student engages in inappropriate use of chromebooks/school-issued devices, cell phones, smart watches, smart glasses, headphones/ear buds. Some examples, though not an exhaustive list, include: <ul style="list-style-type: none"> • Electronic device in use at inappropriate time • Use of technology for non-academic purpose during class • Use of electronic device(s) to access non-academic content • Creation, use, distribution of code/software to circumvent district filtering systems • Violating the District's Electronic Policy (Estacada School District Policy JFC; IIBGA)	X	X	X	X	X
Threats - Verbal or physical threat or intimidation toward a student, staff or third party on school property. (Estacada School District Policy JFC; JFCM)	X	X	X	X	X
Theft -The act of stealing personal or public property (Estacada School District Policy JFC; ECAB)	X	X	X	X	X
Tobacco/Vape (non-marijuana) - Use, possession and/or intent to possess, distributing or sharing, selling of tobacco/vape or its imitation in any form by students violates Oregon Law and District policy. Tobacco products, <u>including e-cigarettes</u> , will not be allowed on school property, in School District vehicles, or at school events or activities. (Estacada School District policies JFCG, JFCH, JFCI) 1st Offense <ul style="list-style-type: none"> • 3 Days Out-school Suspension • Referral to Drug/Tobacco counseling services • Reentry Plan 2nd Offense <ul style="list-style-type: none"> • 5 Days Out-School Suspension • Referral to Drug/Tobacco counseling services • Reentry Plan • Safety Plan 3rd Offense <ul style="list-style-type: none"> • Additional Suspension and may include Expulsion **Additional Athletic/Activities Suspensions will also apply to athletes. <u>Athletic Handbook</u>			X	X	X
Property Misuse/Vandalism - Student misuses, damages, or vandalizes property. Student plans or participates in an activity that results in the destruction of property or purposefully impairs the usefulness of property. Some examples, though not an exhaustive list, include: <ul style="list-style-type: none"> • Cleanable-by-student vandalism • Throwing, destroying or unsafe use of your own or other people's property • Defacing or damaging property • Intentionally breaking objects or purposefully marking school-owned materials, books, etc. • Deliberately harms personally-owned/school-owned items (Estacada School District Policy JFC; ECAB)		X	X	X	X

Weapons/Prohibited Items

Some examples, though not an exhaustive list, include:

- Knives
- Weapon
- Replica of a weapon
- Destructive device
- Lighter
- Fireworks/smoke devices

(Estacada School District Policy JFC; JFCJ)

X**X****X****X**