Student Culture Book
2026-2027

ESTACADA HIGH SCHOOL

Leah Riedel	Principal
James Wolfe	Assistant Principal
Andy Mott	Athletic Director
Rendell Frunk	Activities Director
Lauren Holst	Counselor
Steven Christiansen	Counselor

Our Mission: To equip all students with the knowledge and skills necessary to be resourceful and successful

Our Vision: Through continuous improvement, our vision is to empower tomorrow's leader today.

Campus Directory

Estacada High School Campus Directory 355 NE 6th Avenue
Estacada OR 97023
503-630-8515 Ext. 2801

Administration

District Superintendent	Dr. Ryan Carpenter
Principal	Leah Riedel
Assistant Principal	James Wolfe
Athletic Director	Andy Mott
Counselors	Lauren Holst
	Steven Christiansen
ASPIRE and Career/Career Coordinator	Alysanne Bresko
Principal's Secretary	Tami Yeager
Attendance/Registrar Secretary	Leann Rich
ASB Bookkeeper/Athletic Secretary	Kim Neumann
Head Custodian	Allen Fawcett-Keefer
Title II & IX	Jill Bennet
Title III EL Programming	Karen Greene
Director of Student Services	Jill Bennet

Activities & Club Advisors

Activities Director	Rendell Frunk
Student Council	Steven Christiansen
Band	Rendell Frunk
Choir	Rendell Frunk
Drama/Thespian Society	Jordan Collins
Equestrian Team (OHSET)	Janeen Parries
FCA	Jason Roeder
FFA	Mackenzie Wille
Game Club	Chuck Johnson
MMA	Nathan Allen
National Honor Society	Steven Christiansen
Snow Riders Club	Mary Ann Bugni
Spanish Nat. Honor Society	Laura Pedraza-Gooing

My Contacts

Contact Name
Contact Number

Contact Name
Contact Number

Contact Name
Contact Number

Contact Name
Contact Number

It is the policy of the Estacada School District Board of Education and School District that there will be no discrimination or harassment on the grounds of race, color, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Personnel Director at the Estacada School District, 503-630-851

Welcome to Estacada High School

As a continuing or new student in our school, we'd like to welcome you to Estacada High School and wish you the very best school year yet!

Estacada High School offers a challenging schedule of classes in college prep, general studies, arts, and Career Technical Education programs of study. A combination of an excellent staff, community interest and support, engaged students and strong parental partnerships provides Estacada High School with an atmosphere of success.

Estacada High School is committed to the District's mission: *Our mission is to equip all students with the knowledge and skills necessary to be resourceful and successful.* All classes, regardless of content area, will plan activities to help increase student skills in the state content standards.

Estacada High School is a place where every student belongs. Every student is an essential and valued member of our high school community, thriving through our core values and the strength of Ranger PRIDE.

Ranger PRIDE

This will continue to be our system of developing and improving student culture at EHS and it will be embedded into everything we do: instruction, student life, activities.

Perseverance
Responsibility
Integrity
Dependability
Empathy

Staff will be provided an opportunity to refer students for Ranger PRIDE recognition.

Preface

The material covered within this student culture book is intended as a method of communicating to students and parent(s)/guardian(s) regarding general district information, rules and procedures, and is not intended to either enlarge or diminish any school board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such school board policy, administrative regulation or collective bargaining agreement.

Any information contained in this student culture book is subject to unilateral revision or elimination from time to time without notice.

Estacada School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation, gender identity, or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

Please go to Estacada School District website at http://www.estacada.k12.or.us/ click on "About Us" >

"District Policies" to find the following policies as they relate to the aforementioned information: AC, ACAR, ACA, ACA AR 1, ACA AR 2, JB, JBAR, JBAA, JBAA AR

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the district office for additional information and/or compliance issues: Jill Bennett, Director of Student Services.

Parents and students must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate district disciplinary policies.

Parents objecting to the release of directory information on their student should notify the district office within 15 days of receipt of the student handbook.

Parents must also give their signed and dated written permission for the district to release personally identifiable information as stated on the first and second pages. The previous pages are to be signed and returned to the Estacada High School office immediately.

History of the School

Estacada High School marks a proud and deep tradition with its beginnings in 1905 when 9th and 10th grade classes were first taught in the Estacada Grade School, a small 20 x 30 foot building on the west side of Main Street and across from the current site of Clackamas River Elementary School.

The first Estacada High School graduating class of 1910 consisted of one (1) graduate. High school-age students continued to be taught in the grade school, moving into a new grade school that was constructed in 1906 and added on to in 1908 with a duplicate structure, both on the site of the current Clackamas River Elementary.

In 1917, high school-aged students moved to a new, and the first, Estacada High School, which was built behind the 1906–1908 buildings. Estacada High School students continued to attend school at this site until the fall of 1936 when, at the end of the first semester, students moved into the newly constructed Estacada High School, the building known today as Estacada Middle School. During this time, graduating classes varied in size from 25 to 44 students.

In the fall of 1961, the current high school was opened and accommodated a senior class that had grown in number to 80. The entire 9–12 grade enrollment had reached 394. Since its construction and major remodel in 1981, Estacada High School has undergone many changes. Enrollment swelled to over 1,000 students in 1980; currently, over 500 students, grades 9–12, attend the high school.

WHERE TO FIND HELP

Report to the Attendance Student Window

- ★ If you are going to be absent and need a pre-arranged excuse slip.
- ★ If you are tardy.
- ★ If you were absent.
- ★ If you are ill.
- ★ To report a change of address or phone number.

Report to the Counselors

- ★ To check on graduation requirements.
- ★ To adjust class schedule.
- ★ If you have a counseling need or are concerned for the safety of yourself or someone else.

Report to the College & Career Center

- ★ To inquire about awards and scholarships for college.
- ★ To apply for financial aid for college.
- ★ To find information on careers.

Report to the School Office

- ★ To make an appointment to see the Principal or Vice Principal.

- ★ To request a transcript.
- ★ If you need help finding help.

Report to the Athletic Office

- ★ If you want to participate in a sport.
- ★ To pay fees

Check the website: www.ehs.estacada.k12.or.us

- ★ To check on school closings due to bad weather
- ★ To see updated information about our school and others in the district
- ★ To find teacher website links

GENERAL INFORMATION

Building Hours

The School Office is open between 7:30am and 4:00pm Monday-Thursday, and between 7:30am and 1:00 pm on Fridays. The Attendance Office may be contacted between 7:45am and 4:00pm at 503-630-8515 Ext. 2805.

Change of Address or Phone Number

The school office should be notified immediately of any change of address and/or phone number. This is essential to keep school records and mailing lists accurate and to enable the school to contact parent(s)/guardian(s) in case of an emergency.

Check-In Procedure

Students who arrive at school after 8:15am must check in at the student attendance window before reporting to class and receive a Late Entry Pass.

DCLA students report directly to their DCLA classroom and check in with their teacher.

Check-Out Procedure During The School Day

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

- A parent/guardian (listed in Powerschool) must call or 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 be sure your emergency contact information in Powerschool is updated and accurate.
*Emergency contact will need to present photo identification when picking up a student from school.

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)

Emergency School Closing Information

Inclement Weather

At times, it becomes necessary to suspend regular school operations due to weather or other emergency conditions. The final decision for closing comes from the District Office. The district office will utilize a Parentsquare and robo-call system to notify families of school closures. Additionally, radio/tv/text/email announcements are made about school closures, late openings, and snow routes. An announcement of “late opening” will also state “two hours” later than usual. When schools open late, the buses will always be on snow routes. Buses may be on snow routes when schools open on time. When snow routes are in effect, it means ALL buses, unless indicated otherwise, and students must meet their bus at the snow route stop even though the regular stop may be accessible.

Virtual School Days

The superintendent may call for a virtual school day if school is closed due to inclement weather. Teachers will contact their students via school email and give them a rigorous lesson and assignment that aligns with class content. **Students** will then be required to complete the assignment and send it back to the teacher. Once the teacher receives the completed assignment from the student, the teacher will mark the student "present" in class for that day

Fees, Fines and Charges

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including but not limited to:

1. Club dues
2. Security deposits
3. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student
4. Personal physical education and athletic equipment and apparel
5. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.
6. Student accident insurance and insurance on school-owned instruments

7. Instrument rental and uniform maintenance
8. Student identification cards
9. Fees for damaged library books and school-owned equipment
10. Lock or locker rental fees/deposits
11. Field trips are considered optional to the district's regular school program
12. Admission fees for certain extracurricular activities
13. Participation fees or "pay to play" for involvement in activities.

Any required fee or deposit might be waived if the student and parent(s)/guardian(s) are unable to pay. Application for such a waiver may be made at the front office. The district may withhold the grade reports, diploma, and records of any student who owes a debt of $50 or more for unpaid school fees, fines, and charges.

Required Registration Fees— $65

What the Registration Fee Covers

★ All course and lab fees
★ ChromeBook
★ ASB card
★ Textbooks and supplemental materials
★ Class fees
★ Entrance to all athletic events
★ Discounted rates for activities and dances
★ All academic and athletic letters
★ Locker
★ Drivers - Parking Pass
★ All unpaid fees will be billed to the student's account

Students may not be allowed to participate in school activities with accounts reflecting unpaid balances.

Optional Add-on Fees

★ Yearbook	see Jordan Collins (billed through www.jostens.com)
★ Sports	$175 (see Athletic Participation for details on pricing – pg. 19)
★ Prom/Winter Formal prices	TBD

Flag Salute

Students will be provided an opportunity to salute the United States flag at least weekly by reciting the Pledge of Allegiance. (Policy INDB)

Medicine at School

Students may be permitted to take prescription or nonprescription medication at school or at school-sponsored activities on a temporary or regular basis, when necessary.

Medication must be left with the school office during school hours and dispensed by school personnel. Special arrangements may be made for students who need to carry their own medicine. Please contact the school office for details. **This policy includes both prescription and over the counter medication.** (Policy JHCD)

Parental Involvement

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parent(s)/guardian(s) to:

1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides.
2. Utilize ParentVue in PowerSchool to access up-to-date grade, assignment completion, and attendance information.
3. Keep informed on district activities and issues. The school newsletter, website, parent council, and booster club meetings provide opportunities for learning more about the district.
4. Become a district volunteer or participate in district parent organizations. The activities are varied, ranging from graduation

activities to the building's site council, with its emphasis on instructional improvement. (Policy JECAC/GBH)

Student Withdrawal Procedures

Students who are transferring to another school or who are withdrawing temporarily or permanently from school must have their parent(s)/guardian(s) contact the school office.

Students will be given a withdrawal form that must be completed and left with the school office.

Students sixteen (16) years or older withdrawing from school, but not planning to transfer to another school, must secure a Compulsory Release form that will be issued only after a meeting with the student, parent(s)/guardian(s) and an administrator. Alternative education options will be presented at this time.

