



School Board Work Session Meeting Agenda

October 22, 2024, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>	
	Speaker(s): Chair Marcus LeGrand	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Marcus LeGrand	
3.	<u>Review of Agenda</u>	
	Speaker(s): Chair Marcus LeGrand	
4.	<u>Work Session</u>	
	Description: The Board will focus on key Board work and initiatives.	
	A. Tier 1 Expectations across BLS Schools	2
	Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
	Attachments:	
	Executive Summary: Tier One Practices and BLS Code of Conduct	2
	BLS Student Code of Conduct 24-25	3
	Presentation Tier 1 Supports and Student Code of Conduct	30
5.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
6.	<u>Adjourn</u>	
	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 12, 2024.	



REPORT: Tier One Practices and Code of Conduct in Practice

PRESENTED BY: Lisa Birk, Deputy Superintendent
Tammy Doty, Executive Director of Elementary Programs
Stephen Duval, Executive Director of Middle Schools
Katie Legace, Executive Director of High Schools
Eric Powell, Director of Student Services

EXECUTIVE SUMMARY:

As part of our Strategic Initiatives, each school has been working on implementation of universal Tier One practices and using the new Code of Conduct. In this work session, board members will experience how tier one practices have been rolled out and reinforced in each of our schools. They will also participate in an immersive scenario experience to better understand how the Code of Conduct is used in practice. A slidedeck with scenarios will be utilized during this time and posted following the work session.



2024-2025

Version 1.0

STUDENT CODE OF CONDUCT

DISCIPLINARY INTERVENTIONS &
RESPONSES TO STUDENT CONDUCT

A primary purpose of the district is to provide a high quality educational experience where all students experience success. As a community of learners, our commitment to the success of each and every student depends on the responsibilities of students, as well as the quality of relationships among students, families, teachers, administrators, and other school personnel.

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 negative act directed toward others based on an actual or perceived background or identity

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)

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

Intervention: An effort to support a student gain 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: District-wide student intervention plan with a focus on “Prevent, Teach, Respond”

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

Prosocial: Community-focused positive & helpful behaviors

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: Regionally adopted 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 to/from school 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 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 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. Lack of knowledge of rules
4. Language or cultural factors
5. Provocation
6. Unidentified or temporary factors
7. Disability

Per Board Policy ([JG-BP](#)), Bend-La Pine Schools supports school interventions and practices that:

1. Protect students and school employees from harm
2. Provide opportunities for students to learn from their mistakes
3. Foster positive learning environments
4. Keep students in school and attending class
5. Impose disciplinary sanctions without bias against students from a protected class (per ORS 339.351)
6. Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory, and proportionate in relation to each student's individual conduct
7. Employ a range of strategies for preventions, intervention, and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior
8. Propose, prior to a student's expulsion, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student
9. To the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior
10. Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities

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 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 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 appropriate to the conduct.

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. 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 16-26) 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 (No Disciplinary Action Taken)
 *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) For non-accidental conduct causing serious physical harm to a student or school 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 direct threat to the health or safety of students or school 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.

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

Suspension Process

In-school suspension temporarily removes a student from attending their regular classes and school activities until reinstatement has been accomplished or some other form of action is taken. An in-school suspension may be sanctioned by a school principal or designees as follows:

- i. After the student is notified of the reason(s) for the action and is given opportunity to present their view of the alleged misconduct, the ISS may be imposed.
- ii. Following the ISS, the suspending school official shall give written notice to the student's parent(s) or guardian(s), or to the student if age 18 or over, of the ISS decision and the reason(s) for the decision.
- iii. The suspending school official shall specify the methods and conditions under which the student's schoolwork may be made up.

Out-of-school temporarily removes from a student the privilege of attending school and all school activities until reinstatement has been accomplished or some other form of action is taken. Suspensions are made by the principal or designee and are not to exceed ten (10) school days. In making a decision whether to place a student on suspension, the principal or designee must consider the age of the student and the past pattern of behavior by the student.

When a student is suspended:

- i. The student is to be notified of the reason(s) for the suspension and be given the opportunity to present their view of the alleged misconduct.
- ii. The informal hearing may be postponed in emergency situations relating to health and safety when there is a serious risk that substantial harm will occur if suspension does not take place immediately. A student suspended under emergency conditions shall have the rights specified above, as soon as the emergency condition has passed.
- iii. The suspending school official shall give written notice to the student's parent(s) or guardian(s), or to the student if age 18 or over, of the suspension decision and the reason for the decision. These procedures may also be postponed in emergency situations relating to health and safety.
- iv. The suspending school official shall specify the methods and conditions under which the student's schoolwork may be made up.
- v. A parent/guardian conference with the suspending school official regarding the student's behavior may be required prior to the student being readmitted. When the suspension is the result of a misconduct in the classroom, the teacher involved shall be informed of the disciplinary action taken and be given the opportunity to attend all parent/guardian conferences.
- vi. In the event the student or parent(s) or guardian(s) are dissatisfied with the suspension decision or the results of a parent/guardian conference, they may seek and obtain a conference with the school principal. If the parent(s)/guardian(s) are dissatisfied with the suspension decision after a conference with the principal, they may request the Superintendent's review of the decision, in writing, within 10 calendar days to assure due process was provided and to assure the discipline is consistent with Oregon law and Board policy. The Superintendent's review shall be limited to the record. A new hearing shall not be provided. The Superintendent's review shall be final and may not be appealed to the School Board.
- vii. Upon return to school, the student may participate in restorative opportunities as appropriate, or be referred to a school counselor.
- viii. In special circumstances, a suspension may be continued until some specific pending event occurs, such as a physical or mental examination or incarceration by court action.

A school official may apply more than one of the above-described discipline measures on the same student for the same misconduct.

Expulsion Process

Expulsion is exclusion from the regular school program and all school activities. Expulsion shall not extend beyond one calendar year.

Grounds for Expulsion:

A student may be expelled only when the student's conduct poses a threat to the health or safety of students or school employees, when other strategies to change student conduct have been ineffective, or when expulsion is required by law. In making a decision whether to expel a student, the district must consider the age of the student and the past pattern of behavior by the student.

Notwithstanding the above, expulsion is mandatory and shall be implemented under the terms of JFCJBP: Weapons in Schools, in the following circumstances:

- When a student is determined to have brought a firearm to a school, to school property under the jurisdiction of the school district or to an activity under the jurisdiction of the school district;
- When a student is determined to have possessed, concealed or used a firearm in a school, on school property under the jurisdiction of the school district or at an activity under the jurisdiction of the school district; or
- When a student is determined to have brought to or possessed, concealed or used a firearm at an interscholastic activity administered by a voluntary organization.

Notice Requirements:

When a student is recommended for expulsion, a hearing shall be provided. Notice of the hearing to the student and to the parent(s) or guardian(s) shall be made by certified mail or hand delivered by personal service. Where notice is made by mail, the notice shall be sent *Certified Mail Return Receipt Requested* and mailed at least five (5) calendar days before the date of the hearing. Personal service of notice shall be at least five (5) calendar days before the date of the hearing and the person giving notice shall file a return of service. The school official and the parent(s) or guardian(s) of the student, or the student if age 18 or over, may mutually agree to waive the above defined notice period and schedule a hearing at an earlier date.

- i. The notice shall state the specific charge or charges being made by the school, a statement of intent to consider the charges as reason for expulsion and the date, time and location of the hearing.
- ii. The parent(s) or guardian(s) of the student, or the student if age 18 or over, may waive the right to a hearing by notifying the district in writing of such waiver, or by failing to appear after notice at the time, date and place set for the hearing. The parent(s) or guardian(s) of the student, or the student if age 18 or over, may make a request prior to the hearing date and time to have the hearing rescheduled. The district may in its sole discretion comply with such a request.

Expulsion Hearing:

The hearings officer shall conduct expulsion hearings for the Board in accordance with the applicable Oregon REvised statutes, specifically ORS 332.061 and Oregon Administrative Rules.

At the Hearing:

- i. The student may be represented by counsel or other persons.
- ii. The student shall be permitted to be present and hear the evidence presented on behalf of the district.
- iii. The student shall be permitted to introduce evidence by testimony, writings or other exhibits.
- iv. Strict rules of evidence shall not apply to the proceedings. However, this provision shall not limit the hearing officer's control of the meeting.
- v. The hearings officer or the student may make a record of the hearing. The District will request that the Hearings Officer tape record the hearing, but the unavailability of the audio tape due to malfunction or loss shall not invalidate the hearing.
- vi. An interpreter shall be provided by the school district in cases where the student or student's parent(s) or guardian(s) do not understand the spoken English language.

The hearings officer will determine the facts of each case on the evidence provided at the hearing and submit written findings and a recommendation for disciplinary action to the Superintendent.

