



St. Helens School District

STUDENT & FAMILY HANDBOOK

2026-2027



Mission Statement

Strengthening Our
Community Through
Exceptional Schools

Vision Statement

St. Helens School District
inspires all students to
learn, connect, and commit
to a thriving future.



St. Helens School District
Administrative Offices

474 North 16th Street
St. Helens, OR 97051

CONTACT US

503-397-3085

WEBSITE VISIT

www.sthelens.k12.or.us

The St. Helens School District is Committed to:

ACHIEVEMENT

Ensuring academic growth, life skills development, and continuous improvement.

BELONGING

Welcoming, honoring, and integrating diverse perspectives and individuals.

COMMUNITY

Cultivating meaningful partnerships, effective communication, and sincere compassion.

Important Phone Numbers for Families and Students

If you need assistance beyond your school, the following offices and services of St. Helens School District might be of assistance.

Office of the Superintendent	503-397-3085
Student Services	503-366-7229
Transportation	503-397-9072
School-Based Health Center	1-800-244-4870
McKinney-Vento (housing insecurities)	503-397-3085

Hotline Numbers

All calls are anonymous and confidential. Hotlines are available 24 hours a day, 7 days a week.

Have the courage to make the call!

*If you are having **thoughts of suicide**, feel depressed, are having personal problems or problems at home, or if you know someone who is, or if you just feel the need to talk anonymously to a counselor . . .*

CRISIS LINE: 503-397-5211 or 1-866-866-1426 (after hours)

Suicide Crisis Hotline	988
National Suicide Prevention	1-800-273-TALK (8255)
Lifeline National	1-800-SUICIDE (784-2433)
Hopeline Network	1-800-854-7771
ACCESS Crisis Hotline	Text "OREGON" to 741741
Lifeline Crisis Chat	Text "START" to 741-741



SafeOregon provides a confidential, around-the-clock tip line for reporting school safety concerns, including threats of violence or bullying, affecting students and schools in Oregon. Tips can be submitted by calling or texting **844-472-3367**, through the SafeOregon website or app, or by emailing **tip@safeoregon.com**.

Other resources that may benefit you or someone you know...

Self-Harm Hotline	1-800-DONT-OUT (366-8288)
Family Violence Helpline	1-800-996-6228
American Association of Poison Control	1-800-222-1222
Alcohol & Drug Dependency Help Line	1-800-622-2255
National Crisis Line: Anorexia & Bulimia	1-800-233-4357

St. Helens School District

Code of Student Conduct Principles & Community Agreements

The St. Helens School District is committed to the fundamental belief that success for all is possible.

- Safe and effective learning environments allow all students to experience success.
- All students can grow to reach their highest levels year after year and are college or career ready as high school graduates.
- The quality of education depends not only upon the responsibilities of students, but also upon the quality of relationships among students, families, teachers, administrators and other school personnel.

The intent of this resource handbook is to build partnerships with parents, guardians, families, and students to ensure positive school experiences for all.

Cultivating an academic culture of high expectations throughout the district requires the commitment of families and students, staff members, and community. Creating this culture also requires several critical conditions to encourage excellence - high expectations, expert instruction, positive relationships, and cultural competence.

Safe and Welcoming Schools

Everyone is welcome in our schools ([Every Student Belongs Policy](#)) regardless of race, gender identity, sexuality, immigration status, country of origin, disability, or other factors. Everyone is entitled to academic success regardless of background or family circumstances and each student will be provided the necessary support to ensure that success. Our discipline policies and practices are built around this commitment. In the St. Helens School District, we value the contributions everyone makes to our learning community and we utilize the least exclusionary discipline practices possible in order to provide students with ongoing access to instruction, an opportunity to be held authentically accountable and the chance to learn from their mistakes.

Three Guiding Principles for Students, Staff and Families

The Code of Conduct is based on three principles that articulate expectations for student and staff behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I always seek the most peaceful means of resolving conflict and I obtain the assistance of school staff when I am unable to resolve conflicts on my own.
3. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

Right to Attend

The St. Helens School District (SHSD) understands that I have the right to attend my neighborhood school. Only when my behavior prevents others from learning or when I demonstrate that I am not yet ready to be a safe member of my school community will alternatives be explored for disciplinary reasons via the expulsion or IEP placement process.

Complaints and Appeals

[Public Complaint Procedure](#) to appeal a disciplinary decision. Complaints begin with the teacher or staff member where the issue originated, proceed to the principal if unresolved, continue to the superintendent as necessary and a final decision is made by the school board to resolve ongoing dissatisfaction.

Policy Reference:

[Board Policy: KL – Public Complaints](#)

[Board Policy KL-AR: Public Complaint Procedure](#)

[Board Policy GBN/JBA: Sexual Harassment](#)

[Board Policy JBA/GBN: Sexual Harassment](#)

St. Helens School District Title IX Coordinator

Peggy Pollock - Director of Human Resources
peggyp@sthelens.k12.or.us | 503-366-7228

St. Helens School District Civil Rights Coordinator

Joyce Smith-Johnson – Senior Director of Schools / Columbia City Elementary Principal
joyces@sthelens.k12.or.us | 503-366-7555

St. Helens School District 504 Coordinator

Jen Nelson – Student Services Coordinator
jenn@sthelens.k12.or.us | 503-366-7235

Rights and Responsibilities

Each of us has rights and responsibilities as members of the St. Helens Public School community. The districtwide rights and responsibilities are outlined below; your school may have additional expectations.

STUDENTS have the right to:

- An orderly and safe learning environment.
- Courteous and respectful treatment.
- A quality education with clear, challenging learning goals.
- Positive behavior reinforcement and appropriate correction when conduct does not meet expectations.
- Equal access to classes, services, and extracurricular activities.
- Equitable treatment in the application of school rules and due process.
- Help in the classroom and support from the school as a whole.
- The opportunity to reconcile a wrong and a second chance to exhibit appropriate behavior.

STUDENTS have the responsibility to:

- Model positive behavior and be an active leader of school culture.
- Treat teachers, administrators, staff, other students, themselves, and property with respect.
- Take responsibility for their learning and behavior and hold themselves to high standards of achievement and conduct.
- Follow school and classroom expectations and rules.
- Come to school every day, on time, and ready to learn as participating members of the school community.
- Comply with appropriate requests from school staff.
- Participate in problem-solving of individual and school concerns.
- Report serious violations of safety and security to school staff.
- Practice self-discipline.