Transportation

Change of Destination

If your child needs to ride the bus to a scheduled stop other than his/her normal home stop, provide the school office with a note of authorization with your signature indicating where and with whom the student will be going. The school will then issue the student with a Change of Destination form. Bus drivers will only accept school issued forms. If the afternoon school bus becomes overloaded at the school, the students with notes will be asked to get off and go to the office to call home.

Route Information

Bus route information is available at each school, the transportation office, and online at http://www.estacada.k12.or.us. Bus routes and stop times may be adjusted at any time. If your child fails to return home at his/her expected time, contact the school first. Please keep in mind there may be many reasons for a bus to be late on its route. A bus could be late if there is a substitute driver, if there are mechanical problems, traffic tie-ups, inclement weather, or poor road conditions.

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent. Policy ECAC

Visitors -

Parents and other visitors are encouraged to visit district schools. To ensure the safety and welfare of students, that school work is not disrupted, and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. All volunteers must complete a volunteer form and background check in the main school office. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the district facility. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the principal. Students will not be permitted to bring non-attending students or students from other schools to visit them throughout the school day. Classrooms are not set up to handle the extra supervision. Visitors create a definite distraction to the on-going program of instruction. Other than parent(s)/guardian(s), unauthorized individuals are not allowed on campus between 7:30am and 3:45pm. (Policies KK and IICC)

RIGHTS AND RESPONSIBILITIES

Estacada High School believes that parent, family, and community involvement is critical as we partner to achieve maximum educational growth for each and every child and prepare them for lifelong learning. The District respects families as important decision makers for their children's education.

It is the responsibility of each member to: Respect race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, or disability in any educational programs, activities or employment.

	RIGHTS	RESPONSIBILITIES
Students	1. To be treated with respect and dignity 2. Civil rights, including the rights to equal educational opportunity and the freedom from discrimination 3.The right to attend free public schools 4. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure his/her rights 5. The right to free inquiry and expression 6. The right to privacy, which includes privacy in respect to the student's school records 7. The right to know the behavior standards expected as well as the consequences of misbehavior 8. To have information shared with me in a language I understand	1. Come in every day prepared to learn. Work hard to do your best in class and with school work 2. Arrive to school on time - each day 3. Bring items to school that support a positive learning environment and is intended for learning 4. Know and follow guidelines for student behavior 6. Learn and practice resolving conflict in positive ways 7. Show respect for and cooperate with other students and adults 8. Engage in and be a positive member of the learning community 9. Treat others with respect and dignity
Parents and Families	1. Be heard and involved in the child's educational experience 2. Receive regular official reports of the student's academic progress and attendance 3. Make recommendations and give input to educational planning 4. Request and be granted conferences with teachers and/or the principal 5. Receive explanations from teachers concerning their reporting of student performance 6. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary action taken by administrators or other school staff 7. Read all school records pertaining to their students within appropriate guidelines 8. Obtain full information on any rights referred to but not explained in this handbook	1. Be safe on our campus and at school events 2. Stay informed 3. Have high expectations for their children as individuals 4. Ensure their children attend and arrive to school on time - each day 5. Find a place at home for school work and ensure that work is completed 6. Help their children learn and resolve conflicts in positive ways 7. Communicate and collaborate with teachers and other school staff to support their children's learning 8. Review school rules and assist the child with adhering to guidelines for student behavior

Staff	1. A working environment that demonstrates respect for human values 2. A working environment that fosters shared responsibilities of learning, leading, and growth 3. To be treated as a professional 4. To know the supports available for interventions: instructional, emotional, behavioral, family support, etc. 5. Professional development	1. Respect, encourage and support students and families 2. Believe that all students can achieve and take action to create access for learning 3. Build relevant and meaningful relationships with students 4. Define and communicate clear academic and behavioral expectations for students 5. Provide a safe, positive, and inclusive learning environment 6. Create an atmosphere of open communication for students seeking help 7. Communicate and collaborate with families to support and challenge their children 8. Work toward greater student achievement, equity, and quality programs
Community	1. Access to community engagement opportunities and School Board meetings 2. Collaborate for healthy communities 3. Be informed on District policies, issues, and success	1. Respect, encourage and support students, families, and educators 2. Be an active, contributing partners with the schools 3. Make Estacada a safe and exciting place for people to live and work

ACADEMICS

Academics and Reporting

Standards Based Learning and Reporting

Why: The Estacada School District uses Standards Based Learning and Reporting (SBL&R) to effectively communicate student learning progress towards specific standards (ELS') at a certain point in time. We believe that all students can learn at high levels when provided with clear criteria, constructive feedback, and targeted support.

What: Standards-Based Learning and Reporting is a framework and instructional approach that focuses solely on Essential Learning Standards (ELS) determined by each content Professional Learning Community (PLC). Our framework includes clear learning targets and proficiency criteria aligned to applied learning and summative assessments, requires ongoing oral and written feedback, and provides multiple opportunities for students to provide evidence of proficiency.

How: Our SBL&R framework will use a school-wide four-point scale that applies to all essential learning standards. PLC's create rubrics for each ELS and communicate learning targets and rubrics to students prior to instruction. Teachers deliver high-quality instruction, intentional applied learning tasks paired with constructive feedback and supports. Students engage in learning opportunities, work collaboratively with teachers on their path to proficiency. Students maintain a collection of evidence. Teachers continue to provide feedback, opportunities for demonstration of proficiency, and necessary support.

Proficiency Indicators are the tools used to report whether or not students have met the ELS expectation.

Academic Rubric	
4	The student consistently demonstrates **a deep understanding and application** of the standard
3	The student demonstrates a **proficient understanding and application** of the standard
2	The student demonstrates **a developing understanding and application** of the standard
1	The student demonstrates **limited or no understanding** of the standard.
M	No Evidence provided-the student has not attempted to demonstrate knowledge of the standard

Traits of a Successful Learner Rubric	
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**

Evidence of Progress - Summative Assessments - Grading Guidelines

Evidence of Progress (Practice/Homework)

Evidence of Progress (assessments **FOR** learning) is critical for student success. Completion of Evidence of Progress/practice is expected in order for students to gain mastery of the Essential Learning Standards. Homework will vary by teacher and is essential in mastering ELSs.

All Evidence of Progress/practice are pieces of evidence that can help determine a students' final proficiency of an ELS. Evidence of Progress/practice is measured and feedback will be provided by the teacher. Some Evidence of Progress/practice will be published into PowerSchool and students can include pieces in their evidence portfolio.

Summative Assessments

Summative Assessments (assessments **OF** learning) are attached to each Essential Learning Standard (ELS). These assessments can take the form of quizzes, tests, oral reports, written reports, essays, projects, discussions, and other proficiency-based assessments. They are assessments that identify the level of proficiency and mastery a student has achieved in a given ELS.

Reassessment Guidelines

We encourage students to actively pursue their learning through a commitment to continuous improvement, empowering them to enhance their knowledge and skills. However, we acknowledge that students learn at individual paces. In these situations, students will be provided additional attempts of their assessments after receiving feedback and guidance. Not every teacher will offer exact replacement-proficiency reassessments, but every student will be provided multiple opportunities to demonstrate their learning and proficiency no matter the teacher or class.

Students will be expected to complete all Evidence of Progress/practice work and potentially engage in new learning opportunities prior to being granted a reassessment. It is possible that subsequent attempts at learning may not take the same shape/form/length as the original assessment. Students will likely be asked to provide evidence of the progression of learning, and/or meet with the teacher during class or on a REID Friday.

How Grades are Determined and Reported

At the end of the semester, teachers will look at the body of evidence to determine proficiency. This includes PowerSchool gradebook. They will utilize professional judgment to adjust any ELS reporting and provide an overall letter grade. Students will receive an "Academic" grade (A-C, F) for each course taken. The "Academic" grade will reflect a student's performance in demonstrating a level of proficiency on the Essential Learning Standards for each course. A student MUST show an acceptable proficiency level in **EVERY Essential Learning Standard** for a course in order to receive a passing final grade.

Gradebook/PowerSchool

The gradebook will communicate proficiency in the Essential Learning Standards using the rubric scores 1-4 as stated in the table above. A single assessment may include several learning targets from multiple Essential Learning Standards.

Awards and Honors

Honor Roll

Students earning a 3.5 G.P.A. or higher on semester report cards are eligible to receive honor roll recognition.

Scholarships

Numerous local and state scholarship opportunities are available to students. In addition to information provided through announcements during the school year, student/parent(s)/guardian(s) Scholarship and Financial Aid Information Nights are held during the year. For any further information, please contact the ASPIRE College and Career Coordinator.

Student of the Year

EHS Departments designate and recognize a student of the year at the End-of-Year Recognition Assembly.

Student Aides/Ambassadors

Athletic Ambassadors

Students earn a Pass/Fail grade worth 0.50 credit; maximum credits possible 1.0 over 2 years. These courses **do not** count as a class for athletic eligibility.

.Teacher Aide Expectations and Approval (Juniors/Seniors)

Purpose

Serving as a Teacher Aide is a privilege and an opportunity for students to develop responsibility, leadership, communication, organization, and workplace-readiness skills while contributing positively to the Estacada High School community.

Teacher Aides are expected to model the Estacada School District values of **Inspire, Engage, and Achieve** and demonstrate **Ranger PRIDE: Perseverance, Responsibility, Integrity, Dependability, and Empathy**.

A Teacher Aide assignment is an educational experience and is **not a free period**. Students are expected to report to their assigned location every day, complete assigned responsibilities, and conduct themselves as responsible members of the school community.Attendance will be taken daily.

Credit, Grading, and Eligibility

Teacher Aide is a **Pass/Fail course**.

- Students who successfully complete an approved Teacher Aide course earn **0.25 credit**.
- Students may earn a maximum of **1.0 total Teacher Aide credit over two years**.
- Teacher Aide courses **do not count as a class for athletic eligibility purposes**.
- Students are responsible for ensuring they remain enrolled in the number of qualifying academic courses required for athletic and activity eligibility.
- Counselor review is required before approval to ensure that a Teacher Aide placement does not interfere with graduation requirements, credit needs, academic progress, or eligibility requirements.

Receiving Teacher Aide credit requires more than simply being present during the assigned period. To receive a **Pass**, students must consistently meet the attendance, punctuality, behavior, confidentiality, work-completion, and Teacher Aide expectations described in this section.

A student who does not meet the established expectations may receive a **Fail** grade and/or be removed from the Teacher Aide assignment.

Approval Process

Students may not independently arrange a Teacher Aide period with a teacher and assume the placement is approved.

A Teacher Aide assignment requires approval from:

1. The student;
2. The supervising teacher or staff member;
3. The student's counselor; and
4. School administration.

Final approval rests with school administration.

A teacher's willingness to accept a student as an aide does not guarantee approval.

Approval will be based on the student's academic progress, attendance, punctuality, behavior, graduation needs, maturity, ability to work independently, available Teacher Aide credits, and the supervising teacher's ability to provide meaningful and appropriate responsibilities.