The decision of the Superintendent shall be final, except as noted below. The decision shall be made in writing to the student and to the parent(s) or guardian(s) of the student. The action of the Superintendent may be:

- i. No action, the student may immediately return to school;
- ii. A type of discipline especially suited to the offense;
- iii. Administrative probation (as defined above), which may be applied for as long as the rest of the semester in which the probation notice is given, or when so close to the end of a semester that it would not be effective, for as long as the entire semester following the probation notice. While on administrative probation, the student must comply with the terms of that probation. Failure to comply with all rules set out in the conditions for probation is cause for a discipline hearing on the alleged violation;
- iv. Expulsion, as defined, above. Prior to the expulsion the Superintendent or designee shall consider and propose to the student and document to the parent, in writing, appropriate and accessible alternative programs of instruction or instruction combined with counseling. This information and notice of alternative education programs shall be included with the written expulsion order and delivered to the student and their parent(s) or guardian(s);
- v. A combination of the discipline options set forth above.

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 is able to 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 heavy 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”
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 on Campus

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 on campus.

STUDENT(S) IN POSSESSION OR UNDER THE INFLUENCE OF SUBSTANCES ON CAMPUS

- (1) Student is found to be in possession of or under the influence of substances on campus
 - 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) For first and second violations of possession or use of substances on campus:
 - Utilize Upshift as an alternative to additional days of OSS using administration discretion
 - First Offense (Day of Incident) = OSS; In-school suspension (ISS) day(s) as appropriate
 - Second Offense (Day of Incident) = OSS; In-school suspension (ISS) day(s) as appropriate
 - Gain verbal or written consent for each component of Upshift
 - Upshift includes: 1. Screening to determine risk level AND, depending on risk level, 2a. Brief intervention for low/med risk or 2b. Referral to substance use treatment for med/high risk
 - If parent consents to Upshift, refer student to Upshift Coordinator to start the program; Provide Upshift Coordinator with a copy of the signed parent consent form (or document verbal consent)
- (6) For three or more violations or for distribution of substances on campus:
 - Third Offense (Day of Incident) = OSS; Additional OSS or ISS day(s) as appropriate
 - Automatic Referral for Treatment Options ([Care Solace Referral](#))
 - Contact Level Leader and/or SRO for consultation to discuss higher level consequences/interventions

BLS Policies & Procedures (Quick Links and Search)

[Annual Family Handbook & Calendar](#)

[Appropriate Uses of Technology](#) (Administrative Regulation)

[Attendance Procedures](#)

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

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

[Compulsory Attendance](#) (Administrative Policy)

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

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

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

[Interscholastic Activities](#) (Board Policy)

[Non-Discrimination](#) (Board Policy)

[Personal Communication Devices](#) (Administrative Regulation)

[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)

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

[Student Conduct & Discipline](#) (Board Policy)

[Student Searches & Questioning](#) (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



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




CODE #2

ASSAULT

Intentionally, knowingly or recklessly causing physical injury to another.

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Physical attack by student offender toward another (non-mutual) causing physical injury
	*Pattern of physical events (Assault, Fighting, Harassment-Physical) *Serious physical injury

Refer to pages 6-7 for Response and Intervention level resources

 = Possible Nurse Contact
 = Possible SRO Consultation
 = District Collaboration



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
	<ul style="list-style-type: none"> *Students driving licensed motor vehicles 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
	<ul style="list-style-type: none"> *Pattern of behavior, ongoing disregard for expectations, safety concerns




CODE #4

BANNED & ILLEGAL SUBSTANCES

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

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	<ul style="list-style-type: none"> *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 (Including/not limited to look-alikes & all vapes, etc.) *Sharing *Inappropriate/unapproved use of prescription medication
	<ul style="list-style-type: none"> *Pattern of behavior and on-going disregard for expectations *Incidents involving controlled substances *Distribution & selling (acquiring & dealing)

Refer to pages 6-7 for Response and Intervention level resources





 = Possible Nurse Contact
 = Possible SRO Consultation
 = District Collaboration

Student Conduct Offenses

CODE #5

BULLYING, HARASSMENT, & TEASING [JFCF-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, Title VI or Title IX Incidents <u>Major Violation</u> (Bias Incident, Harassment - Disability, Physical, Racial, Religious, Verbal)
	*Pattern of repeated events/instances of Bias Incidents, Bullying, Cyberbullying, Harassment, Hazing, Intimidation, Menacing, Racial Discrimination, Title VI or Title IX Incidents *Domestic or Teen Dating Violence <u>Major Violation</u> (Bias Incident, Harassment - Disability, Physical, Racial, Religious, Verbal)

CODE #6

BUS MISCONDUCT

Not following posted bus guidelines (Incidents managed by Transportation Department)

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Not following general/posted driver instructions/rules
	*Repeated instances of ignoring/not following directed or posted instructions/rules <u>Minor Violation</u> (Minor Disruption, Unsafe Behavior)
	*Egregious and purposeful disregard for safety measures outlined by driver/staff <u>Major Violation</u> (Disorderly Conduct)