FAMILIES have the right to:

- Send their child to an orderly and safe school environment.
- Be treated with courtesy and respect.
- Be informed of their child's academic progress, attendance, and behavior concerns in a timely manner.
- Participate in problem-solving discussions about their child and the expectations of their school as the expert on their child's needs.

- Receive information from school staff about ways to improve their child's academic or behavioral progress including, but not limited to: counseling, after-school and academic programs, and mental health services.
- Schedule conferences or classroom visits with teachers, principals, and other school staff.
- Bring concerns to the attention of school authorities.
- Challenge disciplinary action through the process outlined in this document.
- Receive translation and interpretation services.

FAMILIES have the responsibility to:

- Encourage their child to understand their culture and learn about other cultures.
- Model positive, respectful, and appropriate school behavior by treating school personnel and others with professional etiquette.
- Hold their child to high standards of achievement and conduct; encourage and praise their child's accomplishments.
- Ensure their child attends school daily, on time, and ready to learn.
- Take responsibility for the behavior of their child as determined by law, community practice, and school expectations.
- Provide their child a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
- Report and discuss any child behavior concern or needs with a staff member and/or administrator; participate in problem-solving for their child and the school.
- Follow up on discipline reports by discussing the incident with their child and focusing on how to make good choices.
- Provide school with written explanations for child absences or tardiness and attend parent conferences.
- Provide updated contact information in a timely manner.

STAFF have the right to:

- Work in an orderly and safe environment.
- Be treated with courtesy and respect.
- Receive collaboration from students and parents/guardians.
- Feel safe, engaged, and continuously supported with professional development.
- Receive the necessary resources to deliver quality instruction.

STAFF have the responsibility to:

- Create a welcoming school environment for teachers, students, and families.
- Play a role in creating a culturally sustaining environment by being responsive to sharing their culture and learning about other cultures in the school community.
- Model professional standards of behavior, including ensuring that interaction with students is respectful and caring.
- Maintain high expectations for all students.

- Attend work daily, be punctual, and use well-planned, creative, and engaging instructional plans every day.
- Engage students in defining classroom-specific expectations and rules that elaborate on the district and school expectations.
- Teach expectations early each school year and review them with students throughout the school year, including an orientation process for new students.
- Collaborate with their teams and the full staff in developing and implementing school and classroom plans.
- Utilize responses that address the needs of the students who do not meet student conduct expectations, those people directly affected by the behavior, and the school community.
- Communicate regularly with the families of their students.
- Identify students who are struggling with academic, attendance, or behavior issues and participate in problem-solving to resolve those issues.
- Provide makeup work for students with absences, including those students who are absent for disciplinary reasons.

ADMINISTRATORS have the right to:

- Work in an orderly and safe environment.
- Be treated with courtesy and respect.
- Receive cooperation from students and parents/guardians.
- Receive direction, support, and ongoing training from the district office.
- Set high expectations for implementing equitable discipline practices and quality academic standards.
- Receive the cooperation and support of school staff in serving as the school's educational leader.

ADMINISTRATORS have the responsibility to:

- Provide positive feedback to students and staff and consult with families of students who are conducting themselves in a manner contrary to the policy and school expectations.
- Provide culturally sustaining leadership, address racism among students and staff to ensure a culture of acceptance among the diverse groups within the school.
- Maintain high expectations for all students.
- Encourage student leadership that promotes the school's expectations and culture.
- Implement strategies to ensure a sense of shared leadership and community among school staff.
- Model positive behavior, including practicing fairness and equity.
- Provide leadership to ensure the full implementation of the school-wide positive behavior plan and response framework.
- Consistently support improved teaching practices and ensure staff have valuable, ongoing professional development opportunities.
- Ensure that school staff, students, and families know how to bring forward concerns and suggestions; and ensure that a process exists for responding to them.

- Ensure that students are referred to the appropriate committees, departments, offices, divisions, agencies, and organizations when outside support is necessary.

Student Dress and Grooming Code

Philosophy

Student attire should support a safe, respectful, inclusive, and academically focused learning environment. Responsibility for student dress and grooming rests primarily with students and their parents/guardians. The district expects student attire to be appropriate for school and school-sponsored activities and to support safety, participation, and readiness for learning. Dress expectations apply equally to all students regardless of gender, gender identity, gender expression, or personal style.

School administrators have the final decision as to what is deemed appropriate for school attire.

Students Must Wear

Footwear appropriate for school activities and the learning environment.

- A top that provides full coverage of the torso.
- Bottoms or other clothing that provide appropriate coverage and allow participation in school activities.
- Clothing that allows students to safely participate in normal school activities.
- Clothing that is worn as designed and does not create a safety concern.

Clothing Standards

Tops

Permitted:

- T-shirts
- Polo or collared shirts
- Sweaters and sweatshirts
- Tank tops and sleeveless tops
- Other tops that provide appropriate coverage

Not Permitted:

- Clothing that exposes undergarments inappropriately.
- See-through or sheer clothing without appropriate coverage underneath.
- Clothing that exposes the torso in a manner inconsistent with the school's safety and learning expectations.
- Clothing that creates a safety concern during school activities.

Bottoms and One-Piece Clothing

Permitted:

- Pants
- Jeans
- Shorts
- Skirts
- Dresses
- Leggings
- Jumpsuits or other appropriate one-piece clothing

Requirements:

- Clothing must provide appropriate coverage when standing, sitting, walking, and participating in normal school activities.
- Clothing should be worn in a manner that allows safe and appropriate participation in school activities.
- Clothing may not expose undergarments or private areas.

Not Permitted:

- Clothing that exposes private areas or undergarments inappropriately.
- Clothing with holes or openings that expose private areas.
- Clothing worn in a manner that creates a safety concern.
- Sagging clothing that creates a safety concern or prevents participation in school activities.

Footwear

Permitted:

- Athletic shoes
- Sandals
- Boots
- Dress shoes
- Other footwear appropriate for the activity and setting

Not Permitted:

- Bedroom slippers or flip-flops, unless specifically permitted for an approved activity.
- Footwear that creates a safety hazard.
- Footwear that prevents safe participation in school activities.

Prohibited Apparel

Students may not wear clothing, accessories, or other items that disrupt or interfere with the learning environment or pose a threat to the health or safety of the student or others.

Clothing or accessories may not display:

- Profanity or vulgar language
- Sexual content
- References to drugs, alcohol, tobacco, or illegal substances
- Hate speech or discriminatory messages
- Threats or violence
- Gang-related symbols or attire identified by local authorities

Headwear

Students may wear:

- Religious head coverings
- Cultural attire
- School-approved spirit wear
- Other headwear permitted by the school

Schools may establish reasonable classroom expectations regarding hats, hoods, or other headwear when necessary to support learning, safety, identification, or school activities. Exceptions will be made for religious, cultural, medical, or other legally protected reasons.

