



2026-2027

Version 3.0

STUDENT CODE OF CONDUCT

DISCIPLINARY INTERVENTIONS &
RESPONSES TO STUDENT CONDUCT

Our Promise

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

Our Goals

- (1) Students are engaged and develop a strong academic foundation;*
- (2) Students have a passion, purpose, and plan for their future;*
- (3) Students, families, and staff experience wellness, inclusion, and belonging*

Philosophy

Bend-La Pine Schools is committed to partnering with families & guardians, and other members of our school community, to provide safe and effective learning environments where all students experience success. The district believes that student, parent, family, and community engagement is critical to building connections, uplifting understanding and truly valuing the diversity of our school communities. Bend-La Pine Schools strives to develop and implement policies and practices that will:

- Promote a safe and respectful learning environment where all are treated in a fair, consistent, and non-discriminatory manner
- Prioritize the development of prosocial skills with effective interventions and supports
- Provide opportunities for students to grow and learn from mistakes
- Engage families & guardians in building authentic partnerships to provide a safe and inclusive climate
- Help administrators, educators, and other school personnel to provide effective teaching and learning environments

A safe and supportive school depends upon the efforts of all members of the school community - students, educators, administrators, staff members, families & guardians, and others - to treat each other with mutual respect. This document details the expectations, responsibilities, and rights of all members of our school communities. We all have a role in making schools safe and must work together to achieve the goal. All members of the school community must know and understand the expectations of students as well as themselves to create safe learning communities.

Families & guardians can also enhance the learning process in their home, encourage and model safe and respectful behaviors, help children understand how an education can support their lifelong success and ensure their children attend school regularly. Families & guardians are our students' first educators and have important knowledge about the cultural backgrounds of our students. Families & guardians are welcomed and encouraged to confer with educators to find out how their children are progressing. It is our belief that these relationships are critical toward our goal of a high-quality education for all students.

Educators and all other school personnel value all students with the same respect and consideration that they expect from students. Educators strive to teach and model a consistent set of behavioral expectations that lead to successful learning experiences. Educators value communication with families & guardians about school activities, positive accomplishments, and any concerns they might have and the ways in which families & guardians can help their children succeed in school.

Administrators aim to create school communities that support the educational needs of students and where members of the school community value respect, dignity, and affirmation. Administrators work to promote safe and inclusive communities with clearly articulated student management policies & practices.

If the school community works together toward these goals, then excellence can be achieved in Bend-La Pine Schools.

Glossary of Terms

Below is a list of terms and a brief definition or explanation of each.

Administrative Regulations: Formalized district-wide rule(s)

Bias Incident: A person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin

Bullying: Ongoing interactions with real or perceived power differential causing harm and/or intimidation

Certified Staff: Classroom Teachers, Learning Specialists, School Counselors, and Others

Classified Staff: Bus Drivers, Campus Monitors, Educational Assistants, Front Office staff, and Others

Classroom Norms: Collaborative agreements made between students and staff within a classroom

Consequence: An outcome from a school incident/violation (also known as Disposition)

Cyberbullying: The use of any electronic communication device to harass, intimidate or bully

Family Educational Rights and Privacy Act (FERPA): Federal law protecting student "education records"

Intervention: An effort to help a student develop skills in a particular area

Peer Conflict: General student arguments, disagreements, misunderstandings, etc.

Policy: A policy is approved at the School Board level

Positive Behavior Support Plan: An individualized plan developed through a collaborative process in order to support students with significant social-emotional, behavioral, and/or mental health needs

Practice: Occurs at the school level and can be a district-wide agreement

Prosocial: Community-focused positive & helpful behaviors

Respect: Treating everyone with consideration, dignity and kindness, just as you would like to be treated

Restorative Opportunity: Repair-focused interaction(s) to help student(s) understand the impact incidents have on others

Skipped Class: Choosing to not attend a scheduled class or event

Tardy: Arriving to school late or not attending class on time

Threat Assessment: Protocol to assess and determine level(s) of threat and to support safety planning

Title VI: Part of Civil Rights Act; Prohibits discrimination on the basis of race, color, and national origin

Title IX: US Department of Education enforced protection from discrimination based on sex in education programs or activities

Introduction

The District expects, encourages, and trusts our students to be safe and make healthy decisions regarding their behavior. When students make poor decisions, there may be consequences and interventions for those actions that are age-appropriate and consider the student's developmental level.

