

2023 - 2024



STUDENT RIGHTS & RESPONSIBILITIES

Andrea Castañeda, Superintendent

Salem-Keizer Public Schools 24J does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.

This policy implements state and federal laws (including Title IX); inquiries about the non-discrimination policies should be directed to the Compliance Officer, Executive Director in the Human Resources Office, 2450 Lancaster Dr. NE, Salem, OR 97305. Phone: 503-399-3061

Rev. 8/2023

INS-M001



SALEM-KEIZER PUBLIC SCHOOLS BEHAVIOR PHILOSOPHY

We believe in our students and encourage them to be safe and make healthy decisions regarding their behavior. When an incident occurs, students, parents/guardians, and school staff are invited to collaboratively seek an understanding of the situation, and to work together to learn and repair relationships and any harm from the incident.

SKPS will utilize effective school practices to ensure a school climate that is appropriate for learning, and that assures the safety and welfare of students and staff. In addition, the district is committed to eliminating disparities and disproportionality by developing a school culture where expectations are explicitly taught and consistently reinforced to provide an environment where all students feel connected, safe, supported, valued, and heard.

Successful behavior practices have the following characteristics:

1. They are viewed as a learning opportunity, designed to teach, recognize, and promote positive behaviors.
2. They ensure an opportunity for students to obtain an education, focused on keeping students engaged in the classroom.
3. They are culturally responsive by seeking a deeper understanding and honoring each student's cultural assets and values.
4. They are explicit, reasonable, and timely.
5. They include a variety of prevention and intervention measures.
6. They provide the opportunity for staff, parent/family and student participation.
7. They are logical, fair, consistent, developmentally appropriate, and considerate of circumstances.
8. They acknowledge and consider individual differences among students with insight and sensitivity.
9. They increase the student's awareness of the impact of their behavior and provide an opportunity to be reflective and repair relationships, as appropriate.
10. They build a sense of community and increase the community's capacity for resolving conflict, while maintaining a positive school culture.

SUMMARY OF DISCIPLINE

(The full text of the District Policies and Procedures on Discipline, can be found in every district office or on the district website.)

These policies and procedures are designed to protect the safety, rights and responsibilities of students, parents and employees. These apply to student conduct which occurs while a student is:

1. On school premises before, during, or after normal school hours.
2. At a school-sponsored event before, during, or after normal school hours, including field trips and school-sponsored tours and activities in another city, state or country.
3. Traveling to and from school or a school-sponsored event.
4. On school premises at any other time when the school is being used for a school-sponsored event.
5. Enrolled in summer school and/or intersessions.
6. Off school premises when such conduct involves threats or harm to students, staff and/or district property.