Personal Expression

Students may express their identity, culture, interests, and personal style through clothing and accessories, provided the attire meets the expectations outlined in this policy.

Dress expectations will not be enforced differently based on a student's gender, gender identity, gender expression, body type, or perceived conformity to gender norms.

Enforcement Principles

Staff will:

- Address dress-code concerns privately whenever possible.
- Preserve student dignity and avoid public embarrassment.
- Minimize loss of instructional time.
- Apply expectations consistently and equitably to all students.
- Focus on the clothing or safety concern rather than the student's body.
- Avoid comments about a student's body, gender, or appearance.
- Provide students an opportunity to correct an attire concern before disciplinary action.
- Consider reasonable accommodations for religious, cultural, medical, disability-related, or other legally protected needs.
- Use the least restrictive response necessary to address the concern.

The purpose of the dress and grooming code is to support student safety, dignity, inclusion, and learning, not to regulate students' bodies or personal identities.

Policy Reference:

[Board Policy JFCA: Student Dress and Grooming](#)

[Board Policy JFCF: Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, Domestic Violence - Student](#)

Student Supports: Multi-Tiered System of Support, Restorative Practice, Student Health & Wellness

MULTI-TIERED SYSTEMS OF SUPPORT

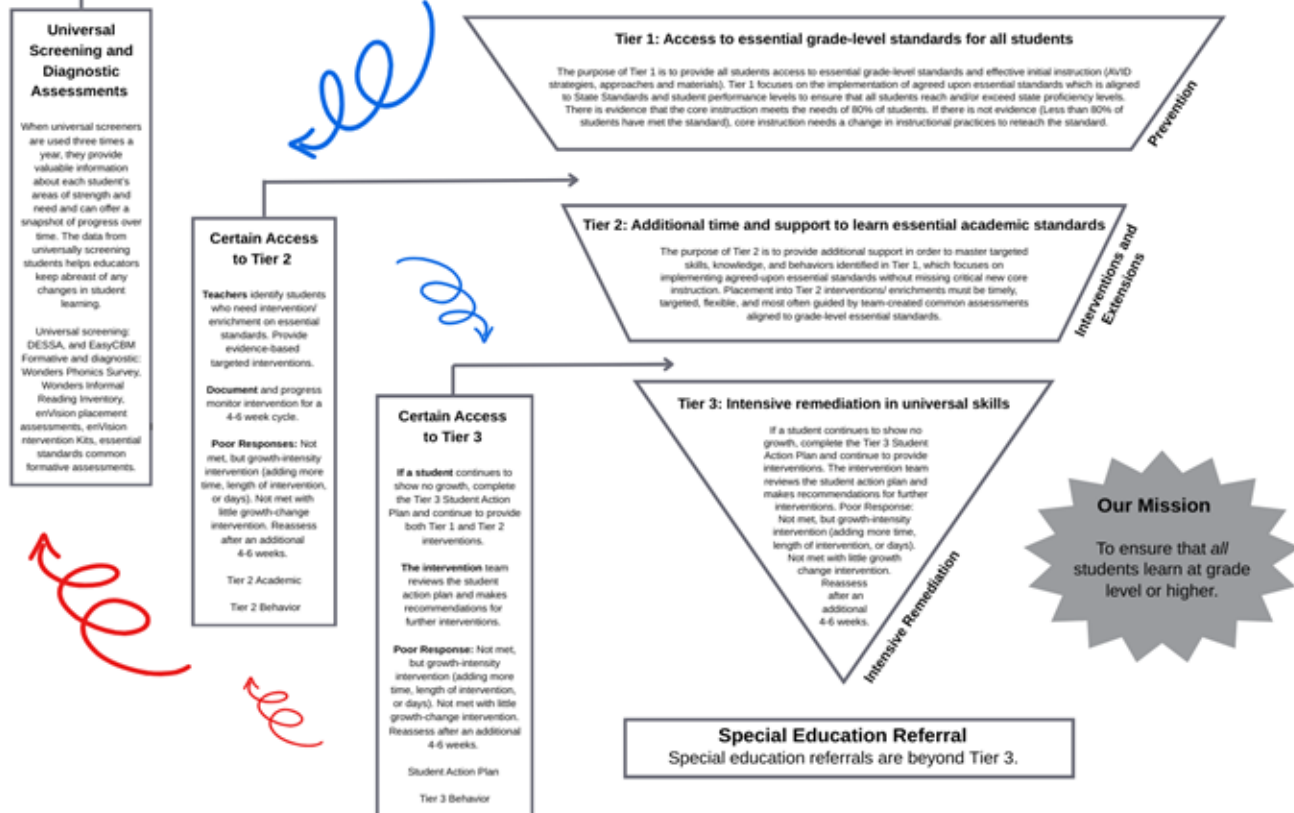
The St. Helens School District has begun the process of becoming *A Multi-Tiered System of Supports* (MTSS) district. MTSS is a framework that focuses on the “whole child.” MTSS supports academic growth and achievement but also focuses on behavior, social-emotional needs, and attendance. MTSS uses equitable, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the level of support needed based on their identified need.

Attention is focused on creating and sustaining **Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems** to help eliminate barriers to learning and enable every student to successfully reach their full potential.



MTSS Flowchart

Key Terms PLC Cycle Notes
Conscious Discipline Tier 1



Multi-Tiered Systems of Support: Tier 1

Tier 1 supports are school-wide structures, rules, routines, and physical arrangements that are aimed at creating a positive and reinforcing learning environment and encourages student engagement. Tier 1 also includes a core social skills curriculum to which all students have access across all school settings. The systems and practices put in place at Tier 1 help to ensure that all students have been taught behavioral expectations, that they have been supported as they learn and become fluent in these behaviors, and that staff respond to social skills errors with teaching strategies rather than punishment.

Multi-Tiered Systems of Support: Tier 2

Tier 2 supports do not replace Tier 1 instruction, but are provided in addition to what the student receives in Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Targeted support is provided multiple times per week by school personnel, including classroom teachers, counselors, and support staff. Tier 2 Interventions serve the 10-20% of students who exhibit behavior challenges while experiencing the supports within Tier 1 systems.

Multi-Tiered Systems of Support: Tier 3

The purpose of Tier 3 is to provide highly individualized and intensive interventions for students who have not made adequate progress through Tier 1 (core instruction) and Tier 2 (targeted support). Tier 3 is not a placement, but rather an increased level of intervention intensity that is data-driven, monitored closely, and tailored to each student's unique behavioral needs.