The Student Code of Conduct applies to students at all times while they are on Bend-La Pine Schools property or utilizing school district approved devices/technology, at any school-affiliated activity/event (including, but not limited to athletic events, field trips, sporting events, etc.), while traveling in school buses to/from school and at school bus stops, or off school grounds/outside the school day if their behavior(s) are determined to impact the school community. The District recognizes that some incidents (ex: cyberbullying or threats) that occur off school grounds may seriously impact school safety and school climate. In those instances, the District may implement consequences and interventions based on the impact and disruption on school safety and the school community.

The District strives to enforce all policies, administrative regulations, and practices consistently, fairly, and without bias.

Mitigating circumstances may include:

1. Age
2. Self-defense
3. Language or cultural factors
4. Provocation
5. Unidentified or temporary factors
6. Disability

Per Board Policy (ACB-BP), Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, or religion.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors and volunteers are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin, this includes being free of bias incidents and symbols of hate.

Rights & Responsibilities

STUDENTS

Students will demonstrate responsibility by:

- Following their schedule each day
- Working hard to do their best
- Helping to keep their school safe
- Asking for help when needed
- Showing respect for and cooperating with other students & adults
- Reporting infractions of school rules or threats to staff
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies

FAMILIES & GUARDIANS

Families & Guardians will help students learn to take responsibility by:

- Ensuring their students attend school regularly and on time
- Finding a place at home for schoolwork and making sure assignments are completed
- Helping children learn and resolve conflict in positive ways
- Helping to keep schools safe and reporting unsafe behaviors or threats that could impact the safety of our schools
- Communicating and working with educators and other school staff to support and challenge their students
- Respecting school staff
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, and initial proficiencies

EDUCATORS & SCHOOL PERSONNEL

Staff will help demonstrate responsibility by:

- Being respectful, encouraging, and supportive
- Modeling a belief that all students can achieve and take action to create accessible learning opportunities
- Demonstrating care for all students
- Defining and communicating clear academic and behavioral expectations for students
- Providing a safe, positive, and inclusive learning environment
- Creating an atmosphere of open communication for students seeking help
- Communicating and working with families to support and meet the needs of all students
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, and initial proficiencies
- Supporting the translation and interpretation needs of students & families by using appropriate District resources

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‘Foundational Expectations & Leveled Responses to Student Behaviors

Each level of intervention and response may include 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 and/or consequences that are deemed age-appropriate & suitable based on the outcome of their investigation.

ALL

FOUNDATION

Co-Creation of Schoolwide Norms & Response Plans

School teams will collaboratively develop expectations, guidelines, and procedures for responding to both specific and general disciplinary matters. These will be revisited regularly and shared with students, staff, and families. Students will also actively participate in the creation of classroom norms and response plans within their classes. Focus on building relationships, proactivity, positive referrals & calls home, and prosocial skill development.



LEVEL 1

Classroom Interventions & Responses

Quality classroom instruction and management can positively impact student engagement and help decrease behavioral issues. These interventions aim to teach and correct so students can learn and demonstrate safe and respectful behaviors. Educators are encouraged to try a variety of teaching and classroom management strategies.



LEVEL 2

This level of intervention involves school administration and/or designee and aims to correct behavior by keeping the student in school. These *Minor* behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.



LEVEL 3

This level of intervention may involve the *removal* of a student from the school environment based on the severity of the behavior. The duration of the suspension (*removal*), if issued, is to be limited while adequately addressing the student's behavior. These *Major* behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.



LEVEL 4

This level of intervention involves the *removal* of a student from the school environment based on the severity of the behavior. This may involve the placement of a student into an alternative environment with district leadership collaboration. This level of intervention focuses on maintaining the safety of the school community. These *Major* behaviors shall be investigated by administration.

Infraction Level Determination & Response Options

For each of the Student Conduct Offenses (pages 14-24) listed, there will be information available describing the possible intervention & consequence levels (based on the incident type) and definitions and/or examples of these incidents that can help determine the appropriate level of response.