In addition, the student may be referred to a school counselor, the CARE Team, the Youth Services Team or Threat Assessment Team. The following list is not comprehensive of all behaviors that may require discipline, but it calls attention to some examples for illustrative purposes.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Academic Integrity	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term in school suspension with a special project (1-3 days, depends on severity). • Revision to IEP or 504 (students with disabilities) as needed. • Conference with parent.
Alcohol Distribution: Student provides alcohol in exchange for money or goods.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager.
Alcohol Possession: Student is found to have alcohol in locker, backpack, or on their person unauthorized.	<ul style="list-style-type: none"> • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES.
Alcohol Sharing: Student shares alcohol with someone else.	<ul style="list-style-type: none"> • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities.
Alcohol Use: Student smells of alcohol or shows common signs of alcohol intoxication.	<ul style="list-style-type: none"> • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans. • Alternative educational location/setting. • Alternative to Expulsion agreement. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Arson (Fire-setting): Student damages, or attempts to damage, any school or personal property by fire or incendiary device. Intent and impact guide the level of response with student.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity) • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for FIRE processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Referral to law enforcement.
Attendance Policy Violation — In accordance with Oregon Revised Statutes 339.010, 339.065, and 339.095, any unauthorized absence, as defined by INS-A009-Attendance Requirements for Students, from class without prior permission from parent or person in parental role.	<ul style="list-style-type: none"> • Contact with parent for all unauthorized absences. • Contact IEP or 504 Case Manager • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Any absence of more than five (5) consecutive days, direct contact from school personnel. • Ten (10) absences over a four-week period, direct contact from school personnel. • Conference and/or development of a contract involving the parent, student, and school. • Detention or in-school suspension. • Retention/failure to receive credit for coursework.
Disruptive Behavior - Student substantially disrupts the learning environment or the orderly conduct of a school function.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Conference with parent prior to return of student to school.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Dress Code	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term in school suspension with a special project (1-3 days, depends on severity). • Revision to IEP or 504 (students with disabilities) as needed. • Conference with parent.
Drugs Excluding Alcohol, Marijuana, and Nicotine/Tobacco (Illegal Drug Possession, Sale, Use/Under the Influence): inhalants, including solvents and other dangerous substances; or any other drug as defined by but not necessarily limited to the Uniform Controlled Substance Act, ORS 475.005; possession of paraphernalia, possession of look-alikes being represented as being a controlled substance(s),	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity.) • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans. • Alternative educational location/setting. • Alternative to Expulsion agreement. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Contact Safety and Risk Management Services for consult. • For drug possession, sharing, and distribution only, referral to law enforcement.
Fighting: Student engages in mutual physical violence with other student(s) that may or may not result in injury. Each party takes physically aggressive action toward another.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • In cases of severe physical injury contact Safety and Risk Management Services; could result in a referral to law enforcement.
Harassment, Discriminatory: Student uses words and/or actions to carry out the belief that members of one group (race, ethnicity, gender, religion, sexuality, etc.) are superior to members of another group per State 'Every Student Belongs' rule.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Harassment, Intimidation or Bullying: Student creates physical harm, damage to property, knowingly places a student in fear of physical harm or damage to property or creates hostile educational environment; includes electronic/ social media engagement. Bullying is targeted harassment or intimidation repeated over time.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, section 4.0 of Discipline: Students INS-P028. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Inappropriate Use of Medication: Student is found using, sharing, selling, or becoming under the influence of over the counter (OTC) or prescription drugs (not including those prescribed by a doctor and approved by school-based health plan and nurse) of any kind.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans. • Alternative educational location/setting. • Alternative to Expulsion agreement. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Insubordination: Student refuses to follow a reasonable request made by any district staff.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Conference with parent prior to return of student to school.
Look Alike Weapons: Student possesses an instrument or object that gives the impression to inflict harm on other persons.	<ul style="list-style-type: none"> • School must confiscate item. • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Contact Safety and Risk Management Services; could result in a referral to law enforcement.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
<p>Marijuana Distribution: Student provides marijuana in exchange for money or goods.</p> <p>Marijuana Possession: Student is found to have marijuana in locker, backpack, or on their person unauthorized.</p> <p>Marijuana Sharing: Student shares marijuana with someone else.</p> <p>Marijuana Use: Student shows common signs of marijuana intoxication.</p>	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans. • Alternative educational location/setting. • Alternative to Expulsion agreement. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • For marijuana distribution only, referral to law enforcement.
<p>Nonpayment of fees, fines, and/or restitution for damaged or lost property</p>	<ul style="list-style-type: none"> • Parent or Guardian notification. • Referral to collection agency and/or law enforcement.
<p>Obscene Language or Behavior - Student uses language or displays actions--written, oral, physical, or electronic--in violation of school standards.</p>	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Conference with parent prior to return of student to school.
<p>Physical Altercation, Minor: Student engages in a confrontation, hustle or physical aggression that does not result in injury [incident is not better described by "Fighting" or "Physical Attack"].</p>	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
<p>Physical Attack: Student launches a one-sided physical attack upon an individual that may or may not result in bodily injury to the other party. Premeditation guides the level of response.</p>	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Referral to law enforcement.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
School Threat: Student makes a threat (verbal, written, or electronic) to cause damage to a school building or school property, or to harm students and/or staff.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Referral to law enforcement.
Sexual Abuse: Student makes any sexual contact that is absent current, enthusiastic affirmation consent – fondling, penetration, etc. This includes, but is not limited to the aggressor using coercion, manipulation, badgering, extortion, or blackmail to gain sexual contact.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for SIRC processes. • Title IX Review. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Referral to law enforcement.
Sexual Assault: Student creates any sexual contact where the use of force or threat of force is involved. This contact can include fondling, penetration, or other forms of sexual contact.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for SIRC processes. • Title IX Review. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Referral to law enforcement.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Sexual Harassment: Student creates an intimidating, hostile or offensive educational environment by making unwelcome sexual advances, requests for sexual favors, or verbal conduct/communication of a sexual nature.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for SIRC processes. • Title IX Review. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Sexual Offenses, Other: Student engages in any sexual act where there is not physical contact, yet the person is exposed to sexual content. This includes, but is not limited to: indecent exposure, public/semi-public masturbation, couples engaging in consensual sexual acts in front of others, exposing others to adult content, sending unsolicited naked pictures of oneself, exploiting someone else by sending naked pictures of them without permission.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for SIRC processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Contact Safety and Risk Management Services; could result in a referral to law enforcement.
Stealing Personal or Other Property - Student engages in unauthorized acquisition of personal or other property belonging to students, staff, and/or school.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Technology Misuse: Student fails to comply with the district's technology guidelines, either with personal or district electronics.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Threat/Intimidation: Student creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack, by physical, verbal, written or electronic means.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Tobacco/Nicotine Distribution: Student engages in sale of tobacco/nicotine or paraphernalia to other students.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans. • Alternative educational location/setting. • Alternative to Expulsion agreement. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion.
Tobacco/Nicotine Possession: Student is found to have tobacco/nicotine in locker, backpack, or on their person; this includes vaping devices or any electronic nicotine delivery instrument.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES.
Tobacco/Nicotine Sharing: Student shares tobacco/nicotine with someone else.	<ul style="list-style-type: none"> • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities.
Tobacco/Nicotine Use: Student is found using tobacco/nicotine.	<ul style="list-style-type: none"> • Revision to IEP or 504 (students with disabilities) as needed. • Referral to substance abuse counseling. • Safety/Student Support Plans.