Refer to pages 6-7 for Response and Intervention level resources





= District Collaboration

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

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 *Trespassing
	*Purposeful and stated refusal to adhere to school rules and/or expectations




Refer to pages 6-7 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 the classroom learning environment
	*Refusal to adjust actions or follow instructions after redirection *Repeated instances of language or behavior(s) that continue to interrupt the learning environment
	*Using the phone system or fire alarm system to disrupt the operations of the school or learning environment *Endangering self or others *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) *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) *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 6-7 for Response and Intervention level resources



 = Possible SRO Consultation
 = Possible Fire Department Consultation
 = District Collaboration

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 * <u>Minor Violation</u> (Unsafe Behavior)
	*Possession of lighter and/or fire-starting tools * <u>Major Violation</u> (Arson)
	*Use of fire starting tools in an attempt to destroy property and/or to start a fire *Reckless burning * <u>Major Violation</u> (Arson)

Refer to pages 6-7 for Response and Intervention level resources





 = Possible SRO Consultation
 = Possible Fire Department Consultation
 = District Collaboration

Student Conduct Offenses

CODE #13

INAPPROPRIATE LANGUAGE, PROFANITY, & OBSCENE BEHAVIOR



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 <u>Minor Violation</u> (Inappropriate Language)
	*Repeated offensive and/or targeted jokes *Possession or sharing of lewd materials *Bias Incidents, Title VI or Title IX Incidents <u>Major Violation</u> (Bias Incident, Obscene Behavior)
	*Sharing and/or Distribution of lewd materials *Bias Incidents, Title VI or Title IX Incidents <u>Major Violation</u> (Bias Incident, Obscene Behavior)

CODE #14

PHYSICAL ALTERCATION

Physical confrontation that does not result in physical injury

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Confrontation, tussle, or physical aggression that does not result in physical injury *Inappropriate or unsafe play
	*Repeated physical incidents after redirection

Refer to pages 6-7 for Response and Intervention level resources



= Possible SRO Consultation



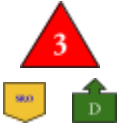

= District Collaboration

Student Conduct Offenses

CODE #15

SEXUAL HARASSMENT [JBN-BP \(Board Policy\)](#)


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

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	<ul style="list-style-type: none"> *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 <p><u>Major Violation</u> (Bias Incident, Sexual Harassment)</p>
	<ul style="list-style-type: none"> *Egregious incidents and/or repeated events *Title IX Incidents <p><u>Major Violation</u> (Bias Incident, Sexual Harassment)</p>

CODE #16

TARDY, SKIPPED CLASS, & UNEXCUSED ABSENCE

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

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	<ul style="list-style-type: none"> *Repeated incidents of tardiness or skipping class *Choosing to not attend class while on campus *Students arriving to class more than 15-minutes after classes start (Unexcused) <p><u>Minor Violation</u> (Chronic Tardy, Skipped Class)</p>

Refer to pages 6-7 for Response and Intervention level resources

 = Possible SRO Consultation



 = District Collaboration

Student Conduct Offenses

CODE #17

TECHNOLOGY MISUSE [JFCEB-AR \(Administrative Regulation\)](#)




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

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	<ul style="list-style-type: none"> *Use of unapproved devices without permission *Utilization of device(s) to play games and/or visit websites/applications without prior permission
	<ul style="list-style-type: none"> *Repeated incidence of technology misuse *Refusing to comply with district-wide <i>Silent & Away</i> agreement: <ul style="list-style-type: none"> Elementary & Middle: Personal Electronic Devices <i>Silent & Away</i> all day High: Personal Electronic Devices <i>Silent & Away</i> during class times

CODE #18

THEFT

Taking or receiving the property of others

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	<ul style="list-style-type: none"> *Taking items without permission *Receiving or stealing items
	<ul style="list-style-type: none"> *Stealing from school or others *Knowingly receiving something that has been taken/stolen *Selling or receiving items not belonging to the student
	<ul style="list-style-type: none"> *Theft of valuables and/or selling or taking items/valuables from others/school *Extorting items/money/valuables from others *Gambling

Refer to pages 6-7 for Response and Intervention level resources



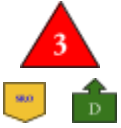

= Possible SRO Consultation

Student Conduct Offenses

CODE #19

THREAT **JFCM-AP (Administrative Policy)**




Intentional and 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) *Follow district threat assessment protocol (to determine response & intervention level)
	*Threat of physical or sexual violence (verbal, electronic, written) *Follow district threat assessment protocol (to determine response & intervention level)

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 6-7 for Response and Intervention level resources



= Possible SRO Consultation






= District Collaboration

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) and/or look-alike toy/weapon 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 and/or look-alike toy/weapon 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 *Threat(s) involving weapons (Reference Code #19: Threats)

Refer to pages 6-7 for Response and Intervention level resources



= Possible SRO Consultation



= District Collaboration

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!