Minor behaviors occurring at Level 1 will be managed by Classified & Certified staff.



MINOR INCIDENTS (LEVEL 1)

Possible Intervention Options

INTERVENTIONS

*Clarify Expectations, Modeling/Re-Teaching, Mindfulness/Regulation Routine, Creation of Social Story, Re-Direction, Non-Verbal Cues/Proximity, Seating Adjustment, Family/Guardian Contact, Restorative Opportunity, Student Reflection, Intervention Plan Developed, Peer Mediation

Minor and Major behaviors occurring at Levels 2-4 will be managed by Administration and/or Designee.



MINOR INCIDENTS (LEVEL 2)

Possible Intervention & Consequence Options

INTERVENTIONS

*Restorative Opportunity
*Student Reflection
*Conference (Re-Entry Meeting)
*Intervention Plan Developed
*Peer Mediation (When Appropriate)

CONSEQUENCES

*Intervention Only
*Loss of Privileges
*Lunch Detention
*Campus Clean-Up
*In-School Suspension



MAJOR INCIDENTS (LEVELS 3-4)

Possible Intervention & Consequence Options

INTERVENTIONS

*Intervention Plan Developed
*Restorative Opportunity
*Conference (Re-Entry Meeting)
*Positive Behavior Support Plan (When Appropriate)
*Bias Incident Report and/or Title VI or IX Investigation
*Threat Assessment

CONSEQUENCES

*Loss of Privileges
*In-School Suspension
*Out-of-School Suspension
*Expulsion Recommendation (Level 4 Only)

NOTE

For students in fifth grade or lower, out-of-school suspension may be utilized in the following instances only:

- (1) Non-accidental conduct causing serious physical harm to a student or employee
- (2) When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a threat to the health or safety of students or employees
- (3) When the suspension or expulsion is required by law

Reference: [Oregon Administrative Rule \(OAR\) 581-021-0065](#)

Investigations in BLS

In Bend-La Pine Schools, administrators strive to provide students with due process when involved in an incident that requires an investigation. For incidents in Levels 2-4, a typical school-level investigation may occur as follows:

1. Alleged Incident Occurs
 - a. Observed by Administration
 - b. Reported by Staff or Students
 - c. Reported by Non-Staff or Families/Guardians
2. Initial Investigation Planning & Process
 - a. Led by School Administration
3. Interviews
 - a. Involved Parties
 - b. Staff
 - c. Witnesses
4. Infraction Level Determination & Response Plan
 - a. Intervention(s)
 - b. Consequence(s)
5. Communicate Investigation Outcomes (Involved Parties, Families/Guardians, Appropriate Staff)
 - a. Per FERPA guidance, records and information relating to student discipline are confidential & will only be disclosed to the student and their parents/guardians.

Student Conduct & Discipline (Board Policy) - [JG-BP: Student Conduct & Discipline](#)

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in co-curricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.).

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The district shall consider the age of the student and the student's past behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents/guardians, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior and behavior subject to discipline. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

Disciplinary Removals for Students with Disabilities (SPED/504)