OFFENSE	PROGRESSIVE SEQUENCE OF CONSEQUENCES <i>Any level of consequences may be administered for any offense taking into consideration the age of and the past behavior of the student.</i>
Unauthorized Entry - Student gains entry or attempts entry onto grounds or into a building, space, or other structure without permission from district staff.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • Contact Safety and Risk Management Services for consult; could result in a referral to law enforcement.
Vandalism - Student engages in willful destruction or defacement of school or personal property.	<ul style="list-style-type: none"> • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Referral to MTSS team. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • Conference with parent prior to return of student to school. • Continuing suspension with recommendation for expulsion. • For excessive school and/or personal property damages, contact Safety and Risk Management Services for consult.
Weapons: Student possesses an instrument or object to inflict harm on other persons. As defined in ORS 161.015(1) and (2) as any instrument or device of any kind which may inflict bodily harm	<ul style="list-style-type: none"> • School must confiscate item. • Parent or Guardian notification. • Contact IEP or 504 Case Manager. • The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, actions listed below in Definitions of Common BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES. • Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity). • Convene IEP team or 504 team for manifestation determination for students with disabilities. • Revision to IEP or 504 (students with disabilities) as needed. • Referral for STAT processes. • Safety/Student Support Plans. • Alternative educational location/setting. • Extended suspension for up to 10 school days, with a special project. <u>For students in grade 5 or below, refer to section 5.7.6 of Discipline: Students INS-P028.</u> • In accordance with ORS 339.250(6) and ORS 339.250(5), a student may be expelled from school for a period of not less than one year for possessing, concealing, or using a weapon, as defined in this procedure, while on school property, traveling to or from school, any school sponsored event, or at any interscholastic activity administered by a voluntary organization.

DEFINITIONS OF COMMON BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES

I=Intervention; S=Support; C=Consequence

	I/S/C	DEFINITION
Behavior Tracking Sheet	S/I	School staff, with input from the student, agree to a criterion for success. Plans should include a progress monitoring component (daily, weekly, etc.) and a review period and should involve rewards and incentives.
Behavior Reflections	S	The student uses a protocol provided by school staff to reflect on current behavior, choice making, replacement behaviors, and/ or next steps. Staff should review the student's responses, provide feedback, and assist with any identified needs.
Behavioral Health/Social-Emotional Support	S	It is appropriate, at times, for students to be referred to someone for behavioral health support (counselor, therapist, etc). Behavior team staff will work with students, families, and existing supports for appropriate referrals.
Buddy Rooms	S	Teachers collaborate to offer a reflection space in their classroom to students from another classroom. If students begin to struggle with behavior in one classroom, they can be sent to another teacher's classroom and attempt to resolve the issue of concern so they can return to class without any additional consequences.
Counselor Conference	S	Students can request to see their school counselor or be referred by school staff. Counselors will collaborate with other school staff, the students' families, and/or other relevant partners to acquire resources needed to assist the student with improved behavior and choice making.
Detention	C	Detention is assigned to students during lunch or outside of the school day. Detention time assigned can vary.
In-School Suspension (ISS)	C	When assigned to In-School Suspension (ISS), students report to an alternative location in the school than their schedule. ISS is assigned during the school day, and will include school assignments, reflection activities and restorative practices.
Location Restrictions	C	When a student has difficulty making good choices in a specific area of a campus repeatedly, staff may limit access to that area for that student.
Loss of Privilege	C	When a student's actions result in the loss of a desired activity.
No-Contact Contract	S/C	When two (or more) students have a history of conflict and cannot resolve their differences, a no-contact contract may be initiated. The parties agree to stay away from the other(s), physically, electronically, through friends, etc. Students understand they are to have no contact with the other(s), and that there will be consequences for breaking the contract.
Office Breaks	S	Office breaks occur in one of the school offices and function as a time for students to de-escalate or compose themselves following a conversation or event. This is previously agreed-upon and arranged by office staff and behavior team. This is not initiated by any other staff than the office staff and behavior team, and is an opportunity to support a student, not give a consequence.
Parent/Guardian Conference	S/C	A conference is held with a student's parent/guardian. Conferences can include discussion of an incident or information gathering about the needs of a student, a new or existing support plan, the student's progress, etc.
Parent/Guardian Phone Call	S/C	A phone call is made to a parent/guardian. The communication can be from a teacher, counselor, or administrator. Conversations can include information gathering about a student to help them, a recap of a discussion, a briefing on a student conference, etc.
PASS Room/Refocus Room	C/I	The Positive Alternatives to Student Suspensions (PASS) Room is a location in the school building where students can go or be escorted when their behavior is disruptive to the learning environment, and they are not responding to repeated supports provided by the teacher. Students should be referred through the behavior office. In this space, staff de-escalate and coach in an attempt to resolve the issue of concern. (This room will transition to being called a 'Refocus Room' over the next few years. Until that time, the PASS Room may be the location where students serve In School Suspension).
Positive Action Center (PAC)/ Sensory Room	S/I	The Positive Action Center (PAC) is a space in the school building where students can go as part of a Tier 2 intervention for social emotional or behavioral learning. Students will be called in regularly to work on identified skill gaps, based on a referral from the MTSS team in their building.
Refer to District Program(s)	S	At times it may be appropriate for a behavior team member to refer students to district programs that can address underlying unmet needs that lead to behavior (McKinney-Vento Program, Mentor, Community School Outreach Coordinator, etc.).
Restorative Conversation	S/C	During a Restorative Conversation, the restorative questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right. The consequences for the incident are explained to the student, and they are given clearly communicated expectations for moving forward.
Restorative Circle	S/C	This is a facilitated discussion circle where students, or students and associated staff, have the opportunity to discuss concerns with one another and resolve conflicts. The facilitator ensures that participants create circle agreements, use a talking piece, and keep focused on the specific issue at hand.
Safety/Student Support Plans	S/C/I	If a student has concerning behaviors, district staff may partner with family and school staff to create a safety plan to address student safety. All plans should address how to keep the student and/or other students safe.
Saturday School	S/C	Saturday School is assigned to students outside of the school day, on Saturdays. Time assigned can vary according to site and is used to catch students up on schoolwork.
School Restitution	C	In the event that a student damages property, staff can provide the student with the opportunity to restore, repair, or improve the damage. The restitution should be related to or relevant to the inappropriate behavior of the student. In some cases, when the student repairing the damage is not possible, the student may be charged the amount of money appropriate to the situation. In such cases, it may be appropriate for the student to do community service, if available, instead of paying in money.