Examples of interventions

Potential evidence-based Tier 2 interventions may include but are not limited to: Check-in/Check-Out (CICO), Check and Connect (School based mentoring), Breaks are Better, Meaningful Work, and targeted social-emotional learning (small group). Tier 2 interventions should be matched to student needs (e.g. behavioral function), and be explicitly linked to Tier 1 social-emotional learning skills (e.g. school values on a CICO sheet).

Restorative Practices in School

Key Benefits of Restorative Practices:

- Build healthy relationships between educators and students.
- Reduce, prevent, and improve harmful behavior.
- Repair harm and restore positive relationships.
- Resolve conflict, holding individuals and groups fully and authentically accountable.
- Address and discuss the needs of the school community.

Restorative Practices in Schools focus on the harm to relationships discipline incidents cause rather than the rules that were broken. When restorative practices are fully implemented, a strong sense of community is developed and students are held authentically accountable to their community when things go wrong.

In the SHSD, we believe these five principles are central to Restorative Practices in our schools:

- A school is a COMMUNITY.
- Relationships are the heart of our school communities, and we must work diligently to build, strengthen, and restore these relationships. This means we must first use Restorative Practices pro-actively by providing all members of the community with voice, respect, significance, and acceptance. While we often focus on how to respond after harm is done, we cannot “restore” a community when the community was not built in the first place.
- Students need SOCIAL & EMOTIONAL LEARNING to succeed in school, college, career, and life. Our schools and our disciplinary systems must intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are shown to improve students' prosocial behaviors, reduce emotional distress,

prevent conduct problems, and contribute to higher academic achievement. Social and emotional skills are also critical for adults to build trusting relationships with each other and with students that allow them to engage in Restorative Practices.

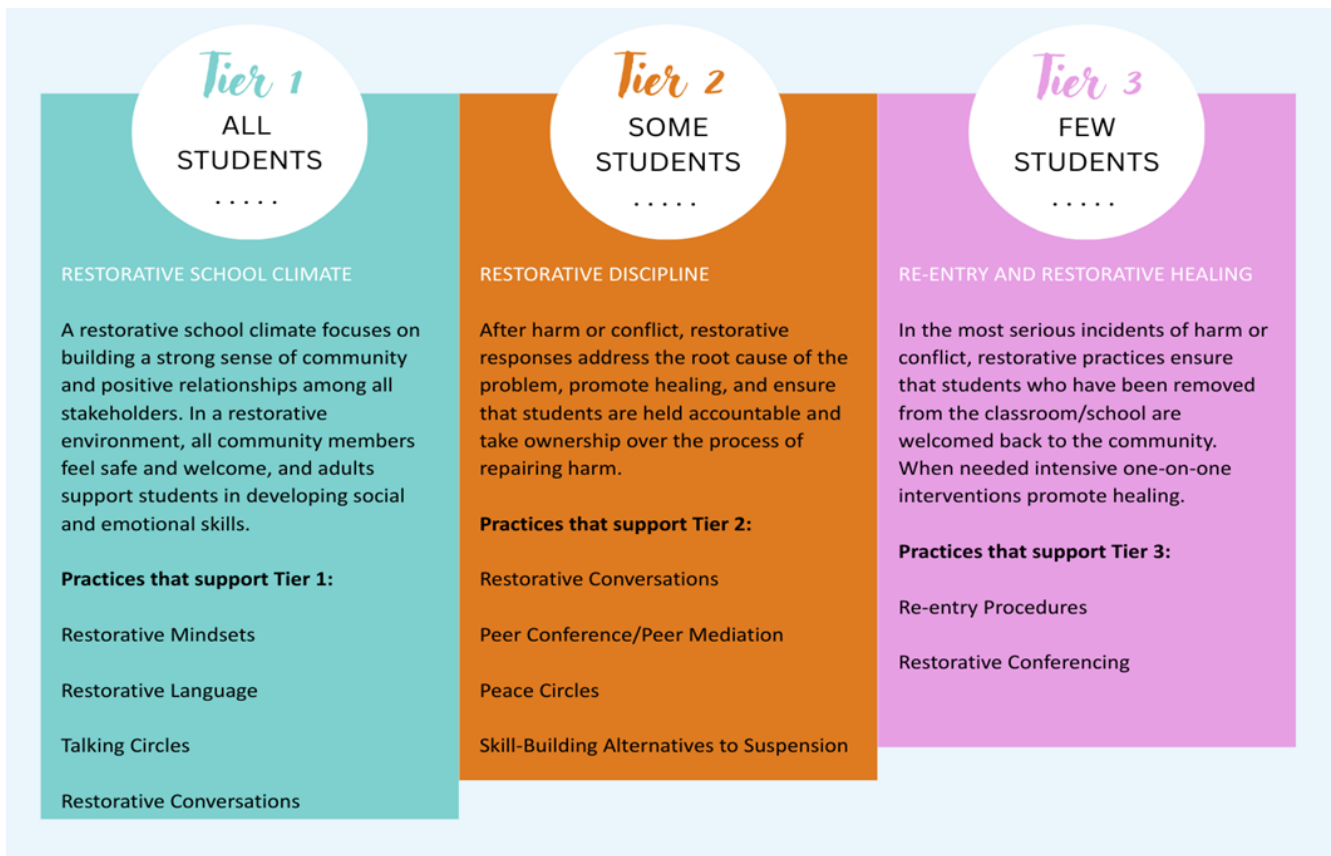
- **ACCOUNTABILITY** is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. Adults help students hold themselves accountable by both setting high expectations and providing high levels of support. This is achieved when educators do things with students—not to them or for them. Restorative Practices do not eliminate consequences; they promote consequences that hold students deeply accountable for repairing and learning from the impact of their actions.
- When someone does something that harms a community, the goal of an effective response is to **HEAL AND REPAIR HARM**. In order to do so, it is essential to identify the needs of all parties involved and provide them with opportunities to voice those needs. Actions taken in response to harm must address these needs and the root cause of any behavior incident or conflict, rebuild impacted relationships and communities, and provide opportunities for people to reflect on, heal, fix, and learn from their actions.