1. Can a student with a disability¹ (on an IEP or 504) be suspended from school?
 - a. YES
 - i. To help us with our thinking, we should view these suspensions as **removals** to align with the language in the Oregon Administrative Rules ([OAR 581-015-2400 through 581-015-2445](#)).
 - ii. An In-School Suspension (ISS) should be viewed as a removal unless the student can access the general education curriculum and receive services specified within their IEP during the ISS
 - b. A student with a disability may be *removed* “[for up to ten school days in a school year](#)” for “code of student conduct” violations without the removals being “considered a change of placement.”
 - i. A **change of placement** for a student with a disability requires an IEP/504 team decision, and the IEP/504 team to follow special education laws & processes
2. Can a student with a disability be suspended from school for more than ten school days in a school year?
 - a. YES, but not without involvement & collaboration with the student’s IEP/504 team and district special education leadership
 - b. Additional Removals of up to “[10 School Days Each \(No Pattern\)](#)”
 - i. If “school personnel” determine an individual incident DOES NOT “constitute a pattern” in comparison to (1) “previous incidents” AND with regard to (2) “additional factors” taking into account the (3) “length” of prior removals, the (4) “amount of time” the student has been removed previously, and the (5) “proximity of removals to one another.”
 - c. Additional Removals of more than “[10 School Days \(Pattern or Consecutive\)](#)”
 - i. “A disciplinary removal is considered a change in educational placement and the school district must follow special education due process procedures if:”
 1. “The removal will be for more than 10 consecutive school days (e.g. expulsion); or”
 2. The removal will be “for more than 10 cumulative school days” AND the removals “constitute a pattern”
3. We have **determined** that the removal (suspension) is a pattern (or we are recommending an expulsion) - Can the student be suspended or expelled?
 - a. MAYBE
 - b. The student’s IEP/504 team and district special education leadership will need to “determine whether the child’s behavior is a manifestation of the student’s disability”
 - i. “Within 10 school days or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district must determine whether the child’s behavior is a **manifestation** of the student’s disability”
 1. Was the conduct in question a “direct result” of the district’s failure to implement the student’s IEP or 504 plan?
 2. Was the conduct in question “caused by” or directly and substantially related to the student’s disability(ies)?
4. Our IEP/504 team met and we determined that the student’s behavior WAS a *manifestation* of their disability - Can the student be suspended or expelled?
 - a. NO (for the most part)
 - i. A change of placement can occur IF the parents AND school district agree to a change of placement or;
 - ii. “The school district removes the child to an [interim alternative educational setting](#) for a weapons or drugs violation or for infliction of serious bodily injury”
5. Our IEP/504 team met and we determined that the student’s behavior WAS NOT a *manifestation* of their disability - Can the student be suspended or expelled?
 - a. YES

¹ This also includes students with a *suspected* disability

Response to Substances

In collaboration with Bend Police Department (SROs), Deschutes County & Sheriff's Office, the below guidance can serve to align our work districtwide as we respond to incidents when students are found to be in possession of or under the influence of substances.

STUDENT(S) IN POSSESSION OR UNDER THE INFLUENCE OF [SUBSTANCES](#)

- (1) Student is found to be in possession of or under the influence of substances on campus, district property, at school-sponsored event or utilizing district transportation services
 - Substances include: alcohol, tobacco/nicotine/vaping (nicotine), marijuana (THC), prescription medication misuse (used without a prescription), other controlled substances, paraphernalia
- (2) Contact SRO for proper disposal of substance(s) or paraphernalia (required for controlled substances)
- (3) School Administration contacts families/guardians of involved student(s) to discuss incident and the importance of supervision and involvement with substance use/possession response
- (4) If student is under the influence, communicate with families/guardians to pick up student for the remainder of day
 - This is considered an out-of-school suspension (OSS)
- (5) School teams will work through [BLS UpShift Protocol](#) to support student

BLS Policies & Procedures (Quick Links and Search)

[Annual Family Handbook & Calendar](#)

[Artificial Intelligence](#) (Administrative Policy)

[Attendance Procedures](#)

[Bias Incident Complaint Procedure](#) (Administrative Regulation)

[Bullying & Harassment](#) (Board Policy)

[Compulsory Attendance](#) (Administrative Policy)

[Discipline of Students with Disabilities](#) (Administrative Policy)

[Discrimination Complaint Procedure](#) (Administrative Regulation)

[Equal Educational Opportunity](#) (Board Policy)

[Expulsion](#) (Administrative Policy)

[Every Student Belongs](#) (Board Policy)

[Grades and Credit](#) (Administrative Regulation)

[Interscholastic Activities](#) (Board Policy)

[Personal Electronic Devices](#) (Administrative Policy)

[Personal Electronic Devices](#) (Practice)

[Personal Student Transportation](#) (Administrative Regulation)

[Public Complaints](#) (Administrative Regulation)

[Public Complaints](#) (Board Policy)

[Restraint & Seclusion](#) (Administrative Policy)

[Social Media Use & Expectations](#) (Administrative Policy)

[Sexual Harassment](#) (Board Policy)

[Special Education Discipline](#) (Administrative Regulation)

[Suicide Prevention](#) (Administrative Policy)

[Suspension](#) (Administrative Policy)

[Student Code of Dress](#) (Administrative Regulation)

[Student Discipline](#) (Board Policy)

[Student Searches](#) (Administrative Regulation)

[Threats of Violence](#) (Administrative Policy)

[Weapons in Schools \(Students\)](#) (Board Policy)

[POLICY SEARCH LINK](#)

[POLICY REVISION RECOMMENDATION](#)

Student Conduct Offenses

CODE #1

ACADEMIC INTEGRITY & FORGERY

IKJ-AP (Artificial Intelligence - Administrative Policy)

Cheating, plagiarizing, presenting another person's or Artificial Intelligence (AI) generated work as your own, or any misrepresentation of the origin of your work.