	I/S/C	DEFINITION
Out-of-School Suspension	C	<p>Out-of-School Suspension is a consequence assigned where a student is not permitted to attend school or school activities for full or partial day(s) following a significant behavior incident. Students sent home from school early as a result of an incident should be documented as a partial-day suspension. In addition to a phone conversation, parents/guardians will be notified by letter. Suspension is an exclusionary practice and should be used only when it is the most appropriate consequence for the situation. Suspension of elementary school students will be considered only in exceptional cases where there are safety issues for the child or others.</p> <p>Continuing suspension: The temporary removal of a student from all school building(s)/property and from participation and/or attendance in or at school or District-sponsored events and/or activities including athletics and access to school transportation for more than ten (10) school days, but for less than the remainder of the semester, until examination, expulsion, or incarceration by court action.</p> <p>Emergency suspension: The immediate removal of a student from all school building(s)/property and from participation and/or attendance in or at school or District-sponsored events and/or activities, including athletics and access to school transportation.</p>
Student Conference	S/C	School-identified staff gather information from a student, and/or coach a student regarding their behavior. They may spend time reteaching expectations, teaching new behaviors or habits, and collaborating with the student to increase the chances of success.
Student Staffing	S/C	A meeting to support a student's success, including the student, parents/guardians, all teachers, school counselor, and any other staff that supports the student. This meeting addresses the current skill gaps in behavior or social-emotional health, and the group problem solves for strategies for improvement.
Technology Check-ins/ Cell phone check-ins	S/C/I	When students have been found to repeatedly misuse technology, behavior staff might make an agreement with parents that students are to check in their technology at the beginning of the day, to pick it up only at the end of the day. (This is most frequently used for cell phones but can include any technology that distracts the student from their education, i.e. Chromebook).

ACADEMIC INTEGRITY

Academic Integrity is commonly used in places of learning, such as a school. In simple terms, academic integrity requires that everyone engaged in learning behaves honestly. The knowledge and skills necessary for graduation, college, and career can develop only when students take responsibility and receive credit for their own intellectual work. Meaningful learning requires that individuals present their own ideas, hypotheses, and insights and receive feedback that supports student reflection, as well as knowledge and skill development. Presentation of others' work as one's own, including work generated by artificial intelligence programs, is not only academic and intellectual dishonesty (i.e., cheating), but doing so also undermines student learning.

Cheating in the academic context refers to a student attempting to earn academic credit through unfair and dishonest means. Examples of academic and intellectual dishonesty may include, but are not limited to:

- The unauthorized use of materials, such as notes, the book, or the internet, during an assessment;
- The unauthorized use of devices, such as a cellular phone or calculator, during an assignment or assessment;
- The unauthorized use of artificial intelligence programs, such as, but not limited to, ChatGPT or WriteMyEssay, during an assignment or assessment.
- Possessing or sharing assessment questions or answers in advance of the assessment;
- Unauthorized collaboration, such as copying from another person's assignment or assessment or doing group work when the assignment was supposed to be individual work; and
- Having someone else write a paper or take a test for you.

It is unfair to claim to the level of achievement through cheating that someone else earned through hard work. Besides exposing the student who cheats to the possibility of discipline, it will also leave them at a disadvantage when they are unable to demonstrate or apply skills or knowledge in future classes or in the workplace.

SUSPENSION

Suspension is the temporary removal of a student from all school building(s)/property and from participation and/or attendance in or at school activities or district-sponsored events and or activities, including athletics and access to school transportation, for not more than ten school days.

A student, parent, or other person in parental relationship shall have two school days from the school administration's decision to suspend, in which to appeal the decision to the Superintendent or designee.

The Superintendent or designee will review the written record and/or may conduct an informal hearing, and render a written decision within three (3) school days from the

notice of the appeal. A student, parent, or other person in parental relationship shall have the right to appeal the Superintendent or designee's decision to the Board within two (2) school days from the receipt of said decision.