Requirements for Approval

To be considered for a Teacher Aide assignment, a student must:

- Be making satisfactory progress toward graduation;
- Have room in their educational plan for Teacher Aide credit;
- Have not exceeded the maximum allowable Teacher Aide credit;
- Understand that Teacher Aide does not count as a class for athletic eligibility;
- Demonstrate appropriate attendance and punctuality;
- Regularly attend assigned classes and be where they are expected to be;
- Demonstrate responsible behavior and generally be in good standing;
- Demonstrate maturity, honesty, and trustworthiness;
- Follow staff directions appropriately;
- Use school technology responsibly;
- Be able to work independently without disrupting the learning environment;
- Receive approval from the supervising teacher;
- Receive counselor verification that the placement is appropriate for the student's academic, graduation, and eligibility plan; and
- Receive final administrative approval.

Administration may consider individual circumstances when determining eligibility.

A Teacher Aide placement may be denied when the assignment would interfere with a student's academic progress, graduation requirements, athletic or activity eligibility, attendance improvement plan, behavior plan, intervention, or other identified educational need.

I especially like adding the sentence that **earning the credit requires meeting the expectations, not simply being scheduled as an aide**. That gives the Pass/Fail grade a clear basis and makes it easier for teachers, students, and families to understand what “Pass” actually means.

Graduation Diploma Requirements

	Honors Diploma	Standard Diploma	Modified	Extended	GED
Min. Credits Needed[1]	26	24	24	TEAM Determined	
Career Related Requirements[2]	X	X	X		
Reading SBAC	PASS	PASS			
Math SBAC	PASS	PASS			
Science SBAC	PASS	TAKE			
Portfolio (may include Oregon CIS)	X	X	X	X	
6 credits Honors/ AP/ACC Courses	X				
3.5 or higher GPA	X				
Essential Skills	X	X			

Only students earning an "Honors" diploma are eligible for Valedictorian, Salutatorian, and Honors Graduates

1 The State of Oregon requires 24 credits for a diploma These requirements will be met through a student's opportunities over their four years at EHS
2 All Oregon Essential Skills must be met at proficiency or mastery level

Veterans Diploma - Honorably discharged veterans can speak with the EHS office for information about earning a Veterans Diploma.

Honors Graduates

Students that earn an Honors Diploma and have a cumulative GPA of at least 3.5 will be awarded the Honors Graduate recognition and medal at graduation.

Graduation Credit Requirements

Academic Expectations	Standard Diploma	Modified Diploma
Language Arts	4 Credits	3 Credits
Math	3 Credits(Algebra I & above)	2 Credits
Social Studies	3 Credits	2 Credits
Science	3 (Scientific Inquiry & Lab Experiences)	2 Credits
Health	1 Credit	1 Credits
PE	1 Credit	1 Credits
Career & Technical Education, The Arts, and/or Second Language, Personal Finance, Career Pathways	4	1 Credit
Electives	5	12
Total Credits	**24**	**24 Credits**

STUDENT LIFE

Athletics

1. Prior to joining a team an athlete must be registered online through Final Forms. Registration includes important information, insurance information and a current physical (every 2 years). NO ATHLETE WILL BE PERMITTED TO PARTICIPATE IN ANY PRACTICE OR CONTEST UNTIL HE/SHE/THEY IS/ARE REGISTERED AND CLEARED. To receive an athletic clearance, the athlete must meet the following requirements:
    a. Physical examinations are required for all students every two years.
    b. Current enrollment in a minimum of five classes, and passing a minimum of 5 classes the preceding term and on track to graduate..
    c. Fees paid (student body card, participation fee, and all outstanding school fees.)
2. No student may participate in more than one school sponsored athletic activity during any one-activity season except with a mutual agreement between both head coaches, and the athletic director.
3. A student who is excluded from an activity for specific disciplinary reasons will not be allowed to become a participant of any other activity during the specified duration of the suspension.
4. A student who has quit a sport after his/her first two weeks of practice may not use school facilities or equipment (outside of regular classes) until that sport season is completed.
5. A student who chooses to quit a sport under their own volition, after his/her first competition, will not be refunded any portion of their fees.
6. In order to participate in practice, contest, or activity, **THE STUDENT MUST BE IN SCHOOL ATTENDANCE** the full day of such practice or contest. For contests on a weekend or non-school day, the student must be in attendance the last school day prior to the contest. Participation by athletes that have an absence that occurs on the day preceding a vacation of two or more days (Thanksgiving, Christmas, spring break, etc.) will be determined by the coach.
    a. Potential exceptions may be pre-arranged medical or dental appointments (with written verification from the doctor upon return), pre-arranged school activities, or other emergency circumstances approved by the principal or designee.
    b. **"Skip days" or skipped classes are not condoned by the school district; as such, "skip days" or skipped classes are unexcused absences. Athletes that have unexcused absences (or skips) may not participate in practice or contests for their sports or activity on that day**.
7. No athlete will be allowed to participate in a sport until all previously issued athletic equipment has been returned or proper restitution is made.
8. An athlete may drop from one sport to go to another, only by mutual agreement by both coaches involved. The athletic director will resolve any conflicts.

Athletic Activity Fee—$175 per sport (up to two sports), third sport free – Family cap $825

Students may apply for an athletic hardship waiver to offset the cost of athletics. Contact the office for more information.

1. The athletic fee is non-refundable except in cases of school transfers, accidents that prevent participation, not making a team, or extended medical illness. The refund will be prorated on the number of contests scheduled.
2. **Note**: **Students who, by their own volition, remove themselves from the team will not receive a refund. Additionally, students who are removed, temporarily or permanently, from a team for disciplinary reasons will not receive a refund**.

Eligibility for Athletics and OSAA Recognized Activities—All sports (including cheer/dance, and equestrian) band, and choir

At Estacada High School we value providing students with a comprehensive high school experience which can include athletics and activities. However, academics must be a priority. Therefore, we hold our student-athletes to the Estacada High School academic standards in addition to those set forth by the OSAA. In order to meet academic eligibility standards for participation in OSAA programs, a student must meet the following:

1. Must be on track to graduate according to the OSAA guidelines by the 1st day of the OSAA season in August. (If not met, athlete is INELIGIBLE for the entire school year) (OSAA)
2. Must be enrolled in *five .5 credit classes* per term
3. Must be in regular academic attendance (attend all enrolled classes every day, unless prearranged).
4. 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). Traits of a Successful Learner (TSL) standards do not count towards the calculation. (If not passing, INELIGIBLE until next grade check).

5. Pass *five*+ subjects the previous grading period (quarter, semester). (OSAA) Summer school or alternate grades will be credited when the next transcript is issued.

Athletic Participation Contract

The Athletic Participation Contract will apply to all athletic participants, rally squads, dance team performers, and student managers. The participant accepts the responsibilities listed below at the activity, and will remain in effect until he/she has turned in all school equipment at the completion of that sport. If equipment is lost, the individual participant is financially responsible for reimbursing the appropriate department with the replacement cost of the equipment. The acceptance of these responsibilities demands a full-time commitment, not only to these rules, but also to the specific activity requirements set forth by the instructor or coach.

Behavior

Participants are expected to model exemplary behavior. Students committing a severe disciplinary infraction or establishing a pattern of non-compliance (as defined by the student code of conduct or the athletic handbook) will have the incident(s) reviewed by the administration. The administrative review may result in discipline up to and including being declared ineligible to participate in District activities for a length of time to be determined by the administration. (Policy IGDJA-AR)

Athletics/Activities Severe Discipline

1st Offense	Commission of a criminal act. The possession, use, consumption, or sale of illegal substances, including but not limited to, nicotine products, vape, tobacco, alcohol, non-pharmaceutical or prescribed drugs during the season or duration of the extra-curricular activity. The possession and/or use of weapons.	Minimum 2 week suspension and up to the rest of the school year. 1. First week of the 2-week suspension will involve complete suspension from all activity participation. 2. The second week of the 2-week suspension will involve practice only, but no participation in scheduled competition events.
2nd Offense		A second violation of any area or further misconduct will result in suspension from any further activity participation (practice and competition for a period of two months OR THE REMAINDER OF THE SCHOOL YEAR), depending on the severity of the violation.
3rd Offense		A third offense will result in suspension from all extra-curricular participation for the remainder of the school year.
1st Offense	Assaults, bullying, fights, harassment, hazing, abusive or disruptive conduct.	Suspension according to school policy. Participant will be ineligible to participate in practices and/or contests during suspension or the next event if there were no contests during the current suspension time frame.
2nd Offense or more		Possible removal from team or activity.

Attendance-

Absence and Excuses

The Attendance Office handles all student absences; it is located at the student attendance window. Parents **are asked to contact the Attendance Office by Parentsquare, email, or by phone when their student is absent.** When a student arrives late to school they must check in at the Attendance Office before reporting to class.

By the day the student returns to school, the office must receive communication by the parent(s)/guardian(s) that describes the reason for the absence. This communication must take place by 3pm the day the student returns back to school. Absence from school or class will be excused under the following circumstances as allowed by Oregon State Law:

1. Illness of the student
2. Illness of an immediate family member when the student's presence at home is necessary
3. Emergency situations that require the student's absence
4. Field trips and school-approved activities
5. Medical or dental appointments. Confirmation of appointments may be required
6. Mental health day as defined by Oregon law
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious, or ethnic considerations.

A student who must leave school during the day must follow checkout procedures, including parent/guardian contact. If a student is going to be absent more than three (3) days, assignments may be obtained by calling the Attendance Office. A student who becomes ill during the school day should, with the teacher's permission, report to the office. The office staff or school nurse will decide whether or not the student should be sent home and will notify the student's parent(s)/guardian(s), as appropriate.

Student Absences

All student absences will be marked as "excused" or "unexcused." The school office will attempt to contact the parent(s)/guardian(s) or guardian of the student to inform them of all absences through the automated calling system, letters home, or personal phone calls. If the parent(s)/guardian(s) indicates that the absence includes circumstances as allowed by Oregon State Law, then the absence will be changed to "excused."

School administration will be monitoring attendance data and responding to unexcused absences. Students that have unexcused absences may receive consequences up to, and including, mandatory lunch detentions, after-school detentions, In-school suspension, etc. Students and families will receive monthly email communication regarding their students' attendance.

Whenever a class is missed, **it is the student's responsibility to see their teachers concerning make-up assignments.** It is required that this be done the day the student returns to class. Students will be allowed a minimum of the same number of days that they are absent to complete their make-up work. Students will work with teachers to arrange for make-up assessment opportunities.

Tardies

Students are expected to be in class on time. On-time is defined as in the appropriate classroom **before** the bell rings. If a student is tardy they will be required to go to the Attendance Office for a tardy slip. School administration will be monitoring tardy data and responding to excessive tardiness. Students that are excessively tardy could be required to attend increased consequences, up to and including mandatory detentions, In-school suspension, etc.