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Cheating, copying, lying, plagiarizing (Example: Copying test answers from a peer)
	*Repeated incidents of cheating, copying, and/or plagiarizing *Student-initiated test improprieties on state assessments or district-administered tests of college readiness *Forging signatures or student communicating electronically with school impersonating parents/guardians (Ex: Utilizing parent/guardian Email or ParentVue account)

CODE #2

ASSAULT

Intentionally, knowingly or recklessly causing physical injury to another.

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Non-accidental conduct causing physical harm to a student or employee
	*Non-accidental conduct causing serious physical harm to a student or employee *Pattern of physical events (Assault, Fighting, Harassment-Physical)

Refer to pages 7-8 for Response and Intervention level resources

 = Possible Nurse Contact
 = Possible SRO Consultation
 = District Collaboration
(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #3

AUTOMOBILE & PERSONAL TRANSPORTATION (eBIKE, OTHERS) MISUSE

JHFC-AR (Administrative Regulation)

Not following school rules & regulations concerning modes of transportation/vehicles on school premises

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Students driving licensed motor vehicles and/or eBikes/eScooters shall register the vehicle with the school office and should park in designated areas *Registered cars are not to be used during school hours without parental permission and/or school authorization *Only high school students are permitted to drive a motor vehicle to school *Students under the age of 16 are not permitted to utilize eBikes & eScooters on Bend-La Pine Schools campuses
	*Pattern of behavior, ongoing disregard for expectations, safety concerns

CODE #4

BANNED & ILLEGAL SUBSTANCES

JFG-AR (Administrative Regulation) - Student Searches

Use, Possession, Distribution/Selling/Sharing of Substances (Alcohol, Drugs, Imitation/Look-alikes, Marijuana, Nicotine, Prescription Medication, THC, Tobacco)

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Use, possession, and/or intent to possess; Under the influence *Willingly remaining in a place where student(s) sell, keep, or use substances *Possessing drug paraphernalia *Use or possession of imitation/look-alike paraphernalia and/or substances *Sharing *Inappropriate/unapproved use of prescription medication
	*Pattern of behavior and on-going disregard for expectations *Incidents involving controlled substances *Distribution and/or selling (acquiring & dealing)

Refer to pages 7-8 for Response and Intervention level resources

 = Possible Nurse Contact
 = Possible SRO Consultation
 = District Collaboration
(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #5

TEASING, HARASSMENT & BULLYING

JECF-BP (Board Policy)

Teasing, Intimidating, Bullying, Bias, Cyberbullying, Harassing, Hazing, Menacing, Racial Discrimination

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Teasing and some peer conflict
	*Teasing, physical contact and/or differential in perceived influence/power *Hurtful comments and/or joking/mockng
	*Bias Incidents, Bullying, Cyberbullying, Harassment, Hazing, Intimidation, Menacing, Racial Discrimination, Symbols of Hate, Title VI or Title IX Incidents
	*Pattern of repeated events/instances of Bias Incidents, Bullying, Cyberbullying, Harassment, Hazing, Intimidation, Menacing, Racial Discrimination, Symbols of Hate, Title VI or Title IX Incidents *Domestic or Teen Dating Violence

CODE #6

BUS MISCONDUCT

Not following bus guidelines

Incidents managed by Transportation Department in collaboration with building administration

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Not following general/posted driver instructions/rules
	*Repeated instances of ignoring/not following directed or posted instructions/rules
	*Ongoing and/or purposeful disregard for safety measures outlined by driver/staff

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #7

CLOSED CAMPUS & LEAVING CAMPUS WITHOUT PERMISSION

Leaving school property without prearranged permission on file.

