

Caldera High School Student Handbook

[Updated 08/19/2024]



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Bend, OR 97702
(541) 355-5000**

Welcome to the Wolfpack!

This handbook covers the basic expectations, rules, and policies governing the way students, staff, and others relate within the high school community. The school staff and administration have the responsibility to ensure that all policies are administered fairly and equitably. Students and parents are encouraged to become familiar with the basic principles incorporated in this handbook. If you have questions about the content of this handbook please contact school administration.

Need to Report?

Anyone may report a bias incident, safety concern, or general complaint using the QR code on the “Speak Up” posters around campus or by using this [link](#)

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PACK Schoolwide Norms

The graphic features the title 'PACK Norms' in white, with the subtitle 'Clarity and Consistency' in orange below it. To the left, a paragraph reads: 'Making our purpose and our routines explicit by combining the work of teams and Tier I expectations.' In the center, the letters 'P', 'A', 'C', and 'K' are stacked vertically in large, bold, orange font. To the right of each letter is a norm: 'PURPOSE', 'ACCOUNTABILITY' (with the question 'How will I show up for others and my school?'), 'CHOOSE SAFETY' (with the question 'How do my choices promote safety in our community?'), and 'KINDNESS' (with the question 'How do I want to be treated? How do others want to be treated?'). The entire graphic is set against a dark blue background.

PACK Norms
Clarity and Consistency

Making our purpose and our routines explicit by combining the work of teams and Tier I expectations.

P **PURPOSE**

A **ACCOUNTABILITY**
How will I show up for others and my school?

C **CHOOSE SAFETY**
How do my choices promote safety in our community?

K **KINDNESS**
How do I want to be treated? How do others want to be treated?

Caldera Counseling Policies

Counseling Meetings

Students are expected to schedule a meeting with their counselor if there is something they would like to discuss. Students can schedule meetings through their counselor's Appointlet link. Students are responsible for arriving at their scheduled meeting on time by showing teachers the emailed confirmation on their student email. Counselors will not send notes for student-initiated meetings. The Counseling Office Drop-in hours are before school, during lunch, and after school. Families can also schedule counseling meetings through the same link.

Schedule Changes

Schedule changes will be processed in the first 10 days of each semester per district policy. All schedule changes must be submitted through the Schedule Change Request Form for that semester. Students must be the ones to initiate the request. Schedule changes are not guaranteed.

Counselors **will** consider schedule changes for the following reasons:

- I have already taken and passed a course that is in my schedule
- I am in the wrong level course
- I have an open period in my schedule that needs to be filled

Counselors **will not** consider schedule changes for the following reasons:

- Teacher/class period preference changes
- I want to be in the same class as a friend/peer/sibling
- I want a core class at a certain time of day due to sports or outside commitments

District Drop Policy

- If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal.
- If a student drops a course after the first ten (10) class sessions, the student will receive a drop "F." This grade will remain on the transcript and will be factored into the student's GPA.
 - The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. ([See district policy.](#))
 - In special circumstances, students may drop a class after ten days and enroll in an equivalent online version of the class up to six weeks into the semester and receive a "W" grade for the dropped class instead of an "F." *However*, if the student fails to enroll in **and** complete the online class, the "W" will be changed to an "F." Incompletes will not be given as a final grade.
 - To initiate any of these processes, set up a meeting with school counselor.

Freshman Schedule Requirement

Bend LaPine School District requires that all freshman students take a full course load. This means that even if a 9th-grade student would like to take a class online, they would still need to be enrolled in a full course load at Caldera. (See district policy).

Open Period Policy

At Caldera, only Seniors are allowed to have open periods in their schedule. Juniors may request an open period, but they will be required to make up that credit in another way (i.e. taking an online course, completing STC credit etc.). No Freshman or Sophomore students will be allowed to have an open period, except in cases of extenuating circumstances that are approved by an administrator. All open periods will be scheduled for the 1st or 8th period. For safety reasons, no student with an open period is allowed to be on campus during that time.

To initiate this process to get “The Open Period Request Form” set up a meeting with school counselor.

TA Policy

At Caldera, Sophomores, Juniors, and Seniors are able to be a Teacher’s Assistant (TA). As a TA, students may earn 0.5 elective credit per semester. Students can only TA one period per semester. It is the responsibility of the student to find a teacher to TA for. If a student does not follow the expectations of a TA, it will affect their ability to be a TA in the future.

To initiate this process, set up a meeting with school counselor.