- 4 Tardies (total cumulative) = 1 after-school detention (3:50-4:45)

  (No show = 1 additional detention)

  (No show again = increased consequences, up to and including 1 day ISS, Parent Phone Call)

- Additional Tardies = Support plan developed

Truancy

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, ineligibility to participate in athletics or other activities, suspension, and/or truancy court. (Policy JEDA)

Estacada High School does not recognize any type of skip day and parents/guardians shall be advised that such an absence will be considered an unexcused absence.

Bias Incidents:

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.

Bus Conduct

State regulations (OAR 581-53-010: ORS: Chapter 820; 332.405, OAR: 581-21-010)

- Pupils being transported are under authority of the bus driver.
- Fighting, wrestling, or boisterous activity is prohibited on the bus.
- Pupils shall use the emergency door only in case of emergency.
- Pupils shall be on time for the bus both morning and evening.
- Animals,except approved assistance guide animals, are prohibited on the bus.
- The following items are prohibited on the bus: glass containers, aerosol cans, skateboards, hoverboards, fishing poles, snowboards, hockey sticks, weapons or look-alike weapons, golf clubs, helium balloons, skis, shovels, or laser pens. Roller blades and shoes with wheels must be transported in a duffle bag or backpack.
    - Any item used in an unsafe manner may be confiscated and the student must bring a parent to the office to retrieve it.
- Pupils shall remain seated while the bus is in motion.
- Pupils may be assigned seats by the bus driver.
- When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
- Pupils shall not extend their hands, arms, or head through bus windows.
- Pupils shall have written permission to leave the bus other than at home or school.
- Pupils shall converse in normal tones; loud or vulgar language is prohibited.
- Pupils shall not open or close windows without permission of the driver.
- Pupils shall keep the bus clean and must refrain from damaging it.
- Pupils shall be courteous to the driver, to fellow pupils, and passersby.
- Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the bus.

Bus Disciplinary Procedures: The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

1. **First Citation - Warning:** The driver verbally restates behavior expectations and issues a warning citation.
2. **Second Citation:** The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator.
3. **Third Citation of the Year**: The student receives a 5-10 day suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator. At this time, a behavior contract will be made with the student and a new seat may be assigned. Further violations of bus regulations will be considered a severe violation.
4. **Severe Violation:** Any severe violation will result in the immediate suspension of the student for a minimum of 10 days and up to a 1-year suspension. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator.

Closed/Open Campus Policy

Estacada School District Campuses are closed from the time of arrival until classes are dismissed at the end of the school day. No student is to leave campus at any time, for any reason, with the following exceptions:

1. A specific need verified by parent(s)/guardian(s) and approved by the administrator or designee
2. Students who have a parent and school-approved work/academic release privilege
3. All students grades 9-12 are to remain on the school grounds during their scheduled school day except during the lunch period, unless excused by the school office. Students need to be in "good standing" in accordance with the Estacada High School Handbook to have permission to walk off campus. (Policy JEFA)

Students who leave school grounds without authorized permission are considered truant. (Policy JEFA)

The following will not be allowed in the parking lot at any time:

- Leaving campus by car
- Sitting in a vehicle during the school day or lunch time
- Littering of trash, lunch trays, or any other items
- Behavior violations in accordance with EHS Student Conduct policies

The school administration will address violations of these rules which could result in consequences in accordance with EHS Student Conduct policies including but not limited to revoking student school parking privileges.

Lunch Time Open Campus

Open campus lunch is a privilege available to students who are in good standing. Students leaving campus during lunch are expected to follow all school rules and the guidelines below.

Good Standing

For the purpose of open-campus lunch privileges, a student is considered to be in good standing when the student:

- Maintains satisfactory attendance and punctuality;
- Regularly attends assigned classes and demonstrates reasonable academic progress;
- Follows school rules and behavior expectations;
- Is not currently suspended or involved in a significant unresolved disciplinary matter;
- Has completed all assigned disciplinary consequences; and
- Has consistently followed open-campus lunch expectations, including returning to campus on time.

School administration will determine eligibility based on a review of the student's attendance, academic progress, behavior, and disciplinary record. Open-campus lunch privileges may be temporarily suspended when a student no longer meets these expectations. Students may regain the privilege after demonstrating improvement and meeting any requirements established by administration.

Approved Lunch Locations: Students may walk only to the following nearby locations:

- Big Jim's
- Granny's
- The Teriyaki Food Truck
- Planet Cup of Joe

Students must return to campus on time and be ready for their next class. Lunch should be eaten prior to entering their next class.

Prohibited Locations and Activities: During lunch or any other part of the school day, students may not:

- Walk, drive, ride, or use any other form of transportation to Harvest Market or other food establishments in downtown Estacada.
- Walk, drive, ride, or use any other form of transportation to the skate park.
- Enter the grounds or buildings of Estacada Middle School, River Mill Elementary School, or Clackamas River Elementary School.
- Walk across the grass, playgrounds, parking lots, or other areas belonging to another school.

Students traveling near another school must remain on the public sidewalk.

Students may enter another school building only when prior permission has been provided by the school and communicated directly to Estacada High School Administrators.

Student Expectations

Students participating in open campus lunch must:

- Remain in good standing.
- Follow all school and community expectations.
- Visit only approved locations.
- Use sidewalks and designated pedestrian routes.
- Behave respectfully toward businesses, community members, school staff, and other students.
- Return to campus before lunch ends.

Consequences

Violations of these expectations may result in:

- Detention
- Loss of open campus lunch privileges
- Suspension
- Additional disciplinary action when appropriate

Open campus lunch is a privilege, not a right. Students are responsible for making safe and responsible choices so this opportunity can continue.

Computer Use, Network Security, and Electronic Communication

Purpose

District technology, networks, internet access, accounts, applications, and electronic communication systems are provided to support teaching, learning, research, communication, and other approved school activities.

Students are expected to demonstrate Ranger PRIDE when using technology and must follow the Student Technology Agreement, district policies, school expectations, classroom directions, and applicable laws.

Use of district technology is a privilege. Students are responsible for all activity conducted through their assigned device and account.

Appropriate Technology Use

Students must:

- Use district devices, accounts, internet access, and applications primarily for assigned academic or school-related purposes. Students will not be allowed to use their own personal devices (computers, tablets, iPads, etc.). They must use school-issued chromebooks.
- Follow teacher directions regarding when and how technology may be used.
- Use only their own assigned account, username, password, and device unless a staff member gives specific permission.
- Protect passwords and immediately report suspected unauthorized account access.
- Use school-approved applications, websites, extensions, and communication methods.
- Communicate respectfully and appropriately.
- Keep district devices secure, charged, and in good condition.
- Report security problems, inappropriate content, threats, or concerning electronic communication to a staff member.

Limited personal use may be permitted only when authorized by a staff member and when it does not interfere with learning, network operations, or the rights of others.

Network Security and Filtering

Students may not interfere with, disable, evade, or attempt to bypass district security, monitoring, filtering, or device-management systems.

Prohibited actions include:

- Using or attempting to use a proxy website, virtual private network, unauthorized browser, personal hotspot, alternate network, remote-access service, or similar method to bypass district filtering;
- Installing unauthorized software, applications, browser extensions, certificates, profiles, or operating systems;
- Changing security, network, device-management, or filtering settings;
- Using another person's account, password, access code, or device;
- Creating unauthorized accounts or using guest accounts to conceal activity;
- Attempting to gain unauthorized access to a device, account, file, network, or administrative setting;
- Searching for or providing instructions intended to defeat district security;
- Creating, hosting, adding, distributing, advertising, sharing, trading, or selling proxies or other bypass tools; and
- Helping or encouraging another student to avoid district technology protections.

A student who discovers a possible security weakness must report it to a teacher, administrator, or technology staff member. Students may not test or demonstrate the weakness unless specifically authorized by district technology staff.

Electronic Communication and Shared Documents

District email, Google Workspace, shared documents, comments, chats, messaging features, learning platforms, and other communication tools are provided for legitimate instructional and school-related communication.

Students may not:

- Create or use a shared document, presentation, spreadsheet, comment thread, email draft, chat, or other digital file primarily to communicate socially during instructional time;
- Use shared files or applications to avoid the school's cell phone or communication expectations;
- Add people to documents or communication threads without an academic or school-related reason;
- Send repeated, disruptive, harassing, discriminatory, threatening, obscene, or sexually explicit messages;
- Impersonate another person or misrepresent the source of a communication;
- Share rumors, private information, passwords, photographs, recordings, or personal information without authorization;
- Delete, alter, conceal, or interfere with another person's work;
- Use district systems to arrange prohibited activities, bullying, harassment, fighting, substance use, or other misconduct; or
- Use document titles, comments, images, or file-sharing features to communicate content that would otherwise violate school rules.

Teacher-approved academic collaboration is encouraged. Students must stop communicating or close a shared file when directed by a staff member.

Games, Entertainment, and Nonacademic Content

Unless specifically approved by a teacher for an instructional purpose, students may not use district devices or networks to:

- Play games;
- Stream entertainment;
- Access nonacademic social media;
- Download music, videos, games, or other unauthorized files;

- Shop, gamble, mine cryptocurrency, or conduct personal business; or
- Visit websites unrelated to the assigned learning activity during class.

Opening a game or other nonacademic content after being redirected, repeatedly returning to it, or using another method to conceal it may result in an administrative referral.

Pornography and Sexually Explicit Content

Students may not intentionally search for, access, create, save, display, download, transmit, or share pornography or sexually explicit material using district devices, accounts, or networks.

This expectation does not prohibit teacher-approved curriculum, legitimate health education, or other instructional materials authorized by the school.

When potentially inappropriate content appears accidentally, the student should:

1. Close or minimize the content immediately;
2. Avoid forwarding, downloading, or showing it to others; and
3. Notify the teacher or another staff member.

A student will not be disciplined solely because of an accidental pop-up, misleading link, mistyped search, unsolicited message, or unverified automated alert. Staff will review the available context, including the student's actions, search terms, repeated activity, saved files, communications, and response after the content appeared.

Possible abuse, exploitation, illegal images, threats, self-harm content, or other immediate safety concerns will be handled through district safety and mandatory-reporting procedures rather than solely as a disciplinary matter.

Monitoring and Bark Alerts

Students should understand that activity conducted through district devices, networks, and accounts may be filtered, logged, reviewed, and monitored by authorized personnel. The current EHS Culture Book states that files and email generated, sent, received, or stored on district systems are not private and may be accessed by authorized district personnel.

Estacada High School uses Bark as one of its student-safety monitoring tools. Bark describes its school product as reviewing activity within supported school accounts for concerns such as bullying, violence, self-harm, sexual content, and substance-related material.

A Bark alert is an indicator that requires review; it is not, by itself, a final determination that a violation occurred.