EXPULSION

Any student who violates district policies and procedures may be subject to expulsion. Expulsion is the removal by the School Board or its designee of a student from school building(s)/property, school transportation, and from participation in school activities for not more than one calendar year.

If students with disabilities and/or students who have current special education evaluations pending have committed an offense for which expulsion is a suggested disciplinary consequence, prior to this change of placement, a determination will be made as to whether the student's misconduct is caused by the student's disability or an inappropriate placement.

A student who has been recommended for expulsion will receive a hearing before a hearing officer; the hearing will be conducted pursuant to ORS 332.061 and in accordance with district policy and procedures as may be directed by the Superintendent.

A student may be represented by legal counsel or other person at the student's expense. The student, parent or other person in parental relationship shall be permitted to inspect, in advance of the hearing, any affidavits or exhibits, which the district intends to submit at the hearing. The student shall be permitted to introduce evidence by testimony, writings, or other exhibits. The case shall be determined solely on the evidence presented at the hearing. The hearing officer shall render a decision in writing within 24 hours of the hearing.

Within five school days of the receipt of the hearing officer's initial decision, or seven calendar days if the expulsion decision occurs after school ends in June, the parent, other person in parental relationship, or the student if 18 years of age or over may request a Board review of the decision on a Notice of Appeal form developed by the Superintendent's Office. The appeal shall be filed with the Office of the Superintendent.

DIVERSION

Upon recommendation of the school administrator, a student who has violated district weapons or drug/alcohol policy or rule may be given the option to participate in the District's Diversion Programs.

ALTERNATIVE EDUCATION

Students who have been expelled from the district will be notified of alternative educational programs designed to provide a variety of environments, times, structures and/or methods of instruction that they can participate in during the time they are expelled.

STUDENTS' RIGHTS AND RESPONSIBILITIES

ASSEMBLY OF STUDENTS

Salem-Keizer School District recognizes the constitutional right of students to assemble. However, it should be noted that many schools are crowded, limiting the availability of space. Student assembly should be related to the school program, should not disrupt classes, and should not cause a hazard to persons or property. Requests for student assembly shall be made in advance to the principal, and students will be notified of the decision within a reasonable time.

BICYCLES, SKATEBOARDS & SCOOTERS

Any student may ride a bicycle to school. However, students riding bicycles to school must know and practice the safety rules and demonstrate good riding habits. The following guidelines are in addition to the regular rules for safe bicycling:

1. Oregon bicycle helmet law ORS 814.485 requires any child up through 15 years of age to wear an approved bicycle helmet when riding in any place open to the general public - streets, roads, sidewalks, and parks.
2. Bicycles are not to be ridden on the school grounds during school hours or during the hours of after-school activities.
3. Riding double on a bicycle is not permitted.
4. Penalties for unsafe bicycle conduct or failure to follow the rules may be made by the principal, school staff, or parents.
5. Students are advised to securely lock bicycles to the racks. While every effort is made to provide a secure place for bicycles during the school day, students should realize that they bring their bicycles at their own risk.

Any student may ride a skateboard or scooter to school. However, students riding skateboards or scooters to school must know and practice the safety rules and demonstrate good riding habits. The following guidelines are in addition to the regular rules:

1. Oregon skateboard and scooter rider helmet law ORS 814.600 requires any child up through 15 years of age to wear protective head gear.

Skateboards and scooters are not to be ridden on the school grounds at any time. Upon arriving on district property, the rider must carry the board and walk.

2. Skateboards and scooters are not to be ridden around school buses.
3. Penalties for unsafe rider conduct or failure to follow the rules may be made by the principal or school staff.

CLOSED CAMPUS

Salem-Keizer School District restricts students to the school grounds during the school day with certain exceptions. All students shall remain on the school grounds from the time they arrive in the morning until their regular dismissal time at the end of the school day. This attendance requirement includes the noon hour period with the following exceptions: to go to and from their home for lunch as requested by parents; to run an errand or keep an appointment as requested by parents; and to carry on a planned program of the school, such as work study. Students seeking to leave the campus during the school day must obtain permission from the school administration.

An open campus (INS-P024) or unrestricted lunch period for students attending Salem-Keizer high schools is a privilege that is annually determined based on application by the student body of the school and action of the high school level director.

COMPLAINT PROCESS (ADM-A005)

Salem-Keizer School District is committed to resolving complaints in a timely manner, by direct, informal discussions, beginning with the school or department involved. Communication is essential during this process so that the involved parties may better understand the reasons behind each other's position. Whenever possible, complaints should be submitted and addressed at the school or department, and through the recognized channels of communication as outlined in the District's Complaint Procedure (ADM-P008). The complaint procedure is available on the district's website. Salem-Keizer School District policy forbids reprisal or retaliation against any person acting in good faith in a complaint process.

CONDUCT ON SCHOOL BUSES

Students who use district transportation do so in accordance with District Procedure TRN-P036. Continued use of district transportation is contingent upon student observance of District Discipline Policy and Procedures.

CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS

The district will give full rights under procedure INS-P022, Student Records, to either parent, or other persons in a parental relationship, unless the district has been provided with written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. Non-custodial parents should furnish the school with their address to which school materials should be sent.