Fundamental Restorative Practices

- **Restorative Mindset:** A focus on relationships & community, mutual accountability, welcoming of multiple perspectives, resolution of conflict through dialogue.
- **Restorative Language:** Affection statements including “I statements”; empathetic listening, restorative questions.
- **Restorative Questions:** A way of asking about behavior that focuses on harm (“Who was affected by what happened?”) and an essential component of more formal restorative practices.
- **Circles:** Proactive/talking circles for community and relationship building and responsive/peace circles for resolving behavioral issues.
- **Classroom Practices:** Daily practices and disciplinary responses that build community, develop strong relationships, provide opportunities for self-reflection, and utilize conflict resolution.
- **Restorative Conferences:** A structured meeting between victims, offenders and community members (including family at times) in which consequences for serious behavioral incidents are faced, accountability is established and necessary repair work is begun.

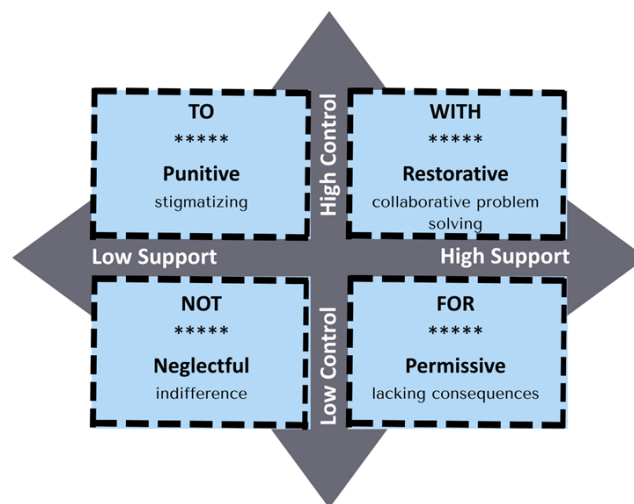
Tiered Restorative Practices

There are several tiers of Restorative Practices in schools that are both proactive and reactive and align with positive behavior supports and interventions.



The Social Discipline Window

Discipline is often understood as existing on a spectrum. On one side of the spectrum is permissiveness, on the other side is harsh punitive discipline. However, it is more accurate to view discipline as more complex than that. The Social Discipline Window demonstrates how the most effective discipline responses are those that are practiced with students (rather than to or for) yielding both high control and high support. This is the intention behind restorative practices.



Reentry Process

Reentry is the process of reintegrating students after they have been out of school for disciplinary reasons. Reentry meetings typically occur following an out of school suspension, before the end of an expulsion, when a student is returning to their home school after being placed elsewhere through a special education process or through the juvenile justice system. Reentry meetings should also be used when a student returns to school after a period of truancy.

Reentry meetings should include:

- Discussing student strengths.
- Reviewing school concerns and problematic behavior.
- Reviewing student concerns.
- A plan of support to address concerns and avoid future exclusionary discipline.

Punitive vs. Restorative Discipline

This chart illustrates some of the key differences between punitive and restorative discipline.

	PUNITIVE	RESTORATIVE
Misbehavior is defined as...	Breaking school rules, or disobeying authority.	Harm done to one person/group by another.
Process relies on...	Authority figure establishing what rules are broken and who's to blame.	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome.
Consequence and accountability defined as...	Receiving punishment.	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community.
Goal of the response...	Pain or unpleasantness to deter/prevent.	Meaningful restitution to reconcile and acknowledge responsibility for choices.
Effects of the response...	Short term behaviors often stop in the moment but return once the punishment is over.	Long term students learn critical social and emotional skills that serve them in college, career and life.

Levels of Response Definitions

Determining the Disciplinary Response

The Code of Student Conduct is intended to provide guidance to school staff in addressing student discipline issues in order to align practice within and across SHSD schools (including addressing historically inequitable outcomes for various student groups). In determining how to best address inappropriate behavior, it is necessary to evaluate all of the circumstances surrounding the conduct.

The following facts must be considered prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- The nature, severity and scope of the student's behavior;
- The circumstances/context in which the student's behavior occurred;
- The frequency and duration of the student's behavior;
- The number of persons involved in the student's behavior;
- The social emotional status/needs of all persons involved in the behavior;
- The student's IEP ([Procedural Safeguards \(Parent's Rights Booklet\)](#)), BSP, and/or 504 Accommodation Plan, if applicable.

St. Helens School District K–12 Behavior Matrix 2026–2027

Discipline Policy Guidelines

1. Students in Grade 5 or Below: Out-of-school suspension or expulsion is restricted to cases involving: (a) non-accidental conduct resulting in serious physical harm to a student or employee; (b) conduct determined by an administrator to present a direct threat to the health or safety of students or staff; or (c) actions required by law. In these instances, the district will implement measures to prevent recurrence and minimize disruption to the student's academic instruction.

2. Students with Special Needs: Disciplinary actions must comply with federal IDEA and Section 504 procedural safeguards. Any removal constituting a change of placement (e.g., exceeding 10 consecutive days or reflecting a pattern of removals) requires a manifestation determination review (MDR) to ensure the behavior is not a manifestation of the student's disability or a failure to implement the IEP or 504 plan. Staff should contact Special Programs no later than the 8th planned or cumulative removal.

Overview

Level 1 - Infractions (MTSS Tier 1)

Level 1 infractions must be documented via an office referral submitted by the reporting staff member. Unless specified otherwise, a student's 4th and subsequent Level 1 infractions for the same behavior will be escalated to a Level 2 infraction following rule reteaching.

Level 2 - Infractions (MTSS Tier 2)

Level 2 infractions must be documented via an office referral to appropriate support personnel (Case Manager, Dean of Students, Elementary Counselor or Administrator). Unless specified otherwise, a student's 4th and subsequent Level 2 referrals for the same behavior will be escalated to a Level 3 infraction following rule reteaching. Primary consequences for Level 2 infractions involve a loss of privileges (e.g., loss of recess, restricted lunch seating, or structured learning activities during preferred time).

Level 3 - Infractions (MTSS Tier 2)

Level 3 infractions must be documented via an office referral to an administrator. Unless specified otherwise, a student's 4th Level 3 referral for the same behavior will be escalated to a Level 4 infraction. Consequences typically include ISS or loss of elementary privileges (e.g., recess, structured lunch). Any safety concern requires the implementation of a Safety Plan (SP) to support all involved students.

Level 4 - Infractions (MTSS Tier 3)

Level 4 infractions must be documented via an office referral to the building administrator, with potential district administration involvement. Unless specified otherwise, a student's 4th and subsequent Level 4 infractions for the same behavior will be escalated to a Level 5 infraction. The primary consequence for Level 4 infractions is a developmentally appropriate removal from the educational setting.