When an alert is received, authorized staff will:

1. Review the alert and available context;
2. Determine whether it presents an immediate student-safety concern;
3. Verify the student, account, date, time, content, and relevant activity;
4. Consult administration, counseling, technology staff, or the school safety team as appropriate;
5. Meet with the student and provide an opportunity for the student to explain;
6. Notify the parent or guardian when required or appropriate;
7. Document the response and any support provided; and
8. Apply the Student Technology Agreement and progressive discipline procedures when a violation is confirmed.

Urgent threats, suspected abuse, exploitation, self-harm, or danger to others will be handled immediately under the appropriate safety protocol.

Federal CIPA requirements for participating schools address filtering harmful visual content, monitoring minors' online activity, and educating students about appropriate online behavior and cyberbullying. This supports pairing monitoring and consequences with regular

digital-citizenship instruction.

Progressive Discipline and Intervention

The response will consider the student's intent, age, prior violations, effect on learning, level of disruption, safety concerns, cooperation, and whether the student created or distributed a method that affected other users.

Level 1: Minor or First-Time Misuse

Examples include:

- Playing a game or accessing unrelated content during class;
- Using a shared document for brief nonacademic communication;
- Using technology at an inappropriate time;
- Failing to follow a teacher's technology direction; or
- Other low-level misuse that does not involve security circumvention, harassment, sexual content, or a safety concern.

Possible responses include:

- Teacher redirection and closure of the content;
- Conference with the student;
- Documentation of the incident;
- Reteaching appropriate technology use;
- Assigned seat or increased device supervision;
- Temporary classroom device restriction;
- Parent or guardian contact;
- After-school detention for repeated misuse; and
- Administrative referral when the behavior continues.

Level 2: Repeated or Major Technology Misuse

Examples include:

- Repeated Level 1 violations;
- Intentionally using a proxy, VPN, hotspot, or other method to bypass filtering;
- Repeatedly using shared documents or communication tools to avoid school expectations;
- Intentionally accessing pornography or sexually explicit content;
- Sending inappropriate, derogatory, harassing, or sexually explicit messages or documents;
- Accessing another person's account;
- Concealing activity or deleting evidence after being directed to stop; or
- Significantly disrupting instruction or network operations.

Possible responses include:

- Parent or guardian contact;
- Administrative conference;
- Counselor involvement;
- Review and re-signing of the Student Technology Agreement;
- After-school detention or in-school suspension;
- Restricted or supervised technology access;
- Removal of unauthorized applications or extensions by technology staff;
- Digital-citizenship or restorative learning assignment;
- Technology-use success plan;
- Suspension when warranted by the severity or repetition of the conduct; and

- Referral to the appropriate district or outside authority when required.

Restricted access must be structured so the student can continue completing required academic work and receiving assistive technology or accommodations contained in an IEP, 504 Plan, health plan, or other approved support plan.

Level 3: Creating, Distributing, or Selling Bypass Tools

Creating, adding, hosting, sharing, advertising, trading, or selling proxies or other tools intended to defeat district security is an aggravated technology violation because it extends the disruption and security risk to other students.

The current 2026–27 consequence structure provides:

First offense

- Three-day out-of-school suspension;
- Parent or guardian contact;
- Referral to counseling services;
- Review and re-signing of the Technology Agreement;
- Restricted or supervised technology access; and
- Reentry plan.

Second offense

- Five-day out-of-school suspension;
- Parent or guardian conference;
- Referral to counseling services;
- Review and re-signing of the Technology Agreement;
- Restricted or supervised technology access;
- Reentry plan; and
- Individual technology safety or success plan.

Third offense

- Additional suspension; and
- Possible recommendation for expulsion, consistent with district policy and applicable procedures.

Technology Equipment: Damage, Vandalism, and Replacement

District-issued technology is provided to students as a learning tool. Students are expected to demonstrate Ranger PRIDE by using school technology responsibly, safely, and for its intended educational purpose.

Students are responsible for taking reasonable care of all district-issued technology assigned to or used by them, including Chromebooks, chargers, cases, keyboards, screens, classroom devices, and other technology equipment.

Student Responsibilities

Students are expected to:

- Keep district-issued technology secure and in good condition;
- Carry and store devices appropriately;
- Use devices only as intended;
- Keep food, liquids, and other items that could damage equipment away from devices;
- Use only approved chargers, accessories, software, and equipment;
- Report damage, loss, or malfunction to a staff member as soon as possible;
- Never intentionally damage, alter, mark, dismantle, or misuse a district device; and

- Never damage or interfere with technology assigned to another student or staff member.

Students may not attempt to repair, take apart, remove components from, or modify district-owned technology unless specifically authorized by district technology staff.

Technology Vandalism

Technology vandalism includes intentionally, knowingly, or through serious misuse damaging, destroying, defacing, altering, or making district-owned technology unusable.

Examples may include, but are not limited to:

- Intentionally cracking or damaging a Chromebook screen;
- Removing keys from a keyboard;
- Breaking hinges, ports, cameras, chargers, cases, or other components;
- Writing, carving, drawing, placing permanent markings, or otherwise defacing a device;
- Throwing, striking, stepping on, or intentionally dropping technology;
- Pouring liquids or placing substances on or inside a device;
- Removing or damaging district identification, asset tags, barcodes, or labels;
- Intentionally damaging another student's assigned device;
- Taking apart a device or removing internal components;
- Attempting unauthorized hardware modifications;
- Damaging classroom technology, monitors, projectors, keyboards, mice, charging stations, or other district technology; or
- Encouraging or assisting another student in damaging district technology.

Normal wear and tear or verified accidental damage will be reviewed separately from intentional vandalism. Administration and district technology staff will review the circumstances before determining responsibility.

Repair and Replacement Responsibility

When district technology is lost or damaged, the school and/or district technology department will determine the nature of the damage and the reasonable cost of repair or replacement.

When a student is determined to be responsible for damage to district property, the student and/or parent/guardian may be responsible for the reasonable cost of repairing or replacing the damaged equipment, consistent with district policy and Oregon law.

Depending on the damage, responsibility may include the cost of:

- Replacement screens;
- Keyboards or individual keys;
- Chargers or cables;
- Cases;
- Hinges or other hardware;
- Other damaged components; or
- Full replacement of the device when repair is not reasonable or possible.

Families will be notified when a student is determined to be responsible for significant damage and will be provided information regarding the repair or replacement cost and payment process.

Payment for damaged property is separate from disciplinary consequences. Paying for the damage does not eliminate a disciplinary response when the damage resulted from vandalism, intentional misuse, or other prohibited behavior.

Progressive Response

Technology damage will be reviewed based on the circumstances, including whether the damage was accidental, resulted from careless or unsafe use, was intentional, involved another person's device, was repeated, or caused significant damage.

Accidental Damage or Minor Misuse

When damage appears accidental or results from a first instance of inappropriate handling, possible responses may include:

- Student conference;
- Reteaching proper device care;
- Parent/guardian notification;
- Documentation of the damage;
- Repair or replacement assessment when applicable; and
- Increased supervision or technology-use expectations.

Repeated or Careless Misuse

When a student repeatedly handles technology in an unsafe or irresponsible manner after expectations have been taught, possible responses may include:

- Parent/guardian contact;
- Administrative conference;
- Review of the Student Technology Agreement;
- Technology-use improvement plan;
- Restricted or supervised technology use;
- Detention or another appropriate school-based consequence; and
- Responsibility for applicable repair or replacement costs.

Intentional Technology Vandalism

Intentional destruction or damage to district technology will be treated as Technology Misuse and Property Misuse/Vandalism under the Student Code of Conduct.

Possible responses may include:

- Immediate administrative referral;
- Parent/guardian contact;
- Review and re-signing of the Student Technology Agreement;
- Restricted or supervised access to district technology;
- Restorative action when appropriate;
- Detention, in-school suspension, or out-of-school suspension based on the seriousness of the incident;
- Responsibility for repair or replacement costs;
- Behavior or technology-use plan; and
- Additional disciplinary action consistent with district policy.

Serious or repeated vandalism may result in increased consequences. Law enforcement or other appropriate authorities may be contacted when required or warranted by the seriousness of the incident.

Technology Access Following Damage

When technology privileges are restricted because of misuse or vandalism, the school will make reasonable arrangements for the student to continue accessing required instruction and completing schoolwork.

Restrictions will not prevent a student from receiving assistive technology or other supports required by an IEP, 504 Plan, health plan, or

other approved student-support plan.

Family Responsibility

Students and families share responsibility for the care of district-issued equipment.

Parents/guardians are expected to review technology expectations with their student and support the school when damage or misuse occurs. When the district determines that a student is responsible for damage to school property, the student and/or parent/guardian may be charged the reasonable repair or replacement cost in accordance with district policy and applicable law.

Related Policies: JFC — Student Conduct and Discipline; ECAB — Vandalism/Malicious Mischief/Theft; District Student Technology Agreement.

Counseling

Students are encouraged to talk with a district counselor, teachers, and building administrators in order to learn about the curriculum, course offerings, and graduation requirements. All students and their parent(s)/guardian(s) shall be notified annually about the recommended courses for students. Students who are interested in pursuing advanced education should work closely with their counselor so that they may take the courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing. (Policies IJ, IJA, JHH) (See Course Catalog)

Personal Counseling

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, and alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns.

Dances/Social Events

The rules of good conduct shall be observed for school dances and social events. Guests will be expected to observe the same rules as students attending the events. The person inviting the guest will share responsibility for the conduct of the guest. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted. (Policy IGD) **All bags, purses, and personal belongings will be searched upon admittance to the dance.**

Some dances are held in the EHS Commons. Students are not allowed to return to the dance once they have left. Students with guests from other schools, or out of school, must have dance passes for their guests in advance (located in the School Office). **No student below high school age or over 20 years of age will be admitted to any dance. All dance passes for guests must be completed and turned in to the School Office three (3) days prior to the dance.**

For all Formal school-sponsored dances, students must have an 80+% attendance rate and no suspensions within the last two months. Some of these dances include, but are not limited to, Homecoming, Winter Formal, and Prom.

Gym and Weight Room (Food and Drink Expectations)

The gym and weight room are instructional and training spaces. To maintain a safe, clean, and high-quality learning environment, students are expected to take care of the facility, equipment, and one another.

Water Only

The only beverage permitted in the gym or weight room is plain water in a water bottle with a secure, closed lid.

Approved water bottles must:

- Contain water only;
- Have a lid that completely closes and prevents spills;

- Be kept closed when not being used;
- Be stored in the location designated by the teacher or coach; and
- Be kept away from lifting platforms, racks, machines, courts, walkways, and other active training areas unless directed otherwise.

Open cups or containers are not permitted.

Drinks That Are Not Permitted

The following beverages are not permitted in the gym or weight room, including when they are placed inside a water bottle:

- Sports drinks or electrolyte drinks;
- Energy drinks;
- Soda;
- Coffee;
- Tea;
- Juice;
- Flavored beverages;
- Protein shakes;
- Smoothies;
- Milk or chocolate milk;
- Pre-workout drinks;
- Recovery drinks; or
- Any beverage other than plain water.