Credit Recovery Classes

Students may repeat any course in order to improve their knowledge when a grade of “D” or “F” has been earned. A “D” or “F” indicates course completion, will be recorded on the transcript, and used in the GPA calculation. In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript. Both grades will be factored into the GPA calculation.

Integrated Wellness Class Policies

All 9th and 10th grade students must complete 2.0 credits of Integrated Wellness that encompasses Health 1 and PE 1 9th grade year and Health 2 and PE 2 10th grade year. If students take these classes online, the credit will default as elective credit and student will still need to take Integrated Wellness in person.

Taking classes at other High Schools

Caldera cannot guarantee that our students will be able to take specific courses at another high school. Counselors are happy to reach out to other high schools to check the availability of courses a student may be interested in. Students at their home schools are given priority so classes are subject to availability.

Attendance Policies & Procedures

Students who attend school regularly are more likely to have success in school, graduate on time, and positively reflect on their high school experience. Parents have 48 hours to clear an unexcused absence with the attendance office. Please reference the [attendance procedure](#) section from the Code of Conduct for disciplinary actions regarding unexcused absences.

- To report an absence, contact our 24-hour attendance line at **(541) 355-5015**.
 - We ask that families call at least one hour prior to pick up time, otherwise, we cannot guarantee that student will be waiting for pick up at the exact time requested.
- Parents have 48 hours to clear an unexcused absence with the attendance office.
- Students who leave campus during the school day are required to check out with the attendance office.
- Students returning to campus during the school day are required to check in with the attendance office.
- Pre-arranged absences may be made for non-illness or emergency absences, such as a dentist appointment.
- Families are encouraged to schedule vacation/appointments outside of instructional time.
- Codes: AEx (Absence Excused), AUx (Absence Unexcused), LEx (Late Excused), LUn (Late Unexcused) - Typically these codes are correct. If there is any question regarding attendance, student may check in with teacher. If there are additional concerns, please reach out to the attendance office.

The table below describes some common examples of excused and unexcused absences:

Examples of Excused Absences	Examples of Unexcused Absences
• Student Illness • Mandated Isolation Periods • Family illness or medical emergency • Bereavement • Religious Holiday • Participation in school-sponsored activity • School Suspension	• Cutting Class • Overslept • Missed bus • Leaving campus without checking out • Arriving tardy and not attending class • Left class early without permission • Something better than class came up • Extended bathroom breaks

Attendance related to athletics & school-sponsored activities

In order to participate in practice, contests or after-school activities students are required to attend classes for the full day. Failure to do so will result in forfeiture of that day's participation.

Contacting Students During the School Day

If a parent or guardian needs to contact their student, please call the attendance office at **(541) 355-5015**.

Makeup Work

It is the student's responsibility to find out what was missed and how to make up work when they are absent. Teachers and staff are eager to help students be successful, but students must take ownership for their learning experience at Caldera. Prior to returning to school, students should:

1. Develop a plan with teachers to make up work and recover missed learning.
2. Check Canvas to help understand what work was missed.

Student Safety

Bend-LaPine Schools uses the Standard Response Protocol to respond to threats on or near our campuses:

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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CHS Behavior Response Philosophy

Caldera High School strives to create a safe and positive community for students to learn and grow. [Student Management](#) procedures and actions and consequences will follow the district's [Code of Conduct](#). The following image is a representation of the district-wide disciplinary process.

We believe:

- Caldera Staff, Support Staff, Teachers, and Administration believe that a ‘one size fits all’ approach to discipline can interfere with a student’s ability to learn from their mistakes, and will do our best to personalize discipline when appropriate. We will work with individuals on an as-needed basis using a restorative lens holding students accountable using retributive consequences when possible.
- CHS will partner with families while using logical consequences to student actions with the goals of changed behavior at school and strengthening character for life.



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 <i>Co-Creation of Schoolwide Norms & Response Plans</i> 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.
1	LEVEL 1 <i>Classroom Interventions & Responses</i> 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.
2	LEVEL 2 This level of intervention involves school administration and/or designee and aims to correct behavior by keeping the student in school. These <i>Minor</i> behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.
3	LEVEL 3 This level of intervention may involve the <i>removal</i> of a student from the school environment based on the severity of the behavior. The duration of the suspension (<i>removal</i>), if issued, is to be limited while adequately addressing the student’s behavior. These <i>Major</i> behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.
4	LEVEL 4 This level of intervention involves the <i>removal</i> 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 <i>Major</i> behaviors shall be investigated by administration.

General District Policies

Cell Phones

Student Code of Dress

Student Searches & Questioning

E-bikes, Bikes, Skateboards, Scooters, One-wheels, etc.