ORS 107.154(1) and (4) provides that unless otherwise ordered by the court, an order of sole custody to one parent shall not deprive the other parent of the following authority:

- To inspect and receive school records and to consult with school staff concerning the child's welfare and education, to the same extent as the custodial parent may inspect and receive such records and consult with such staff.
- To authorize emergency medical, dental, psychological, psychiatric or other health care for the child if the custodial parent is, for practical purposes, unavailable.

A student will not be released to a person claiming legal custody of a student unless that person is listed on student records by the custodial parent or can provide personal identification and a legal custody order issued by the State of Oregon.

DRESS CODE POLICY (INS-A025)

Salem-Keizer Public Schools expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).

The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code. For more detailed information, please refer to Administrative Policy INS-A025 on our district website.

ELECTRONIC DEVICES

Electronic devices can be disruptive and distracting to the learning and school environment. These devices include, and are not limited to cell phones, watches, earbuds/headphones, tablets, and electronic games and devices that interfere with the learning environment. The use and access to electronic resources (including cell phones) will vary based on what is developmentally appropriate for the grade level of the students, the extent to which this access can support the educational environment, and the degree of potential disruptions that can occur as a result of student usage. As a result, the following policy guidelines will be enacted for each grade level.

High Schools: Students may use cell phones in common areas (ex. lunch) and during passing times during the school day. Use of cell phones during classroom instruction for academic purposes will be a school-based decision.

K-8: Students may use cell phones before and after the school day. During the school day, students are not allowed to use their phones in classrooms, common areas (lunch) or during passing times. Use of cell phones during classroom instruction specifically for academic purposes will be a school-based decision and only allowed in certain situations. In general, students will be asked to turn their cell phones off and place them inside of their backpacks, or with the main office or their locker (if available).

Parents who need immediate communication with their student are asked to call the school's main office. The district is not responsible for the security, support, usage charges, damage, or theft of personal electronic devices.

ELECTRONIC RESOURCES AND THE INTERNET (INS-A004)

A student under age 18 may use electronic resources, including the Internet, in Salem-Keizer schools unless their parent or other person in parental relationship denies the student access through completion of an exclusion form (INS-F048). The district may suspend or revoke access of a user to electronic resources and/or the Internet and may report the violation to law enforcement authorities if the user violates District Policy.

EQUAL EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS (ADM-A009)

It is the policy of Salem-Keizer School District that no student enrolled in the district shall, on the basis of age, disability, national origin, race, color, religion, gender, sexual orientation, marital status or financial ability be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity administered or authorized by the School Board. Salem-Keizer School District staff shall make a continuous effort to provide an equal educational opportunity for students and to eliminate those conditions which may cause discrimination.

EVERY STUDENT SUCCEEDS ACT (ESSA)

In December 2015, the United States Congress passed the Every Student Succeeds Act (ESSA), a legislation package that updated a number of important notification opportunities and requirements for parents and guardians of students enrolled in a school that receives federal funds under Title I, Part A of the act. If you are a parent or guardian of a student enrolled in a school receiving Title I funds, you have the right to request information regarding the professional qualifications of your student's teacher(s) and/or paraprofessional(s).

If you wish to do so, please submit a written request for this information to your school's principal. Submitted requests will receive a written response within ten (10) school days from the date of receipt. Information provided under this process is intended to strengthen the open and transparent communication established between our schools and the students, parents, and communities they serve.

FOOD SERVICE MEAL PROGRAM

Salem-Keizer School District participates in the National School Lunch and Breakfast programs. Both programs are regulated by the United States Department of Agriculture (U.S.D.A.). The U.S.D.A. has established guidelines for students that participate in either the lunch or the breakfast programs. For lunch, students are encouraged to take all food components (grain, meat/meat alternate, fruits, vegetables, and milk) of the meal that is offered, but under U.S.D.A. guidelines, are only required to take 3 out of the 5 food components, one being at least a 1/2 cup fruit or vegetables. For breakfast, students are required to take 3 out of 4 items offered comprised of 3 food components (grain with an option of meat/meat alternate allowed, fruits/vegetables, and milk). USDA/ODE Statement: This institution is an equal opportunity provider.

FREEDOM OF EXPRESSION (INS-A029)

Salem-Keizer Public Schools recognizes that every student has the right of free expression and encourages the exercise of this right. Students also have a responsibility to assist in maintaining orderly school operations.

School officials have a duty to prevent the distribution of libelous or obscene material or material that will clearly disrupt the educational process. Student publications will be free from discrimination, harassment, prejudice and racism. Therefore, publications and student speeches are subject to reasonable review and approval by the school administration. Such review will be made without unnecessary delay. The school principal is the editor and publisher of all school publications.

GANG ORGANIZATIONS

A gang is defined as a group of three or more people whose members have a common name, symbol, or colors; and who engage in criminal behavior as one of their activities. Such organizations will not be tolerated in district schools.

Any student found using any manner or means in representing a gang, recruiting potential gang members, promoting gang membership or activities, violating the District's Code of Policy and Rules, or engaging in any criminal gang activity, will be subject to referral to law enforcement authorities and will be subject to disciplinary action up to and including expulsion.

This is not intended to discourage the formation of, or membership in, organizations and activities which are not criminal, antisocial, discriminatory or related to gang organization.

HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING AND MENACING; STUDENT (INS-A003)

Acts of hazing, harassment, sexual harassment, intimidation, bullying, cyberbullying and menacing will not be tolerated by student to student, staff to student, or student to staff. Harassment, intimidation, and bullying may be based on, but not limited to, the protected class status of a person. Protected class is defined in Administrative Policy INS-A003. Students are encouraged to report concerns by completing a confidential student report form (INS-F030) located in the school office, library, and counseling center. Parents, guardians, and community members may file a complaint by meeting with the school administrator or by the procedure for resolving formal complaints as outlined in the District's policy (ADM-A005) and procedure (ADM-P008). A person may make an anonymous report directly to the school principal. All reports will be investigated by the school administrator. A person may request a review of the actions taken by staff in responding and/or investigating a report by filing a written request with the Superintendent.

Students whose behavior is found to be in violation of this policy will be subject to disciplinary actions. Reprisal or retaliation against any person acting in good faith in a complaint process is a violation of district policy. A student found to have falsely accused another as a means of reprisal, retaliation, or a means of hazing, harassment, intimidation, bullying, cyberbullying or menacing, shall be subject to disciplinary actions.

HIGH SCHOOL ATHLETICS (INS-A014)

High school athletes are expected to observe all District Policies. Policies involving the use of tobacco products, alcohol and other drugs apply from the first day the athlete begins participating in a sport(s) and continues throughout the school year and all following years of athletic participation in Salem-Keizer schools. This policy is in effect 24 hours a day, through the end of each school year. Athletes who violate these policies will face the same consequences as students who do not participate in sports, in addition to being immediately suspended for a minimum of three weeks from sports competition, and will undergo a drug assessment upon first offense.

High school athletes are also required to maintain a minimum 2.0 grade point average on each progress report to be eligible to participate in all co-curricular athletic activities as written in Salem-Keizer School District Policy INS-A014, relating to Student Athlete Expectations: High School.

LOCKER & PERSONAL PROPERTY INSPECTION

Lockers and desks belong to the school district and are under control of the school administration with students permitted use of them as a convenience. The schools are concerned about the use of lockers for storage of illegal items and are also concerned that lockers are cared for properly. Based on the standard of reasonable suspicion, personal property may be inspected and lockers may be opened at the discretion of the building administrator in a prudent way, at appropriate times, and in a reasonable manner.

MOTOR VEHICLES

High school students may drive motorized vehicles to and from school. Certain school regulations, however, are necessary because of insufficient parking, concern for safety, protection of property, and interruption of the school program. Parking fees may be assessed by the district. No student vehicles will be permitted to leave the school grounds during the hours in which school is in session, including the lunch hour, without the permission of

the building principal. Permission to drive a motorized vehicle to school may be revoked at any time for violation of any school regulation regarding vehicle use. No student attending a middle school shall be permitted to drive a motorized vehicle to school.

Parents are responsible to register motorized vehicles with the school office before their student can drive to school. Students who are 18 years old or emancipated must register their cars with the school. Those students shall abide by the rules and regulations governing the use of such vehicles during the time the student is under the direction of the school.

NON-DISCRIMINATION STATEMENT

It is the policy and priority of the Salem-Keizer School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any of our educational programs, activities or employment.

Title IX is a federal civil rights law that was passed in 1972 to ensure that students and employees are treated equally and fairly in educational settings regardless of their gender. Consistent with Title IX, the Salem-Keizer School District prohibits discrimination on the basis of gender, including sexual and gender-based harassment and assault, in all education programs and activities. This includes academics, employment, athletics, and other extracurricular activities.

The Salem-Keizer School District is committed to ensuring that all complaints of discrimination, sexual harassment, and sexual violence are investigated thoroughly.

Complaints and questions about discrimination, including sex-based discrimination and Title IX, can be made directly to a **school administrator** or the Salem-Keizer School District's **Title IX Coordinator**:

John Beight, Executive Director of Human Resources/Title IX Coordinator: 2450 Lancaster Drive NE, Salem, OR 97305; 503.399.3061; beight_john@salkeiz.k12.or.us; www.salkeiz.k12.or.us.

RESPONSIBILITY OF STUDENTS TO AND FROM SCHOOL (INS-A001)

The school is concerned for the safety and conduct of students on the way to and from school and for the protection of neighboring property. All students on the way to and from school are subject to the reasonable control of the school and the District Discipline Policy and Rule.

RIGHT TO REVIEW STUDENT RECORDS

A parent or other persons in a parental relationship and also eligible students as written in District Procedure INS-P022, have the right to:

1. Inspect and review the education records of the student.
2. Request amendment to education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy and other rights.
3. Consent to disclosure of personally identifiable information contained in student education records, except to the extent that this policy authorizes disclosure without consent.
4. Pursuant to the provision of Oregon Administrative Rule 581-021-0410, file with the United States Department of Education a complaint alleging that the district has failed to comply with the Family Educational Rights and Privacy Act.
5. Obtain a copy of District Procedure INS-P022. The complete policy may be seen at each school, the Office of the Superintendent and on the district's web site.

A parent or other person in parental relationship or an eligible student who wishes to inspect education records shall submit their request to the building principal or their designee.