Glass containers are not permitted in the gym or weight room.

Food Is Not Permitted

Food may not be eaten or stored in the gym or weight room unless specifically approved by a staff member for an authorized school activity.

Examples include:

- Candy;
- Chips;
- Granola or protein bars;
- Fruit;
- Sandwiches;
- Fast food;
- Snacks;
- Gum;
- Protein or nutrition products; and
- Any other food item.

Students should finish food and other beverages before entering the gym or weight room and dispose of all trash appropriately.

Why This Expectation Matters

Food and beverages other than water can:

- Create slippery floors and safety hazards;
- Damage flooring and exercise equipment;
- Attract insects or pests;
- Create odors and unnecessary cleanup;
- Leave sticky residue on equipment;

- Interfere with the safe use of training spaces; and
- Make it more difficult to maintain a clean facility for all students, staff, teams, and community users.

Taking care of these spaces demonstrates Ranger PRIDE, especially Responsibility, Integrity, and Dependability.

Student Responsibility

Students are responsible for:

- Bringing an appropriate water bottle;
- Keeping the bottle securely closed;
- Cleaning up any water they spill immediately and notifying staff when assistance is needed;
- Removing food or unapproved beverages when directed;
- Disposing of trash appropriately;
- Keeping personal belongings and bottles out of active training areas; and
- Leaving the gym and weight room cleaner and ready for the next group.

When Expectations Are Not Followed

A student who brings food or an unapproved beverage into the gym or weight room will be directed to remove or dispose of the item.

Repeated failure to follow the expectation may result in:

- Staff redirection and reteaching;
- Parent/guardian contact;
- Loss of the privilege to bring a beverage into the training space other than through a staff-approved procedure;
- Removal from the activity until the concern is corrected; and/or
- Additional consequences consistent with the Student Code of Conduct for repeated refusal to follow staff directions.

Students are responsible for cleaning spills or messes they create when it is safe and appropriate to do so.

Health and Medical Needs

Students who require food, a specific beverage, glucose source, or another item because of a documented medical or health need will be provided access consistent with their health plan, 504 Plan, IEP, or other approved accommodation.

Students should work with the school office, nurse, teacher, coach, or administrator to establish an appropriate procedure that maintains both student safety and facility safety.

GYM & WEIGHT ROOM STANDARD: WATER ONLY • CLOSED LID • NO FOOD

Gym, Weight Room, and Locker Room Equipment Care and Vandalism

The Estacada High School weight room is an instructional and training facility shared by PE classes, Strength & Conditioning classes, athletic teams, and other approved groups.

The weight room has been updated with repairs, new paint, and new equipment. Students are expected to demonstrate Ranger PRIDE by taking care of the facility and treating all equipment and school property with respect.

Student Responsibility

Students are expected to:

- Use equipment only for its intended purpose;

- Follow all teacher and coach directions for equipment use;
- Use appropriate lifting areas, platforms, racks, benches, and safety equipment;
- Return weights, bars, dumbbells, collars, bands, and other equipment to their designated locations;
- Keep equipment from striking walls, doors, mirrors, windows, or other surfaces;
- Maintain control of weights and equipment;
- Report damaged, loose, broken, or unsafe equipment immediately;
- Keep the weight room clean and organized;
- Avoid horseplay or unsafe use of equipment; and
- Leave the facility ready for the next class, team, or group.

Students should not attempt to repair, modify, move, disassemble, or alter equipment unless specifically directed by a staff member.

Weight Room Vandalism and Property Misuse

Intentional, reckless, or repeated misuse that damages or defaces the weight room, equipment, or other school property may be addressed as Property Misuse/Vandalism under the Student Code of Conduct.

Examples include, but are not limited to:

- Writing, drawing, carving, scratching, or placing unauthorized markings on walls, doors, lockers, racks, benches, equipment, or other surfaces;
- Intentionally damaging new paint or finishes;
- Putting stickers, tape, adhesive materials, or other markings on equipment or walls without permission;
- Kicking, punching, hitting, or striking walls, doors, lockers, or equipment;
- Intentionally throwing or slamming dumbbells, kettlebells, plates, bars, or other equipment;
- Dropping weights in an area or manner that is not approved for that equipment;
- Allowing bars, plates, or other equipment to strike or damage walls, mirrors, doors, or flooring;
- Standing, jumping, climbing, or sitting on equipment that is not designed for that purpose;
- Cutting, tearing, puncturing, or otherwise damaging bench or machine upholstery;
- Bending, breaking, removing, or damaging equipment parts;
- Removing equipment from the weight room without permission;
- Intentionally damaging flooring, platforms, racks, storage systems, or other facility features;
- Misusing equipment after being instructed to stop;
- Encouraging or assisting another student in damaging school property; or
- Any other action that intentionally damages, defaces, or reduces the usefulness of school property.

Normal wear and tear or a legitimate accident will be reviewed differently from intentional or reckless vandalism. Students are expected to report accidental damage immediately rather than hide it.

Equipment Is Not to Be Abused

Strength training sometimes includes safely dropping or releasing equipment when the exercise, equipment, platform, and supervising staff member specifically allow it.

This does not give students permission to throw, slam, kick, or intentionally abuse equipment.

Students are expected to maintain control of equipment and follow the technique and safety expectations established by the teacher or coach.

Reporting Damage

Students who notice damaged equipment or property should stop using the item and immediately notify a teacher, coach, or other supervising staff member.

Students should never:

- Continue using equipment they believe is unsafe;

- Attempt to hide damage;
- Move damaged equipment so someone else uses it;
- Attempt an unauthorized repair; or
- Blame another student for damage they caused.

Reporting an accident or equipment problem honestly and immediately demonstrates Integrity and Responsibility and allows staff to address the concern before someone is injured.

Repair and Replacement Responsibility

When school property or equipment is damaged, administration and appropriate staff will review the circumstances to determine what occurred and whether the damage resulted from normal use, an accident, careless misuse, or intentional vandalism.

When a student is determined to be responsible for damaging school property, the student and/or parent/guardian may be responsible for the reasonable cost of repair or replacement, consistent with district policy and applicable law.

This may include costs associated with repairing or replacing:

- Weightlifting equipment;
- Bars, plates, dumbbells, kettlebells, or collars;
- Benches or upholstery;
- Racks and storage equipment;
- Flooring or lifting platforms;
- Mirrors;
- Walls, doors, or paint;
- Exercise machines;
- Conditioning equipment; or
- Other school-owned property.

Financial responsibility for damage is separate from disciplinary consequences. Paying for damaged property does not eliminate a school consequence when the damage resulted from intentional vandalism or prohibited misuse.

Progressive Response

Responses will be based on the seriousness of the behavior, the student's intent, the amount of damage, whether a safety risk was created, prior concerns, and whether the behavior continued after staff intervention.

Possible responses may include:

- Reteaching proper equipment use;
- Student conference;
- Parent/guardian notification;
- Student cleanup or restorative action when safe and appropriate;
- Loss or restriction of weight room privileges;
- Increased supervision;
- Detention;
- Responsibility for repair or replacement costs;
- Administrative referral;
- In-school or out-of-school suspension when warranted by the seriousness or repetition of the conduct; and
- Additional disciplinary action consistent with the EHS Student Code of Conduct and district policy.

Serious intentional destruction may result in an immediate administrative response without moving through each progressive step.

Protect the Ranger Weight Room

Every student who uses the weight room has a responsibility to help protect it.

Use it correctly. Put it back. Keep it clean. Report damage. Leave it better for the next Ranger.

Taking care of our weight room demonstrates Responsibility, Integrity, Dependability, and pride in our school community.

Related District Policies: JFC — Student Conduct and Discipline; ECAB — Property Misuse/Vandalism

Hallway and Restroom Pass Expectations

Students are expected to remain in class and participate in instruction throughout the class period. Leaving class is a privilege that must be used responsibly and only with teacher permission.

Digital Hall Pass

- Students must receive permission from the teacher **before leaving their seat or creating a digital hall pass**.
- Students must use the school's approved digital hall-pass system whenever they leave the classroom during class time.
- The pass must accurately identify the student's approved destination.
- Students must travel directly to the approved location and return directly to class.
- Students may not use another student's pass or travel to a location that is not listed on the pass.
- Students released late from class must obtain a pass or written verification from the teacher.

First and Last Ten Minutes

Students may not leave class to use the restroom or visit another location during the:

- First ten minutes of the class period; or
- Last ten minutes of the class period.

Exceptions may be made for emergencies, health needs, or accommodations included in an IEP, 504 Plan, health plan, or other approved student-support plan.

One Student Out at a Time

Teachers will generally permit only **one student from each classroom to be out of the room at a time**.

Students may be asked to wait until the previous student returns. Leaving the classroom without permission or before a pass is approved may result in a disciplinary response.

Responsible Pass Use

Students are expected to:

- Use passes only when necessary;
- Complete the trip within a reasonable amount of time;
- Avoid visiting with other students in hallways or restrooms;
- Follow all restroom and hallway expectations;
- Return to class promptly; and
- Check back into the digital pass system upon returning, when required.

Loitering, wandering, skipping class, visiting unauthorized locations, or remaining out of class for an excessive amount of time is prohibited.

Pass-Use Review and No-Go Support Plan

The school may review digital hall-pass, attendance, and behavior information when there is a concern that a student is:

- Frequently leaving class;
- Regularly missing significant instructional time;
- Spending extended amounts of time in restrooms or hallways;
- Frequently requesting passes for different reasons;
- Loitering or socializing during class time;
- Visiting locations not listed on the pass;
- Leaving class without permission;
- Skipping class; or
- Demonstrating a pattern of excessive absences or other concerning behavior.

A student will not be placed on a restricted-pass or No-Go List based on a single incident or solely because the student requests to use the restroom. Decisions will be based on a documented pattern of pass use, attendance, behavior, or missed instructional time.

When a pattern of concern is identified:

1. A staff member or administrator will meet privately with the student.
2. The student will be given an opportunity to explain any health, personal, academic, or social concerns contributing to the pattern.
3. A counselor or other appropriate support staff member will be involved when additional assistance may be helpful.
4. The student's parent or guardian will be notified.
5. The school, student, and family will develop a plan to improve attendance, reduce missed instructional time, and support the student's success.

The plan may include:

- Designated restroom times;
- Use of a specific restroom;
- Staff check-ins;
- A limited number of passes;
- Direct staff approval before leaving class;
- Counselor support;
- Attendance or behavior goals; or
- Other individualized supports.

Students with medical conditions, disabilities, or documented health needs will continue to receive access consistent with their approved plans. Students should not be denied restroom access when there is an emergency or an immediate health or safety concern.

Failure to follow the hall-pass plan or repeated misuse of passes may result in progressive disciplinary action. Consequences may include parent or guardian contact, detention, loss or restriction of pass privileges, and additional school discipline when appropriate.