Level 5 - Infractions (MTSS Tier 3)

Level 5 infractions must be documented via an office referral to the building administrator and will be addressed by school and district administration. A Level 5 infraction results in removal from the educational environment, which may include OSS, a recommendation for extended suspension or expulsion, and referral to law enforcement.

Abbreviations:

- ISS = In-School Suspension
- OSS = Out-of-School Suspension
- NCC = No-Contact Contract
- SP = Safety Plan

Referral Reminders for Teachers:

- Include objective facts when describing an incident. Exclude personal opinions and the names of other students.
- Teachers must contact the student's parent/guardian upon submitting any discipline referral. Administration will follow up with the parent/guardian after processing major infraction referrals.
- Consult the Infraction Index in this document for the complete list of infractions from the SHSD Student and Family Handbook and their corresponding Synergy violation categories.
- Multiple violations may be listed in a single referral.

Teacher Managed Behaviors (Tier 1-2)	Administrator/Principal Managed Behaviors (Tier 2-3)
● Disruption: Calling out, off-task talking, or off-task personal device use. ● Minor Noncompliance: Delayed compliance with staff directions or mild argumentativeness. ● Minor Disrespect: Sarcasm, eye-rolling, or situational inappropriate language. ● Minor Misuse of Materials: Throwing objects, unauthorized technology use, or misuse of classroom items. ● Low-Level Conflict: Teasing, peer tension, or verbal disagreements. ● Unpreparedness: Failing to bring materials or incomplete classwork.	● Safety & Physical Aggression: Fighting, physical assault, or actions posing an immediate safety risk. ● Severe Harassment/Discrimination: Targeted bullying, hate speech, or severe harassment. ● Threats/Intimidation: Direct threats to students or staff. ● Prohibited Items: Possession of weapons, controlled substances, or other prohibited items. ● Chronic Patterns: Excessive tardiness, persistent defiance, or chronic disruptions after documented teacher interventions. ● Property Destruction: Intentional vandalism or damage to school property.

Infraction Index

The following table lists disciplinary infractions identified by SHSD, their associated violation code that would appear on a discipline referral in our Synergy system, and the level of each infraction.

Infraction (SHSD)	Violation Category (Synergy)	Level
Academic Dishonesty (1st Offense in a Course)	Academic Integrity	2

Academic Dishonesty (2nd Offense in a Course)	Academic Integrity	3
Academic Dishonesty (3rd and Subsequent Offense(s) in a Course)	Academic Integrity	4
Alcohol, Drugs, & Tobacco (1st & 2nd Offenses)	• Alcohol • Dangerous Drugs • Tobacco	4
Alcohol, Drugs & Tobacco (3rd Offense and/or Distribution)	• Alcohol • Dangerous Drugs • Tobacco	5
Ammunition (Accidental)	Weapons: Other	3
Ammunition (Intentional)	Weapons: Other	4
Arson/Fire	Fire Setting/Attempted Fire Setting/Fire Play	5
Bias Behavior (1st Offense)	Bullying/Harassment: • Disability • Harassment • Racial	3
Bias Behavior (2nd Offense)	Bullying/Harassment: • Disability • Harassment • Racial	4
Bias Behavior (3rd and Subsequent Offense(s))	Bullying/Harassment: • Disability • Harassment • Racial	5
Bomb Threat	Threats/Menacing/Hate Lists	5
Bus Misconduct	Bus Misconduct	3
Destruction of Property/Vandalism (Under \$50)	Vandalism	2
Destruction of Property/Vandalism (\$50-\$1,000)	Vandalism	3

Destruction of Property/Vandalism (Over \$1,000)	Vandalism	4
Disrespect Toward Others (1st Offense)	Disorderly or Disruptive Conduct	2
Disrespect Toward Others (Repeated)	Disorderly or Disruptive Conduct	3
Disruption to Classroom/School (Minimal)	Disorderly or Disruptive Conduct	1
Disruption to Classroom/School (Minimal - Repeated)	Disorderly or Disruptive Conduct	2
Disruption to Classroom/School (Extensive)	Disorderly or Disruptive Conduct	3
Disruptive Appearance/Student Dress	Disruptive Appearance/Student Dress	2
Electronic Device Misuse - District Property (Minimal)	Technology Misuse	1
Electronic Device Misuse - District Property (Moderate)	Technology Misuse	2
Electronic Device Misuse - District Property (Extensive)	Technology Misuse	3
Electronic Device Misuse - Personal Property (1st Offense) - Technology Misuse	Technology Misuse	1
Electronic Device Misuse - Personal Property (2nd Offense)	Technology Misuse	2
Electronic Device Misuse - Personal Property (3rd and 4th Offenses)	Technology Misuse	3
Electronic Device Misuse - Personal Property (5th Offense)	Technology Misuse	4
Electronic Device Misuse - Personal Property (6th and Subsequent Offense(s))	Technology Misuse & Defiance of Authority	4

Extortion/Blackmail	Extortion	4
False Information/Accusations/Slander/Lying (Against Student)	Forgery, Lying	2
False Information/Accusations/Slander/Lying (Against Faculty)	Forgery, Lying	3
False Fire Alarm	Recklessly Endangering	5
Fighting (Minor or No Injury)	Fighting	4
Fighting (Serious Injury)	Fighting	5
Fighting (Repeated Offense)	Fighting	5
Fight Promotion	Disorderly or Disruptive Conduct	3
Fireworks/Explosives/Combustibles (Accidental - No Intent)	Weapons: Explosive Devices	4
Fireworks/Explosives/Combustibles (Use/Intent)	Weapons: Explosive Devices	5
Forgery (Minimal Harm/Effect)	Forgery, Lying	2
Forgery (Significant Harm/Effect)	Forgery, Lying	3
Gambling	Gambling	4
Gang-Related Activity	Secret Societies/Gangs	5
Harassment/Intimidation (Minor)	Bullying/Harassment: • Disability • Harassment • Racial	3
Harassment/Intimidation (Significant)	Bullying/Harassment: • Disability • Harassment • Racial	4
Inappropriate Language (Not Directed at Anyone)	Lewd Conduct/Profanity	1