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Leaving campus without permission at the Elementary or Middle School level *Leaving a High School campus without permission during a time not allowable for the individual student (ex: 9th graders during lunch or during class time)
	*Pattern of repeated events/instances and/or purposeful disregard for expectations

CODE #8

DEFIANCE OF AUTHORITY

Refusal to follow reasonable requests of District personnel and/or designated authority figure

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Not following general classroom, hallway, lunch/recess instruction(s) or schoolwide agreements
	*On-going refusal to comply with & follow schoolwide agreements *Unsupervised students loitering in school buildings before/after school without permission *Entering staff only and/or unsupervised spaces without permission
	*Purposeful and stated refusal to adhere to school rules and/or expectations

Refer to pages 7-8 for Response and Intervention level resources

Student Conduct Offenses

CODE #9

DISRUPTIVE OR DISORDERLY CONDUCT

Language or behavior disrupting and/or interfering with the educational process

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Purposeful student actions or comments that distract others and interrupt school community
	*Refusal to adjust actions or follow instructions after redirection *Repeated instances of language or behavior(s) that continue to interrupt the learning environment *Being present for and/or participating in/supporting incidence of vandalism (Ex: Providing student access to locked door/room that results in vandalism)
	*Using the phone system or fire alarm system to disrupt the operations of the school or learning environment *Endangering self or others (Example: Student destroying classroom/space) *Encouraging or instigating Major incidents (Example: Provoking others into a physical fight) *Sharing photos or videos that cause disruption to the school community (Example: Posting a video of a physical fight on social media)
	*Pattern of repeated instances of endangering self or others and/or significant disruption to the learning environment and/or operation of the school *Participating in a secret society or gang (ORS 339.885)

CODE #10

DRESS CODE

JFCA-AR (Administrative Regulation)

Failure to meet BLS dress and/or grooming standards.

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Wearing clothing that prevents identification of student (Example: Hood covering face) *Not wearing appropriate footwear for school activities (Example: No shoes for PE)
	*Wearing clothing that prevents identification of student (Example: Halloween mask) *Wearing clothing that exposes underwear (with the exception of straps) or private parts *Wearing clothing and/or jewelry that is crude, vulgar, profane, sexually suggestive, depicts drugs or alcohol, gang relations, weapons, or any illegal activities or which create a hostile or intimidating environment for others *Wearing clothing that poses a threat to the safety of the student or others

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= Possible Fire Department Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #11

FIGHTING

A hostile and/or mutual physical encounter between individuals

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Physical confrontation/fight between two or more students causing physical injury
	*Pattern of physical events (Assault, Fighting, Harassment-Physical) *Serious physical injury

CODE #12

FIRE-RELATED INCIDENTS

Possession or use of fire-starting tools on BLS property

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Possession of lighter
	*Possession of lighter and/or fire-starting tools
	*Use of fire starting tools in an attempt to destroy property and/or to start a fire *Reckless burning

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= Possible Fire Department Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #13

INAPPROPRIATE LANGUAGE, PROFANITY, & OBSCENE BEHAVIOR

ACB-BP: Every Student Belongs

Inappropriate language and behaviors

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Inappropriate language/profanity (gestured, oral, written)
	*Repeated use of inappropriate language/profanity (gestured, oral, written) *Offensive comments/jokes
	*Repeated offensive and/or targeted jokes *Possession or sharing of lewd materials *Bias Incidents, Symbols of Hate, Title VI or Title IX Incidents
	*Sharing and/or Distribution of lewd materials *Bias Incidents, Symbols of Hate, Title VI or Title IX Incidents

CODE #14

PHYSICAL ALTERCATION

Physical confrontation that does not result in physical injury

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Inappropriate or unsafe play
	*Confrontation, tussle, or physical aggression that results in minor or no injuries *Repeated physical incidents after redirection

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #15

SEXUAL HARASSMENT

[GBN/JBA-BP \(Board Policy\)](#)

Verbal, Visual, Written, Electronic, or Physical Harassment that is Sexual in Nature