All of these modes of transportation must be registered with permits visible. Students can register in the West Office.

Reporting & Responding to Harassment/Discrimination

Anyone may report bias incidents, safety concerns and general complaints to any school staff or by using the “Speak up!” QR code posted around the halls. Or click [here](#) to make a report or go to: <https://bit.ly/ReportBLS>

For more information, please see the [CHS Discrimination and Harassment Response and Policy](#) and [Discrimination Complaint Procedure](#)

Caldera Specific Policies

Student Entries

Students may enter through the East or West Entrance until 8:45. After 8:45, students may only enter through the East Entrance (on 15th St.). Students may not prop doors open or open doors for others, students may only enter through the East Entrance doors. All other entries are considered Emergency Exits and may only be used as an exit.

Food Delivery Services (Door Dash, Uber Eats, Etc.)

Food Delivery Services such as Door Dash, Uber Eats, and GrubHub are not to be used to bring food to the CHS campus.

Rotating Open 1st Period (10th -12th Graders)

10th-12th grade students have an open 1st period once every three school days.

Students who remain on campus during their open 1st period are allowed to be in two areas without a pass: 1) the commons (center area only, not near the gym or auditorium) and 2) the media center. In all of these areas, students must be seated, quiet, and focused. Students may not be on their phones at this time. **Students may not travel to any other part of the building.**

Community Neighbors

Students are expected to respect the local neighborhood that surrounds our campus, and be good stewards of our local community! Students shall not litter, loiter, trespass or be a nuisance to our neighbors.

Parking

A permit is required to park both vehicles and E-bikes/scooters on the Caldera Campus. Students may register for a permit in the West Office. Students may only park in designated student parking spots. Student parking is in the lot on the south side of the building and the area near the tennis courts. Failure to comply with these rules and the rules included in the parking registration form may result in student fines, vehicle being booted, or parking privileges being revoked.

Single-Use Restrooms

The single-use restrooms are for students, staff, and visitors. Occupancy must be limited to one occupant at a time and is for bathroom-related use only.

Video Surveillance

Caldera High School campus is monitored by security cameras. Camera footage may be used in school investigations.

Hall Passes

Students should carry a hall pass with them if going to the bathroom or getting water during class time. Hall passes will not be granted during the first and last ten minutes of class. Barring extenuating circumstances, students should not be out on the hall pass for more than 10 minutes.

Students must sign out before leaving with the hall pass. Students must hang their hall pass outside of the bathroom. No more than three students in the bathroom at a time when class is in session.

Open Periods

If a student has an open period (no scheduled class) they are able to leave campus. Once a student leaves campus during an open period, they are not permitted to return until after school. Students contributing to disruptive behavior will be escorted out of the building and possibly face further disciplinary actions.

On-Campus at Lunch

9th grade students are required to stay on campus during lunch. 10th - 12th grade students are encouraged to stay on campus during lunch. The commons, learning stairs, outdoor patios, and break-out rooms, are all open to students during lunch. Students are not permitted on the athletics fields, in locker rooms, or in unsupervised classrooms during lunch. Students must clean up after themselves. Food delivery services are not to be used to deliver food to CHS. If 9th grade students leave campus during lunch, consequences may apply.

Off-Campus at Lunch

Caldera has an open campus during lunch for 10th-12th graders. Students are expected to be good neighbors to our community and to return to school on time. All students returning from off-campus lunch need to re-enter the building via the student east entrance. Students getting food off campus should be advised that some teachers may not allow eating in their classrooms and should plan accordingly, making sure that they are on time to the class following lunch. Administration reserves the right to remove this privilege if it becomes a barrier to academic progress or behavior concerns.

Athletic Facilities

The athletic facilities, including the weight room, cardio room, stadium, outdoor fields, and gym, are closed during the school day unless being used for school-related activities with adult supervision.

Propping Doors, entering through Emergency Exits or Letting Individuals into the School

Students are not permitted to prop open any doors at any time, enter through the emergency exits, or open any exterior doors to allow other students to enter. This policy is in place to prevent any safety concerns from entering the building. All students must enter through the main office entrance.

Academic Integrity

Please review the [Caldera Academic and Honesty Policy](#).

Tardiness

Classroom tardies 1-4: classroom teacher will issue a warning to the student; teacher may contact home.

1. Initial tardy: teacher check-in
2. Tardies 3+: Teacher contacts home.
3. Tardies 4+: Teacher enters a behavior referral for the student. OCC will assign detention.

In addition, students with 6 or more tardies in one week will be assigned SIT the following week (ongoing). For after-lunch tardies, the OCC will run weekly sweeps.