Inappropriate Language (Not Directed at Faculty)	Lewd Conduct/Profanity	3
Inappropriate Language (Directed at Faculty)	Lewd Conduct/Profanity	4
Leaving Assigned Area/Class	Closed Campus	2
Leaving School Grounds Intentionally & Without Permission	Closed Campus	3
Match/Lighter (Possession)	Fire Tools/Ignition Sources	3
Match/Lighter (Use)	Fire Tools/Ignition Sources	4
Medication	Medication	3
Non-Compliance	Defiance of Authority	2
Physical Aggression (Minor or No Injury)	Physical Altercation Minor	3
Physical Aggression (Serious Injury)	Assault	4
Reckless Vehicle Use (No Criminal Violation, Damage, or Injury)	Automobile Misuse	4
Reckless Vehicle Use (Criminal Violation, Damage, and/or Injury)	Automobile Misuse	5
Sexual Activity (Public Display of Affection)	Lewd Conduct/Profanity	3
Sexual Activity (Consensual; No Exposure)	Lewd Conduct/Profanity	4
Sexual Activity (Consensual; Exposure)	Lewd Conduct/Profanity	5
Sexual Assault	Assault	5
Sexual Harassment (1st Offense)	Sexual Harassment	4
Sexual Harassment (Repeated Offense)	Sexual Harassment	5

Skippping Class	Unexcused Absences	2
Tardiness	Tardiness	1
Tardiness (Habitual - Referrals #1-3)	Tardiness	2
Tardiness (Habitual - Referrals #4 and above)	Tardiness	3
Theft (1st Offense - Under \$30)	Theft	4
Theft (Repeated Offense and/or \$30 or Greater)	Theft	5
Threat (Mild/Moderate)	Threats/Menacing/Hate Lists	4
Threat (Severe)	Threats/Menacing/Hate Lists	5
Trespassing (No Criminal Violation)	Loitering (After School Supervision)	4
Trespassing (Criminal Violation)	Trespassing	5
Unsafe Action(s) (Minor)	Recklessly Endangering	2
Unsafe Action(s) (Moderate)	Recklessly Endangering	3
Unsafe Action(s) (Severe)	Recklessly Endangering	4
Weapons (Possession - Not Firearms)	Weapons: • Dangerous or Deadly • Knives and Look-alike Knives • Look-alike devices; not knives • Other	4
Weapons (Intent, Use, and/or Firearms)	Weapons: • Dangerous or Deadly • Firearms • Knives and Look-alike Knives • Look-alike devices; not knives • Other	5

In-school suspension (ISS): The removal of a student within the school building from the student's regular education program for up to, but not more than three days per incident. Assignments,

including IEP accommodations and specially designed instruction, is to be provided. Students who are unable to meet behavioral expectations during ISS may be suspended out of school.

ISS does not count towards exclusionary discipline leading to a Manifestation Determination for students with disabilities, only IF the child:

1. Is afforded the opportunity to continue to appropriately participate in the general curriculum;
2. Continues to receive the services on his or her IEP; and
3. Continues to participate with nondisabled children to the extent the child would have in his or her current placement.

Out of school suspension (OSS): The removal of a student from school which can range from one to ten days (except in some situations pertaining to drugs, weapons and threats - see alternate interim placement).

Policy Reference:

[Board Policy JGDA: Discipline of Students with Disabilities](#)

[Board Policy JGDA-AR: Discipline of Students with Disabilities](#)

Disciplinary Procedures: Special Education & Section 504

Special procedures must be followed if a disabled student is suspended or expelled, and a relationship is shown between the behavior and the disability. If an expulsion hearing is requested, the student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school district's attorney may be present.

The student will be afforded the right to present his/her/their version of the charges and to introduce evidence by testimony, writings or other exhibits at the expulsion hearing.

Finally, the student will be permitted to be present and to hear the evidence through IDEA and Section 504 of the Rehabilitation Act of 1973.

A Student's Right to Hear His/Her/Their Accuser

- Complaints and Accusations Made by Staff Members: A student may hear directly from the teacher or other staff member the specific complaints or description of unacceptable behavior.
- Complaints and Accusations Made by Other Students: In recognition of the special jeopardy in which the student witnesses may be placed, and considering the possible traumatic effects on a student witness of adversary proceedings, the complaining student may not be required to face the accused nor to have his/her/their identity revealed. When it is determined that a

complaining student ought not to face the accused, a school official may then become the official complainant. However, extreme care must be exercised by school officials to ensure that a student is not unjustly disciplined based on false or on hearsay evidence. Student witness anonymity may not be protected in expulsion hearings or legal proceedings involving attorneys, police officers, and/or court officials.

Denial of Admission to Regular School Program

The School District will deny admission to its regular school program to a student who is expelled from another school district and who has moved into the St. Helens School District for the length of the expulsion. The district will provide an alternative learning environment for the student.

[Board Policy JGEA - Alternative Education Programs Related to Expulsion](#)

[Board Policy JFCJ - Weapons in the Schools Students](#)

Denial of Admission to Regular School Program and Alternative Education Program for Weapons Violations

If a resident student or a student transferring into the district is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school's regular program for at least one calendar year from the date of the expulsion.

Required Reports to Law Enforcement

Violations of the District's rules related to guns and dangerous weapons, vandalism, the intentional or reckless destruction of material amounts of school property and causing severe bodily injury must be reported to the police. A school official shall inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

Fire Marshal

When a student violates Code 13, the fire marshal at Columbia River Fire and Rescue and the Public Safety Officer will be contacted. The fire marshal will assess the behavior of the person in question and will collaborate with district staff to determine appropriate response.

Required Reports to Public Safety Officer

School administrators will notify the Public Safety Officer of all incidents of guns/deadly weapons on campus, as well as serious and credible threats and "hate list" incidents.

In addition, the District will not offer an alternative education program to students expelled for weapons violations pursuant to section (10) of **ORS 339.250** for at least one calendar year from the date of the expulsion subject to modifications by the Superintendent on a case by case basis.

Special Education Services must be provided during the expulsion period.

IMMIGRATION ENFORCEMENT ON DISTRICT PROPERTY NOTIFICATION

Policy Reference:

[Board Policy KNA – Immigration Enforcement on District Property](#)

[Board Policy KNA-AR \(1\) – Interactions with Immigration Enforcement](#)

CHILD FIND

Policy Reference:

[Board Policy IGBAJ Special Education- Free and Appropriate Education](#)

[Board Policy IGBA Students with Disabilities - Child Find Identification Procedures](#)

[Board Policy IGBA-AR Student with Disabilities- Child Identification Procedures](#)

IGBAG and IGBAG-AR – Special Education – Procedural Safeguards

IGBAH – Special Education – Evaluation Procedures

IGBAJ – Special Education - FAPE (Free Appropriate Public Education)

Educational services for children with disabilities are mandated by Oregon and federal law. St. Helens School District provides educational programs and services for eligible children kindergarten through high school. Appropriate services for each eligible child are based on his or her disability and Individualized Education Plan (IEP) or Section 504 Accommodation Plan. If your school age child (5 years to 21 years) has a disability or you believe your child may have a disability, please notify your child's classroom teacher, school administrator, special education teacher or school psychologist in your child's school.