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Physical touching or graffiti of a sexual nature *Displaying or distributing sexually explicit drawings, pictures, photos or written materials *Sexual gestures, obscene jokes, or sexual teasing *Touching of oneself in front of others *Spreading rumors about or <i>rating</i> other students *Making accusations regarding sexual orientation as to appearance, sexual activity, or performance *Deliberate touching, leaning over, cornering, pinching or attempting to remove the clothing of another student (pantsing) *Pressuring other students for dates *Demanding sexual favors *Title IX Incidents
	*Egregious incidents and/or repeated events *Title IX Incidents

CODE #16

TARDY, SKIPPED CLASS, & UNEXCUSED ABSENCE

Arriving late to school and/or class [BLS Attendance Procedures \(Practice\)](#)

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Tardy to class
	*Repeated incidents of tardiness *Skipping class *Choosing to not attend class while on campus *Students arriving to class more than 10-minutes after classes start (Unexcused)

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #17

TECHNOLOGY MISUSE

[JFCEB-AP \(Administrative Policy\)](#)

Failure to comply with BLS device/technology guidelines [BLS Personal Electronic Devices \(Practice\)](#)

Failure to comply with BLS Transportation device/technology guidelines [BLS Personal Electronic Devices \(Practice\)](#)

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Use of unapproved devices without permission *Utilization of device(s) to play games and/or visit websites/applications without prior permission
	*Repeated incidence of technology misuse *Taking school-issued devices home without permission *Refusing to comply with district-wide <i>Silent & Away</i> agreement: K-12: Personal Electronic Devices <i>Silent & Away</i> all day

CODE #18

THEFT

Taking or receiving the property of others

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Taking items without permission *Receiving or stealing items
	*Stealing from school or others *Knowingly receiving something that has been taken/stolen *Selling or receiving items not belonging to the student
	*Theft of valuables and/or selling or taking items/valuables from others/school *Extorting items/money/valuables from others *Gambling

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation

Student Conduct Offenses

CODE #19

THREAT

JECM-AP (Administrative Policy)

Intentional and/or serious threat(s) that place another person in fear of injury

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Threat of physical or sexual violence (verbal, electronic, written, drawn) *Follow district threat assessment protocol (to determine response & intervention level) <i>[Utilize additional Student Conduct Offenses/Codes as appropriate based on the nature of the threat]</i>
	*Threat of physical or sexual violence (verbal, electronic, written, drawn) *Follow district threat assessment protocol (to determine response & intervention level) <i>[Utilize additional Student Conduct Offenses/Codes as appropriate based on the nature of the threat]</i>

CODE #20

VANDALISM

Damaging, defacing, or destroying property

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Damaging property that belongs to others (Example: Drawing on desks)
	*Intentionally and purposefully defacing or destroying property that belongs to others (Example: Carving into desks)
	*Willful and/or malicious destruction or defacement of school property or the property of others *Repeated instances of vandalism

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration

(Executive Directors, Safety, Student Services)

Student Conduct Offenses

CODE #21

WEAPONS

[JFCJ-BP \(Board Policy\)](#)

Possession, Use, or Sale of Weapons

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Possession of pocket knife (less-than 2 ½ inches) or weapon replica or toy AND investigation concludes student had no intent to utilize and/or item was on campus mistakenly (ex: left in backpack pocket OR student brought item for classroom prop)
	*Possession of pocket knife or weapon replica or toy AND investigation concludes student made efforts to hide item and/or was showing to others (<i>SRO Consultation</i>) *Possession of fireworks *Threat(s) involving weapons (Reference Code #19: Threats)
	*Possession or use of dangerous or deadly weapon (firearm, knives, explosive devices, others) on campus *Other weapons possession (Example: Replica firearm) *Threat(s) involving weapons (Reference Code #19: Threats)

Refer to pages 7-8 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration
(Executive Directors, Safety, Student Services)

Community Feedback Opportunity

We are hopeful that this Student Code of Conduct is a helpful resource for everyone who is a part of our Bend-La Pine Schools community. We are interested in hearing from our community and reviewing any feedback that you may have regarding this Code of Conduct.

Please consider utilizing this QR Code (below) to access a simple, two question survey question regarding our BLS Student Code of Conduct.

It will be helpful to know what additional information we may need to consider adding to this document or if any sections need clarification or revision.

Thank you!