School Board Work Session (October, 2024)

Tier 1 Efforts & Student Code of Conduct



**B E N D
L A P I N E
S C H O O L S**

Inclusive Opener

Tammy Doty

Future me...



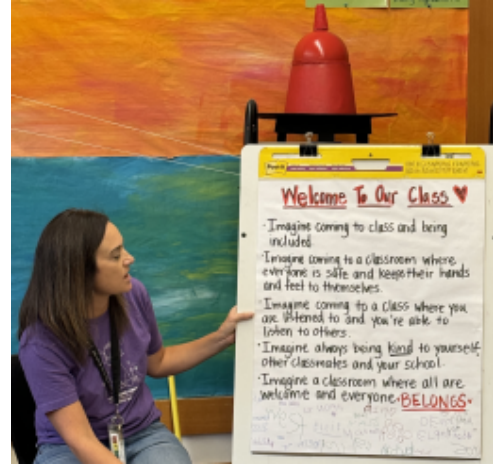
Elementary Tier 1

Highland Magnet School

Schoolwide Expectations

Wayfinder/Common Classroom
Agreements/Imagine Statements

Pre-Teaching (Activities, Rules Matrix, videos,
assembly and announcement reminders, Rules
Rodeo Example)

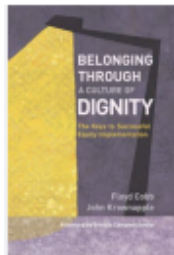


All of these need to be taught but notice that some require skills (i.e. being a good sport) that may need to be taught explicitly, modeled, and practiced as a class.

	We are kind	We are safe	We are responsible	Notes
Hallways	<ul style="list-style-type: none"> Quiet Voices or no voices (Level 0-1) 	<ul style="list-style-type: none"> Walking Feet 	<ul style="list-style-type: none"> Body is kept to yourself Respecting student's work by not touching it 	
Lockers	<ul style="list-style-type: none"> Quiet Voices or no voices (Level 0-1) Work to shut lockers softly 	<ul style="list-style-type: none"> Mind fingers Only backpacks, clothing, and lunches in the lockers 	<ul style="list-style-type: none"> Mind your supplies Keep lockers shut when not using them 	
Bathrooms	<ul style="list-style-type: none"> Quiet or no voices (Level 0-1) Wash hands 	<ul style="list-style-type: none"> Keep feet on the floor (no climbing or crawling) Wash hands 	<ul style="list-style-type: none"> Take care of business (not a space to play) Wash/Dry Hands Throw garbage away in the trash bin. 	
Courtyards	<ul style="list-style-type: none"> Quiet voices 	<ul style="list-style-type: none"> Walking feet 	<ul style="list-style-type: none"> Clean up after yourself 	
Cafeteria	<ul style="list-style-type: none"> Quiet voices (level 2 max) Raise your hand if you need something Stay in your space. Eat your own food. 	<ul style="list-style-type: none"> Walking feet Stay seated 	<ul style="list-style-type: none"> Clean up after yourself Food waste goes in compost buckets Stack your boats neatly Silverware goes in the wash tub 	
Stairwells	<ul style="list-style-type: none"> Quiet feet (peace and quiet all the way up) 	<ul style="list-style-type: none"> Watch for others Walking feet Use handrails 	<ul style="list-style-type: none"> Stay to right of the stairs giving others space to go the other 	

Wayfinder/Belonging & Dignity

- Wayfinder Wednesdays
 - Activites
- Using the language and framework of Dignity and belonging
 - Classroom
 - Assemblies
- Stakeholders
 - Students
 - Staff
 - Families
- Work with Summer Snyder 23/24



Source: Cook, F. & Kinnaman, J. (2017). *Belonging Through a Culture of Dignity: The Keys to Sustainable Human Relationships*. San Diego, CA: Peace & Health Press. Page 113.

Acceptance of Identity: Approach people as being neither inferior or superior to you.	Fairness: Treat people fairly with equality without discrimination or injustice.
Inclusion: Make others feel that they belong wherever the relationship.	Benefit of the Doubt: Treat people as trustworthy & the premise that others are acting with integrity.
Safety: Put people at ease both physically & psychologically.	Understanding: Believe that what other think matters.
Acknowledgement: Give people your full attention by listening, valuing, & responding.	Independence: Encourage people to act on their own behalf as they feel to control.
Recognition: Validate others for their talents and share your credit for their contributions.	Accountability: Take responsibility for your actions. If you violate one's dignity, apologize.