SCHOOL ATTENDANCE (INS-A009)

Salem-Keizer Public Schools is committed to providing a quality education for all students. A strong correlation exists between the student's academic success in school and their daily attendance. A student is expected to be present in each of their classes during any grading period in order to meet the goals and objectives of the class.

In terms of attendance, a student is either present or absent. An excused absence is one which is approved by the principal or their designee in one of the following situations:

- Illness of the student;

- Serious illness in the family;
- Religious instruction (with limitations per ORS.339.420);
- Inclement weather;
- Medical appointment or court appointment;
- Emergency, pre-excused, or extenuating circumstances;
- Students that are dependents of an Armed Forces Member of US on active duty.

An unexcused absence is one which is neither excused nor official, and may result in disciplinary action.

Absences must be excused by a student's parent or guardian. In order to maintain student safety, the district must communicate directly with parents or guardians when discussing a student's absence.

Each principal or their designee shall develop and implement an attendance policy and procedure that includes the expectation of student attendance and encourages such attendance. Each school will develop and implement a building tardy policy. The parent or guardian will be notified by the district if a student has missed school and the absence has not been cleared. Appeal of disciplinary action taken as a result of unexcused absences may be made through the district's complaint process.

Additionally, the school administrator or designee shall notify the parent or guardian of the student's nonattendance or irregular attendance. If the nonattendance (failure to attend school) or irregular attendance (eight unexcused one-half day absences, or the equivalent thereof, in any four-week period) problem persists, the school administrator or designee, shall provide written notice in person or by registered or certified mail to the parent or guardian that the student must appear at school on the next day following receipt of the notice and must maintain regular attendance for the remainder of the year.

If the above notice is not complied with, the principal or designee, under the provisions of ORS 339.925, shall provide notice in writing (written in the native language of the parent) to the parent or guardian that: The parent or guardian and the child must attend a conference with a designated school administrator to discuss the situation; the parent or guardian must enroll their child and ensure the student attends a full-time school on a regular basis; failures to enroll, send, and maintain the child in regular attendance is a Class C violation.

If the nonattendance or irregular attendance problem persists, the Superintendent or designee may elect to issue a citation to in accordance with ORS 339.925. If the truancy of an older student is deemed to be beyond control of the parent or person in parental relationship, the matter will be referred to juvenile authorities.

SEARCH AND SEIZURE (INS-A015)

School officials have the authority to conduct searches of district property and the personal property of students based upon reasonable suspicion, and to seize unauthorized, illegal or unsafe materials, and/or identify unsafe conditions as a proactive response to keeping schools safe. Whenever possible, searches will be done with the consent of the student and in their presence.

If unauthorized, illegal or unsafe materials are discovered during any type of search, school officials will exercise one or all of the following options: Seizure of contraband; report to the proper authorities; initiate the district discipline policy and procedure. In the case where students are attending student activities that are considered a privilege such as school dances, whether on or off campus; the school may test students and guests for alcohol prior to allowing their admission.

On an annual basis, parents, students, staff and community will be informed that the district may conduct canine searches of school property and if school officials have reasonable suspicion to believe that contraband is present in a school, an unscheduled canine search may occur.

SPECIAL EDUCATION CHILD FIND

All students, birth to 21 years of age may be eligible for specially designed special education services. Students qualify under guidelines established by federal law and directed in each state by the Department of Education.

School districts must identify, locate and evaluate all resident children with disabilities, regardless of the severity of the disability, who are in need of early intervention, early childhood special education or special education services.

When a student is referred for special education, an evaluation may be recommended. All referrals start at the neighborhood school. Trained staff will complete observations,

conduct diagnostic evaluations and gather information from a variety of sources. All initial evaluations are made with the signed permission and knowledge of the parent and/or guardian. Parent/guardian input is considered at all stages of the evaluation, eligibility and placement.

STUDENT INTERVIEW BY POLICE OFFICERS (INS-A033)

Law enforcement officers may interview students at the school site. School authorities may attempt to notify the parents or guardians of such action only with the consent of the investigating officers.

STUDENT FEES AND CHARGES (INS-A012)

Students and their parents/guardians shall be held financially responsible for any materials lost or willfully damaged. The district shall pursue the collection of debts to the full extent allowed by Oregon State statute.

Nonpayment of fees, fines, and/or restitution for damaged/lost property may result in: Loss

of privileges related to the student’s participation and/or attendance at school events and/or non-academic activities including but not limited to ceremonies and/or activities related to graduation, athletic events, and school sponsored dances or parties (including prom). The district may take legal action, including referral of an outstanding amount to collections or by filing a civil complaint in Circuit Court after giving the notice required in ORS 339.270.

TRUANCY AND DAYTIME CURFEW

Salem has a daytime curfew ordinance and Keizer has a truancy ordinance which prohibit minors (between 5 and 18 years old) from being in public places during regular school hours to decrease truancy and/or the crime rate.

If irregular attendance occurs, the district shall investigate, send notification of the irregular attendance to the parent or other person in parental relationship, and determine what corrective measures should be taken. The district may proceed with legal action in accordance with state law, including referral to law enforcement for the issuance of a citation for up to \$500.