Off-Limits Areas

- ★ Loitering in the bathrooms.
- ★ Loitering on private property around the school is prohibited.
- ★ **Inside cars in the parking lot while school hours are in session.**
- ★ The Central office and other school campuses are off limits.
- ★ The wooded area (Ranger Woods), trails, and cemetery behind the tennis courts, wrestling room, and track are off-limits.
- ★ The commons is available for student use before school, lunch, and after school until 3:45 p.m. unless approved by an administrator.
- ★ Both gyms, wrestling rooms, and locker rooms are off limits at all times unless an adult supervisor is present.
- ★ Baseball/softball fields, dugouts, and track area during school hours.

★ Hallways between gyms, upper balcony areas, locker rooms, and team locker rooms are off limits without adult supervision.

Cell Phones/Smartglasses/Smartwatches/Earbuds/Headphones -Policy JFCEB

AWAY and SILENCED: Per state mandate, cell phones, smart watches, ear buds, and head phones are away and silenced, stored in students' lockers, bell to bell from 8:10 a.m. to 3:45 p.m. <u>This includes passing time and lunch.</u> Cell Phones are never allowed in PE/Athletic Locker Rooms or Bathrooms.

If phones/electronics are out and being used during the school day

- 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, and the student will be asked to put the device in their backpack or locker. The incident will be documented in the behavior management system.
- Second instance of Noncompliance: The device will be temporarily confiscated and held in the front office until the end of the school day. The student can pick up the device at the end of the day in the front office. 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 notified and will need to collect the device from the office. A meeting with the 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 their device(s)in the main office each day during school hours.

* 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 **insubordination**.
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 "Insubordination/Defiance."*** *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.*
*Health accommodations will be made to allow electronic access to students in need, per the requirements of their own medical provider, 504, or IEP.
**Estacada High 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-ARR school-sponsored events. Board Policy JFCEB-AR*

Personal Items and the Learning Environment

Students should bring only items that are necessary for school, approved activities, or their individual learning needs. Personal items that are unrelated to school and may disrupt instruction should remain at home. Valuable items, including, but not limited to, large sums of cash, should not be brought to school. Additionally, students are expected to maintain possession of their personal things at all times or keep them locked in a locker.

Examples include, but are not limited to:

- Toys, games, collectibles, and novelty items
- Personal Laptops/iPads
- Recreational equipment
- Fidgets or sensory items that are not part of an approved plan (Needoo)
- Any item that distracts the student or others from learning

School staff may direct a student to put away or surrender an item when it interferes with instruction, creates a safety concern, or disrupts the school environment. Items may be held in the office and, depending on the circumstances or frequency of the behavior, may require pickup by a parent or guardian.

Progressive discipline will be used when students do not follow these expectations. Responses may include:

- A reminder or redirection
- Temporary confiscation of the item
- Parent or guardian contact

- Parent or guardian pickup of the item
- Detention
- Loss of privileges
- Additional disciplinary action for repeated or serious violations

Students who have an accommodation, health plan, IEP, 504 Plan, or other documented support developed with a counselor, learning specialist, case manager, or administrator may use approved items according to that plan. The item must support the student's access to learning and may not be used in a way that distracts the student or others.

Approved personal learning or sensory items:

- Must be used only as outlined in the student's plan;
- Must be used safely and appropriately;
- May not be shared with other students; and
- May be restricted if they are being used outside the plan or are interfering with learning.

Students are responsible for securing their personal belongings. The school and district are not responsible for personal items that are lost, stolen, or damaged.

Ranger Tracker: Student Progress Monitoring and Goal Setting

The Ranger Tracker is a student-owned **Google Sheet** used to monitor progress and set goals. Students will access and update their Ranger Tracker using their **school-issued Chromebook and district Google account**. Personal computers or other personal devices may not be used.

The Ranger Tracker helps students understand their current performance and take purposeful action toward success. Through this process, students develop lifelong executive-function skills, including organization, planning, prioritization, self-monitoring, goal-setting, task initiation, communication, and follow-through.

This process supports the district's mission to equip students with the knowledge and skills necessary to be resourceful and successful, its vision to empower tomorrow's leaders today, and its values of **Inspire, Engage, and Achieve**.

Weekly Ranger Tracker Routine

At the beginning of each school week, students will be provided protected time in their third-period class to open and update their Ranger Tracker Google Sheet. If there is no school on Monday, students will complete it during third period on the first scheduled school day of that week.

Students will review and record their current:

- Essential Learning Standards (ELS) proficiency;
- Attendance;
- Work-completion data;
- Classes or standards requiring additional attention;
- Weekly academic and attendance goals; and
- Specific actions they will take to reach those goals.

Student Expectations

Students are expected to:

- Bring their charged, school-issued Chromebook to third period;
- Access the Ranger Tracker through their district Google account;
- Complete the Google Sheet accurately, honestly, and on time;
- Review current information in PowerSchool, Canvas, and other approved school systems;
- Identify strengths, areas for growth, and missing or incomplete work;
- Establish specific and achievable goals;
- Identify the teachers, supports, or resources they need;
- Use the tracker to have meaningful conversations with teachers in each class;
- Follow through on their action steps; and
- Review and revise their plan as new information becomes available.

Students may not alter the structure of the Google Sheet, delete required information, enter false information, share editing access without permission, or interfere with another student's Ranger Tracker.

Teacher Support and Rounding

Third-period teachers will provide the structure and time needed for students to update their trackers. Teachers and other staff members will round with students throughout the school year to:

- Review progress and celebrate growth;
- Help students understand their ELS, attendance, and work-completion data;
- Discuss goals, barriers, and next steps;
- Connect students with appropriate supports;
- Help students develop strategic action plans; and
- Monitor follow-through and progress.

Accountability and Traits of a Successful Learner

Completing and using the Ranger Tracker is an expected weekly learning routine. A student's participation may be reflected in applicable **Traits of a Successful Learner**, particularly those connected to preparation, responsibility, self-management, perseverance, and follow-through.

Students who do not complete the tracker may receive reteaching, additional completion time, increased check-ins, parent or guardian communication, or an individualized support and accountability plan.

Future Readiness and Recommendations

Consistent participation gives staff evidence of a student's initiative, organization, responsibility, goal-setting, communication, and follow-through. Repeatedly failing to complete the Ranger Tracker or participate meaningfully may limit the evidence staff members have when writing recommendations for college, trade programs, scholarships, internships, military service, or employment.

Ranger Tracker participation will not be the sole reason to deny a recommendation, but it may affect the strength and specificity of an honest, evidence-based recommendation.

Restroom/Bathroom Expectations

School restrooms are provided for personal care and should be used respectfully, safely, and only for their intended purpose.

Students are expected to:

- Use the restroom promptly and return directly to class or their assigned area.
- Respect the privacy, safety, and personal space of others.
- Keep the restroom clean and report damage, vandalism, or safety concerns to a staff member.
- Follow all school rules while inside the restroom.

The following behaviors are prohibited:

- Loitering, socializing, or gathering with other students in the restroom.
- Waiting for friends or using the restroom as a place to hang out.
- **Having more than one person inside a restroom stall at a time.**
- Using a cell phone or other electronic device in the restroom.
- Taking photographs, making audio or video recordings, or using video calls.
- Vaping, using tobacco or controlled substances, fighting, vandalizing property, or engaging in any other unsafe or prohibited behavior.

Cell phone use in a restroom will be addressed according to the school's cell phone policy and may also result in additional consequences because of the privacy and safety concerns associated with device use in restrooms.

Students found with more than one person in a stall or engaging in other prohibited restroom behavior may receive consequences, including:

- Parent or guardian contact
- After-school detention
- Restricted restroom procedures or increased supervision
- Restitution for damage
- Suspension or additional disciplinary action, depending on the seriousness or frequency of the behavior

Repeated or serious violations may result in increased consequences. Students who need assistance, additional time, or a restroom accommodation should work with a counselor, administrator, nurse, or other appropriate staff member.

Skateboards, Heelies Scooters, Hoverboards, and Bicycles

To maintain a safe environment for students, staff, and visitors, the following expectations apply to skateboards, scooters, hoverboards, bicycles, and similar forms of transportation:

- Skateboards, scooters, hoverboards, and similar devices are not permitted on school buses.
- Students may not ride skateboards, scooters, hoverboards, or bicycles anywhere on school property. This includes sidewalks, parking lots, athletic areas, courtyards, and other school grounds.
- Upon arriving at school, students must get off and walk their bicycle, skateboard, scooter, or hoverboard while on school property.
- Students leaving campus must walk their equipment until they are completely off school property and have reached the public sidewalk.
- Bicycles must be secured to a designated bicycle rack.
- Skateboards and nonmotorized scooters must be stored in the student's locker during the school day, provided the item fits completely inside the locker and does not prevent the locker from closing.
- Items that do not fit safely inside a locker must be stored in a location approved by school administration.

- Skateboards, scooters, hoverboards, and similar devices may not be used inside the school building.
- Motorized devices may not be charged on school property.
- Students may not leave transportation devices in hallways, classrooms, entrances, stairwells, or other areas where they could create a safety or evacuation hazard.

Students are responsible for securing their personal property. The school is not responsible for items that are lost, stolen, or damaged.

Failure to follow these expectations may result in the item being held by school administration, parent or guardian pickup requirements, detention, loss of privileges, or additional disciplinary action.

Student Messages

Sometimes a parent/guardian must contact their student during the day. If it is necessary to reach a student, **contact the school office at 503-630-8515 Ext. 2801**. **Please do not contact your child on their personal device while they are in class**. **Students are not to use their cell phones during the school day from 8:10am - 3:45pm.**

Vehicles on Campus

Vehicles parked on district property are under the jurisdiction of the district. The district requires that, before parking privileges are granted, the student must show that he/she has a parking pass, holds a valid driver's license, the vehicle is currently registered, and that the student driving the vehicle is insured under a motor vehicle liability insurance policy or that the student or vehicle owner has provided the Motor Vehicles Division with other satisfactory proof of compliance with the financial responsibility requirements of the state.

Parking on district property is a privilege and not a right. District officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule, and/or procedure violation. Students present at or near a student driven vehicle at an inappropriate time may result in a search of the vehicle. Early release students are to leave the parking areas safely but immediately.

Parking privileges, including driving on district property, may be revoked by the building principal or designee for violations of school board policies, administrative regulations, or school rules.

Bicycles ridden to school by students must be parked in the designated area on school grounds and should be locked. Students under the age of 16 must wear a helmet as required by law. The district assumes no liability for loss or damage to vehicles or bicycles. (Policies JHFC, JHFD, JHFDA, JFG)

Parking

Student parking is limited to the main lot in front of the music wing. Cars are to be parked properly within each parking space. Seniors may park in the upper lot east of the gym with school approval. Visitor parking is designated for visitors and not students or staff. Any vehicle parking on school property without a proper identification tag or not in identified spaces may be cited.