Approach people as being neither inferior or superior to you.



Wayfinder Essential Book in Building Conflict by Summer Snyder



Data and Systems Tracking

- FYIs (transitioning to Synergy)
 - Code of Conduct Integration
- Care Team Meetings
 - Looking at individual students to move to Tier 2 or 3
- Culture of Care Committee
 - Looking at FYI data as a school
 - What's working and what needs work?



FYI Slip 2024/2025

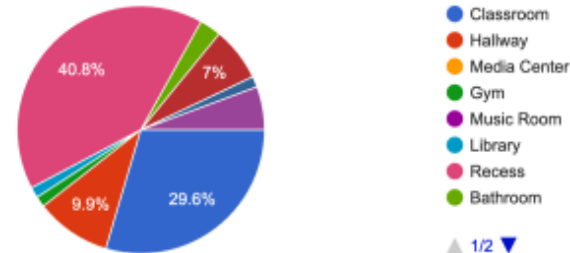
Highland's Behavior Tracking System

heidi.thomas@bend.k12.or.us [Switch account](#)



* Indicates required question

Location
71 responses



Middle School Tier 1

Pilot Butte Middle School

- Establishing a baseline: Schoolwide systems
- PBIS: Expectations and class competitions
- Wayfinder/SEL Connections



Systems and Goals for PBMS

1

**Common
planning time
for teachers**

2

**Focus on 6th
grade
transition to
middle school**

3

**Expanding
elective
options/
interventions**

Primary Schedule and Bells

- Common preps for teachers;
 - 7th/8th content preps
 - 6th grade level prep
- Core classes in the mornings as possible
- 6th grade programming;
 - Exploratory wheel
 - 6th grade design= foundations w/ Read 180
 - All 6th grade core classes in B Building
- Reducing transitions/ expanding instructional time
- Incorporating Giant Time
- Rotating Blocks on Wednesdays



Pilot Butte Middle School 2024-2025 Bell Schedules

Monday, Tuesday, Thursday, Friday		
Per. 1	8:50	9:40
Per. 2	9:45	10:35
Per. 3	10:40	11:30
Lunch	11:35	12:05
Per. 4	12:10	1:00
Per. 4	11:35	12:25
Lunch	12:30	1:00
Per. 5	1:05	1:55
Per. 6	2:00	2:50
Per. 7	2:55	3:45

Wednesday		
Giant Time	8:50	9:44
Block A	9:49	10:43
Block B	10:48	11:42
Lunch	11:47	12:17
Block C	12:22	1:16
Block D	1:21	2:15

Wednesdays are a rotating block schedule that begins with a flex period each day (Giant Time).

Typical class periods will rotate each week into the "Block" sections. Periods 1-3 will be during blocks A & B. Periods 5-7 will be during blocks C & D. Period 4 will be during blocks B and C.



GIANT PRIDE TICKET

Student _____

Thank you for:

Staff _____

6th

7th

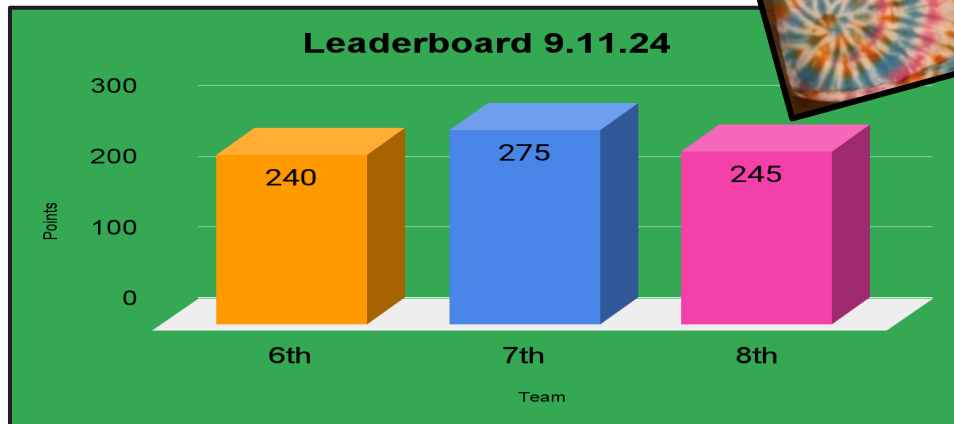
8th

1st Lunch

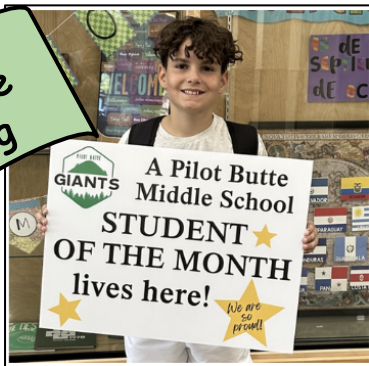
2nd Lunch

Friday Drawings

PBIS @ PBMS



Learner Profile
Trait: Caring



Agreements/
expectation
reviews
pushed into
core classes

Wayfinder/SEL Connections

Connected to
monthly IB
Learner Profile
Traits

Lessons
pushed-in to
appropriate
classes for the
topic

Dedicated SIW
time to work
with grade level
teams

A	B	C	D	E	F	G
Lesson/Activity: 30 Minutes lessons, Activities will be less so check each link when planning)	Objective(s)	Wayfinder skill	MYP Focus	ATL skill	Subject Responsible	Notes
Lesson 6.1.1. Build Energy	Students will be able to build connections and class relationships through cooperative games.	Collaboration	September: Caring	Communica	PE, Design, Science, math	Carlson does this in Drama
Lesson 6.1.2. Build Connection	Students will be able to identify commonalities with their peers to build connection and belonging.	Collaboration	September: Caring	Communica	Web	
Lesson 6.1.3. Myth Buster: You are an Island	Students will be able to make connections between belonging and their connections with others. students will be able to define belonging.	collaboration	September: Caring	Social		
Lesson 6.1.4. Intro: Our Shared Story	Students will be able to draw conclusions about the impact of choices. Students will be able to identify people in their lives who have made their choices possible and people who have been affected by their choices.	Self-Awareness	November: Thin...	Thinking		
Lesson 6.1.5. Choose Agreements	Students will be able to create community agreements. students will identify and commit to the community agreements that will best serve their classroom experiences.	Collaboration	February: Open...	Thinking		Carlson does this in Drama
Lesson 6.1.6. Commit to Agreements	Students will be able to create community agreements. Students will identify and commit to the community agreements that will best serve their classroom experiences.	Collaboration	February: Open-Minded	Social		Carlson does this in Drama

High School Tier 1



Mountain View High School

- MV Cares framework
- Class meetings/Staff PD
- Themed Advisories-Wayfinder
- Counseling and School Links
- PBIS
- Digital hall pass system





C COLLABORATION

- ★How do I contribute to our community?
- ★How do I positively work with others?

A AGENCY

- ★How do I take ownership of my learning and actions?

R RESILIENCY

- ★How do I learn and grow through challenge?
- ★What strategies do I use to overcome barriers?

E EMPATHY

- ★How do I think about others as I make decisions?
- ★How do I consider other's perspectives?

S SELF-AWARENESS

- ★Who am I and who am I becoming?
- ★What legacy do I want to leave?

Caring for one another since 1978



- Foundational common language and framework
- Aligned with ODE SEL standards and Wayfinder core characteristics
- Used with all stakeholders
- Positive Behavioral Interventions and Supports (PBIS)



Tier 1 Systems and Data Tracking

- MTSS and Synergy's Early Warning System
- Youth Truth and Waypoint survey results
- Student Empathy Interviews
- Student Instructional minutes (Digital hall pass data)



Tier 1 Advisory Schedule

Advisory Focus	MV Cares	Waypoints Diagnostic	Empathy	Resiliency	Youth Truth	Agency	Self-Awareness	Collaboration + Waypoints
Date	September 6th + September 26th	October 29th	November 14th (Sparrow)	December 12th	January 16th	February 14th	April 24th	May 22nd
Lesson	Class Meetings Slidedeck (admin delivery) + Bias Incident Lesson: Microaggressions	QR Codes for survey/link sent to all teachers	Mr. Indifferent	Famous Failures	Students complete Youth Truth Survey	Planning Framework	Flip your Lid	The Lifecycle of Sneakers
PBIS	Timeline: Class Meeting launch-End of September advisory		Timeline: October advisory-November advisory	Timeline: November advisory-December	Timeline: December to January advisory	Timeline: January-February advisory	Timeline: February-April advisory	Timeline: April-May advisory

PBIS Prizes:

Cougar of the Month Parking passes, dance tickets, ASB stickers, MVHS Swag, Dutch Bros deliveries, Viewpoints Cafe gift card

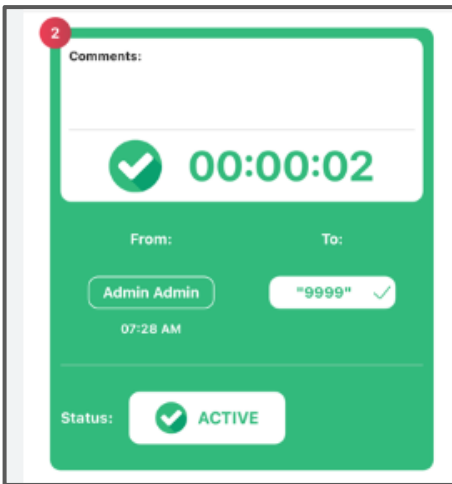




- Increasing instructional time
- Holding students accountable
- Data tracking/goal setting