The NW Regional ESD/Early Childhood Special Education Department provides educational services for eligible children from birth to kindergarten (Contact the Columbia County Service Center at: 503-366-4141 for additional information).

Section 504

Section 504 of the Rehabilitation Act of 1973 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activity (major life activities include activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, concentrating, thinking, learning and working);
- Has a record of such impairment; or

- Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the St. Helens School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she/they have a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact your child's principal or the school 504 Case Manager (school counselor) or the District's Section 504 Program Coordinator, Jen Nelson, 503-366-7235.

Section 504 Parent/Student Rights in Identification, Evaluation and Placement

The following is a description of the rights granted by federal law to children with disabilities who are eligible under Section 504. (29 U.S.C. 706(7), Sec. 794; 34 C.F.R. Part 104, 20 U.S.C. Sec. 1232g; 34 C.F.R. Part 99).

The intent of the law is to keep parents fully informed concerning decisions about their child and to inform them of their rights if they disagree with any of these decisions. Parents have the right to:

1. Have their child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
2. Have the school district advise the parents of their rights under federal law;
3. Receive notice (not necessarily in writing) with respect to identification, evaluation, or placement of their child;
4. Have their child receive a free, appropriate, and public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate;
5. Have their child educated in facilities and receive services comparable to those provided to nondisabled students;
6. Have their child receive accommodations to allow their child an equal opportunity to participate in school and school-related activities and receive regular education or special education and related aids and services designed to meet the individual needs of students with disabilities as adequately as the needs of nondisabled students are met;
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a group of persons who know their child, the evaluation data, and placement options;

8. Have transportation provided to and from an alternative placement setting at no greater cost to the parents than would be incurred if their child were placed in a program operated by the district;
9. Have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding their child's identification, evaluation, educational program, and placement;
11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
12. Have a response from the school district to reasonable requests for explanations and interpretations of their child's records;
13. Request amendment of their child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of their child. If the school district refuses this request for amendment, it shall notify the parents within a reasonable time, and advise them of the right to a hearing;
14. Request mediation and/or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, and educational placement.
15. The parent and the child may take part in the hearing and have an attorney represent them. Hearing requests must be made to the State Superintendent of Public Instruction, Oregon Department of Education, Public Service Building, 255 Capitol NE, Salem, Oregon 97310-0203, pursuant to OAR 581-015- 2390 through 2395;
16. Ask for payment of reasonable attorney fees if the parents are successful on their claim; and
17. File a local grievance with the District Section 504 Program Manager.

Policy Reference:

[Board Policy JBAA: Section 504-Students](#)

[Board Policy JBAA-AR: Section 504-Students](#)

[504/ADA Guidance Documents and Links](#)

ALTERNATIVE EDUCATION

The St. Helens School District provides a comprehensive educational program designed to meet the needs of all students. Under certain circumstances, the district is required by law (ORS 339.250[9]) to "consider and propose alternative programs of instruction and counseling for the pupil."

The circumstances in which that must occur are:

1. Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period;
2. When the District finds a student's attendance pattern to be so erratic that the student is not benefiting from the educational program;
3. When the District is considering expulsion as a disciplinary alternative;
4. When a student is expelled; and

5. When the student, who is 16 years of age or the student's parent or legal guardian, notifies the district of intent to withdraw from the comprehensive educational program.

In the first four situations identified, the district is obligated to pay a portion of the cost of the alternative program. If a resident student or a student transferring into the district is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the district will deny that student admission to the school's regular program for at least one calendar year from the date of the expulsion. In addition, the district will not offer an alternative education program to students expelled for weapons violations pursuant to Section (10) of ORS 339.250 for at least one calendar year from the date of the expulsion subject to modifications by the Superintendent on a case-by-case basis.

Policy Reference:

[Board Policy IGBHC: Alternative Education Notification](#)

MILITARY RECRUITMENT

The Federal Elementary & Secondary Education Act requires high schools to give military recruiters the same access to high school students as is provided generally to post-secondary institutions or to prospective employers of those students. Section 9528 of the act requires each local school district to provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for high school students. A high school student or parent may request that such information NOT be released for their student without prior written parental consent.

Policy Reference:

[Board Policy JOA: Directory of Information \(Military Recruitment\)](#)

[Board Policy IIAD: Special Interest Materials](#)

NON-SCHOOL MATERIALS DISTRIBUTION

The district recognizes that many organizations provide additional opportunities for students that foster growth, development, knowledge and understanding in our community. In an effort to cooperate with community organizations and convey useful information to students, families and staff, the district allows the distribution of certain materials by non-school organizations.

The district does not endorse any event, service or point of view contained in the information it distributes to students through this policy. The district encourages parents to assist their children in making choices appropriate for them. Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students or staff shall be submitted to the Director of Communications (contact Stacey Mendoza, 503-366-7240).

Materials themselves, as well as the proposed method of distribution, shall be subject to review. Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families, and/or staff. The district does not allow commercial advertising at any of its facilities.

There will be no distribution by students or organizations of information that is:

- Obscene, indecent or vulgar;
- Advocates illegal activities,
- Violence, gangs, or hate;
- Contains libelous or defamatory information;
- Discriminates or contains bias toward an individual's race, gender, sexual orientation, religious or ethnic identity;
- Is likely to cause substantial disruption of or material interference with discipline or the education of students in the school in which the material is posted or distributed; or
- Promotes, favors or opposes a candidate for elected office or a ballot measure; advocates religion or a particular religious viewpoint through proselytization.

Distribution by Students

Students must request and receive authorization from the school principal to distribute petitions, handouts, leaflets and other literature on District property as appropriate under District policies and regulations. Students may not distribute materials during class time. Authorization for the request should be granted or denied no later than two regular school days after the date of the request. Students who edit, publish or distribute handwritten, printed, electronic or duplicated material among their fellow students within the schools must assume responsibility for the content of such publications.

Policy Reference:

[Board Policy KJA: Materials Distribution](#)

TITLE I Schools

In compliance with federal law and Oregon Department of Education guidelines, the district shall ensure that parents are provided information, in an annual school-based meeting, regarding their school's participation in the Title I Program and its requirements. Parents of participating students shall be informed of their right to be involved in the development of their school's Title I plan and school-parent compact. This policy shall be reviewed annually by the District's Elementary and Secondary Education Act Committee and updated periodically to meet the changing needs of parents and schools. The Superintendent shall develop administrative regulations to implement this policy and meet the regulation.