Violations of these regulations may result in a short or long-term loss of student parking privileges or other disciplinary measures.

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).

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. • Student copies or submits the work of another student • Plagiarism • Student avoids telling the truth out of fear of getting themself/others "in trouble" • Student utilizes Artificial Intelligence 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. (Estacada School District Policy JFC - Student Conduct)				**X**	**X**
Assault/Battery - Intentionally or knowingly attempting to cause or causing physical injury to another student or staff member. (Estacada School District Policy JFC - Student Conduct)			**X**	**X**	**X**
Attendance - Unexcused absences, skipping, tardies, etc. (Estacada School District Policy JEA)	**X**	**X**	**X**		
Automobile Misuse - Not following rules and regulations concerning vehicles on school premises/events (Estacada School District Policy JFC - Student Conduct)		**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: *perceived race, color, religion, gender identity, sexual orientation, disability or national origin for all students.* Bias can be expressed through	**X**	**X**	**X**	**X**	**X**

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. Targeted Bias Incidents will follow progressive discipline procedures outlined below: 1st Offense ● 3 Days Out-of-School Suspension ● Required Bias Education Opportunity ● Reentry Plan 2nd Offense ● 5 Days Out-School Suspension ● Required Bias Educational Opportunity ● Reentry Plan ● Safety Plan 3rd Offense ● Additional Suspension and may include Expulsion **Additional Athletic/Activities Suspensions will also apply to athletes. Athletic Handbook (Estacada School District Policy ACB - Every Student Belongs) ORS 339.347					
Bus Misconduct - Behavior that interferes with bus safety. The student fails to follow the bus expectations.. ● State regulations (OAR 581-53-010: ORS: Chapter 820; 332.405, OAR: 581-21-010) ● (Estacada School District Policy EEACC - Student Conduct on School Buses; JFC - Student Conduct)	**X**	**X**	**X**	**X**	**X**
Cell Phones/Smartwatches/Earbuds/Airpods/Metaglasses/Smartglasses/ Headphones -Policy JFCEB **OFF and AWAY: Per state mandate, cell phones, smart watches, ear buds, and head phones are silenced and away, stored in students' lockers, bell to bell from 8:10 a.m. to 3:45 p.m. This includes passing time and lunch. Cell Phones are never allowed in PE/Athletic Locker Rooms or Bathrooms.** **If phones/electronics are out and being used during the school day** ● 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, and the student will be asked to put the device in their backpack or locker. The incident will be documented in the behavior management system. ● Second instance of Noncompliance: The device will be temporarily confiscated and held in the front office until the end of the school day. The student can pick up the device at the end of the day in the front office. 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 notified and will need to collect the device from the office. A meeting with the school administration and the family will be arranged to review the policy and plan	**X**	**X**	**X**	**X**	

for improved compliance ● Beyond Third Instance of Noncompliance: student will be asked to leave their device(s) at home or leave their device(s)in the main office each day during school hours. * 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 **insubordination**. ***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 "Insubordination/Defiance."*** *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.* *Health accommodations will be made to allow electronic access to students in need, per the requirements of their own medical provider, 504, or IEP. **Estacada High 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-ARR school-sponsored events. Board Policy JFCEB-AR* (Estacada School District Policy JFC- Student Conduct)					
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: ● 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 (Estacada School District Policy JFC - Student Conduct)	**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, 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: ● 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	**X**	**X**	**X**	**X**	

(Estacada School District Policy JFC - Student Conduct)					
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: ● 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. (Estacada School District Policy ACB - Every Student Belongs)	**X**	**X**			
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. (Estacada School District policies JFCG, JFCH, JFCI) 1st Offense ● 5 Days Out-of-School Suspension ● Referral to Law Enforcement ● Referral to Drug/Tobacco counseling services ● May include Expulsion ● Safety Plan 2nd Offense ● 5+ Days Out-of-School Suspension ● Expulsion Hearing **Additional Athletic/Activities Suspensions will also apply to athletes.			**X**	**X**	**X**
Gang activity - Behavior promoting or imitating gang involvement or activity through attire, language, or nonverbal gestures (Estacada School District KGB - Public Conduct on District Property)	**X**	**X**	**X**	**X**	**X**
Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence Student delivers intentionally disrespectful messages (verbal or gestural) to another person, including threats, intimidation, obscene gestures, pictures, written notes, **or** uses physical force to intimidate or obtain something. A report of harassment will initiate an investigation under the district Hazing/Harassment policy. Some examples, though not an exhaustive list, include: (Estacada School District policies JFC; JFCF; JBA/GBN) ● Grabbing, touching, sexual hands-on ● Making comments resulting in another person feeling uncomfortable or unsafe ● Cyberbullying ● Pantsing ● Using objects to touch others ● Other	**X**	**X**	**X**	**X**	**X**
"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	**X**	**X**	**X**		

foot—they **may not leave campus** during the school day without prior **administrative approval**. Violations may include: ● 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. (Estacada School District Policy)					
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: ● Hitting, punching, hitting with an object, kicking, hair pulling, scratching ● Fist fighting, slapping, choking, shoving, biting 1st Offense ● 3 Days Out-school Suspension ● Reentry Plan ● Safety Plan 2nd Offense ● 5 Days Out-School Suspension ● Reentry Plan ● Review/Revise Safety Plan 3rd Offense ● Additional Suspension and may include Expulsion (Estacada School District Policy JFC - Student Conduct)			**X**	**X**	**X**
Inappropriate Physical Contact - A report of harassment will initiate an investigation under the district Harassment policy. Some examples, though not an exhaustive list, include: ● Playful tripping or pushing, any unwanted touch ● Anything involving biohazards like saliva, blood, and mucus (Estacada School District Policy JFC - Student Conduct)	**X**	**X**	**X**	**X**	**X**
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: ● Cussing/Crude Language ● Inappropriate gestures ● Offensive/racial language ● 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; IB; ACB)	**X**	**X**	**X**	**X**	**X**
Sexual Harassment- Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. A report of sexual harassment will initate an investigation under the district Sexual Harrassment policy.		**X**	**X**	**X**	**X**

(Estacada School District policies JFC; JFCF; JBA/GBN)					
Technology Violation - Minor Student engages in inappropriate use of chromebooks/school-issued devices, cell phones/personal communication devices/electronics. Some examples, though not an exhaustive list, include: • 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 • Violating the District's Electronic Policy (Estacada School District Policy JFC; JFCEB)	**X**	**X**	**X**	**X**	**X**
Technology Violation - Major **Inappropriate/derogatory/sexually explicit language, images, messages, documents, etc** 1st Offense • Home Contact. • Counseling • Review Technology Agreement and Policy and Signed • After School Detention • Restricted access to technology use/devices • Potential Suspension and/or Law Enforcement referral 2nd Offense • Home Contact • In School Suspension • Review Technology Agreement and Policy and Signed • Restricted access to technology use/devices • Potential Suspension/ Law Enforcement referral 3rd Offense • Home Contact • Review Technology Agreement and Policy and Sign • Restricted access to technology use/devices • Out of School Suspension and Potential Law Enforcement referral **Adding or selling proxies** 1st Offense • 3 Days Out-of-School Suspension • Referral to counseling services • Review Technology Agreement and Policy and Sign • Restricted access to technology use/devices • Reentry Plan 2nd Offense • 5 Days Out-School Suspension • Referral to counseling services • Review Technology Agreement and Policy and Sign • Restricted access to technology use/devices • Reentry Plan • Safety Plan 3rd Offense • Additional Suspension and may include Expulsion (Estacada School District Policy JFC; JFCEB; JBA/GBN)	**X**	**X**	**X**	**X**	**X**

Threats - Verbal, non-verbal (posturing), or physical threat, intimidation, etc. toward a student, staff or third party on school property will result in Out-of-School suspension pending investigation which may include a Safety Assessment. (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, including e-cigarettes, 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 ● 3 Days Out-of-School Suspension ● Referral to Drug/Tobacco counseling services ● Reentry Plan 2nd Offense ● 5 Days Out-School Suspension ● Referral to Drug/Tobacco counseling services ● Reentry Plan ● Safety Plan 3rd Offense ● Additional Suspension and may include Expulsion **Additional Athletic/Activities Suspensions will also apply to athletes. Athletic Handbook			**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: ● 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/stink devices (Estacada School District Policy JFC; JFCJ)		**X**	**X**	**X**	**X**

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 School Based Interventions including Restorative Conference	**Administrative Staff Intervention including Restorative Conference**	**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.	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:

• Reteaching, reminder, redirection • Daily progress sheet on behavior • Loss of classroom privileges • Parent or guardian conference/contact • Device check-in • Seat change • Restorative conversations	•Teacher or student conference • Restorative practice strategies • Verbal/nonverbal correction • Written reflection or apology • Reflection time in another classroom or school space • De-escalation strategy (reflection break in the classroom, etc.)

Goal: *The aim is to teach correct or alternative behavior.*
Family Contact: *Must inform parent or guardian if a Classroom Management referral is written.*

School-Based Interventions - These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. Sample actions may include:

• Community service to school
• Conflict resolution
• Mentoring
• Parent or guardian notification
• Restorative practice strategies

• Referral to community organization
• Short-term behavioral progress reports

Level 2 - Classroom/Office Managed (Intensive support and administrative staff interventions/responses)
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:

• Administrative or administrator designee conference • Community service to school • Conflict resolution • Loss of privileges • Detention (After-school/Lunch) • Mentoring • Conflict resolution	• Informal Behavior Plan • Peer mediation • Restorative practice strategies • School team meeting (Student, Counselor, School Psychologist, Family, Etc.) • Parent or guardian notification • Restorative practice strategies • Referral to community organization • Short-term behavioral progress reports

Goal: *The aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school.*
Family Contact: *Parent/ or guardian notified.*

Level 3 - Office Managed
Suspension and referral services
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:

• Implementation of Behavior Agreement • 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	• Restorative practice methods, including restorative conversations, formal conferring with a trained adult, after-school restorative circles, etc. • Revision to IEP or 504 (students with disabilities) as needed • Short-term suspension *(in school or out of school)* • Parent or guardian notification

Goal: *Appropriate when interventions and supports have been put in place, but the behavior escalates/repeats or because of the severity of the behavior.*
Family Contact: *Parent/ or guardian notified.*

Level 4 - Office/District Managed
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 students' behavior seriously affects the safety of themselves or others in the school environment. Sample actions may include:

• Extended suspension between 8-10 days • Restorative practice strategies	• Referral to substance abuse counseling • Reentry Meeting

• Safety or supervision plan • Parent or guardian notification • Referral to IEP team for manifestation determination for students with disabilities	• 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.

• 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	• Referral to substance abuse counseling • Restorative practice strategies • Revision to IEP or 504 (students with disabilities) as needed

Goal: *Maintaining the safety of the school community*
Family Contact: *Mandatory Parent/guardian meeting*