- Guaranteed instruction on graduation requirements and post-high school planning
- Counselors pushing into classrooms at every grade level
 - 9th: What's a transcript?/Resources
 - 10th: Grad requirements and resources
 - 11th: College and Career Exploration
 - 12th: Senior meetings: College Applications/Post HS planning
- Currently 79% of MVHS students are onboarded to SchoolLinks



KEEP IT GREEN!



**X 3= Lunch detention
and conversation**



**= Phone call home and
E-pass max set to
one daily for 2 weeks**



Importance of a Districtwide Student Code of Conduct

Equitable Decision-Making

Common Expectations (Districtwide)

Supporting our Staff

Predictability and Transparency

Allows for Open Dialogue, Shared Understanding, & Empathy



**Translated in Spanish & Chinese*

**Visible to ALL via BLS Website*





2024-2025

Student Code of Conduct

Disciplinary Interventions and Responses to Student Conduct

A primary purpose of the district is to provide a high quality educational experience where all students experience success. As a community of learners, our commitment to the success of each and every student depends on the responsibilities of students, as well as the quality of relationships among students, families, teachers, administrators, and other school personnel.

PDF Documents

- [English](#)
- [Spanish](#)
- [Chinese \(Simplified\)](#)

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[Glossary of Terms](#)

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[Foundational Expectations & Leveled Responses to Student Behaviors](#)

[Infraction Level Determination & Response Options](#)

[Investigations in BLS](#)

[Suspension & Expulsion Process](#)

[Disciplinary Removals for Students with Disabilities \(SPED/504\)](#)

[Response to Substances on Campus](#)

[BLS Policies and Procedures](#)

Student Conduct Offenses

- [Codes #1 & #2](#)
- [Codes #3 & #4](#)
- [Codes #5 & #6](#)
- [Codes #7 & #8](#)
- [Codes #9 & #10](#)
- [Codes #11 & #12](#)

<https://bls.fyi/codeofconduct>



Breaking Down the Code of Conduct (Philosophy & Glossary)



Philosophy

Key Quote

"Promote a safe and respectful learning environment where all are treated in a fair, consistent, and non-discriminatory manner."

Glossary

Examples

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

Intervention: An effort to support a student gain skills in a particular area

Consequence: An outcome from a school incident/violation

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 appropriate to the conduct.

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. This level of intervention focuses on maintaining the safety of the school community. These *Major* behaviors shall be investigated by administration.

Breaking Down the Code of Conduct (Foundational Expectations)



Connected to Next Page...



Infraction Level Determination & Response Options

For each of the Student Conduct Offenses (pages 16-26) 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 (No Disciplinary Action Taken)
- *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)

Staff-Managed (Level 1)




Breaking Down the Code of Conduct (Level Determination & Response)

Administration-Managed (Levels 2-4)

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 *Trespassing
	*Purposeful and stated refusal to adhere to school rules and/or expectations

← Level 1 = Staff-Managed
Levels 2-3 = Administration

Breaking Down the Code of Conduct (Sample Code)

**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

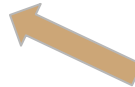
Minor and Major behaviors occurring at Levels 2-4 will be managed by Administration and/or Designee.

**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 (No Disciplinary Action Taken)
*Loss of Privileges
*Lunch Detention
*Campus Clean-Up
*In-School Suspension



Level 1 = Intervention(s) Only
Levels 2-3 = Intervention(s) AND Consequence(s)

**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)

*21 Student Conduct Offenses (for 24-25)

Utilizing the Code of Conduct (Scenario Time as Admin. Team)



Partner Collaboration

[Review Scenario & Information](#)

Recap "Investigation" Notes

Finalize Initial Team
Decisions/Outcomes

10-Minutes

Group Share Out

Discuss/Present Team's Scenario

Outline Team's Final
Decisions/Outcomes
(Interventions & Consequences)

React to NEW Information...

15-Minutes

Encouragement Relay



Collaboration



Directions

 5 Minutes

- Line up in two lines on opposite sides of the classroom.
- One person from each team goes to the middle of the room.
- High-five, fist bump, or elbow hello - or whatever fits you and say an encouraging word or phrase to each other. (Way to go! Keep Practicing)
- Move to the end of the line
- Next person up in line head out....





Thank you!
