

# ***CRESLANE ELEMENTARY SCHOOL***



***Safe - Respectful - Responsible***

## ***STUDENT/PARENT HANDBOOK 2022-2023***

Creslane Elementary School  
996 W A Street  
Creswell, Oregon 97426

Main Office (541)-895-6140      Office Hours 7:00am-3:30pm M-F

Attendance line (541)-895-6189      School Hours 8:00am-2:30pm (Wednesday early dismissal @1:00)

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# Welcome Students, Parents/Guardians to Creslane Elementary

Dear Parents/Guardians,

As members of the Creslane Community, your child is our highest priority and we value the relationship with our families. This next year we look forward to a collaborative working relationship where we, together as a team, support students to achieve academic success.

Communication between home and school is important. This handbook was developed to provide information to help you in understanding the expectations and procedures necessary to have a successful experience at Creslane Elementary School.

Parents/guardians and students should review this handbook together as a family, become familiar with it, and keep it as a resource to answer questions you may have during the year.

The 22-23 school year will be an exciting year for our Mustangs. Thank you for partnering with us in this new school year.

Sincerely,

Amy Halley, Principal

Summer Martin, Assistant Principal

## 1.2 CRESLANE SCHOOL PHILOSOPHY

### WE BELIEVE:

- Each child is a unique individual who learns and grows at his own rate.
- Children should have the opportunity to develop physically, mentally, socially, and emotionally in a balanced program.
- Children learn by doing-through a variety of materials and experiences.
- In acceptable behavior with freedom to explore, investigate and make choices.
- In close communication, involvement and cooperation between parents and teachers.
- The child's first and most important teacher is the parent.

### AS A PARENT-TEACHER TEAM WE CAN:

- **REALIZE** what an important role we play in the education of the child.
- Understand the need for a close **PARTNERSHIP** between parent and teacher to help the child get the best education.
- Take an **INTEREST** in and try to **UNDERSTAND** the goals of both the child and the school.
- Give **PRAISE** for success.
- **KEEP IN CLOSE TOUCH** with school. Feel free to call and ask for conferences.

## 1.3 CRESLANE STAFF



Amy Halley                      Principal  
Paula Spriggs                Secretary

Summer Martin              Assistant Principal  
Kathy Smith                Secretary

## KINDERGARTEN

Jane Hyde (Rm. 7)  
Nastalia Raines (Rm. 10)  
Debbie Larson (Rm. 11)  
Mary Lou Greene (Rm. 12)

## 1st GRADE

Chris Castro (Rm. 1)  
Ashley Barrett (Rm. 6)  
Jenna Langan (Rm. 2)  
Avery Morehead-Hutsell (Rm. 3)

## 2nd GRADE

Fran Waller (Rm.8)  
Jessica May (Rm. 4)  
Josh Biederman (Rm. 9)  
JoAnn Watson (Rm. 5)

## 3rd GRADE

Rebecca Hodges (Rm. 19)  
Jenna Knapp (Rm. 20)  
McKenzie Vreeland (Rm. 24)  
Jocie Roberts (Rm. 23)

## 4th GRADE

Jodi Cunningham (Rm. 26)  
Maria Saputo (Rm. 28)  
Anna Korinek (Rm. 28)  
Kristi Kruger (Rm. 29)  
Kimberly Durkee (Rm. 27)

## 5th GRADE

Ashleigh Thayer (Rm. 21)  
Janey Willis (Rm. 22)  
Dawn Dean (Rm. 30)

## SPECIALISTS

Vacancy: School psychologists  
Jill Hermansen (Speech and Lang.)  
Charli Bennett (Sp. Ed. Rm. 16)  
Stephanie Shoemaker (Sp. Ed. Rm. 17)  
Kristenia Johnson (CLC, Rm. 33)  
Bethany Cross (ELL, Rm. 15)  
Erik Telfer (Music)  
Hannah Thomas (P.E.)  
Shawna Bradley: (School Improvement Specialist Rm. 14)  
AJ Matthews (Nurse)  
Vacant (Counselor)  
Sherry Meeker (Behavior Interventionist)

## FOOD SERVICE

Donna Tyler (Kitchen Manager)  
Jennifer Ronan  
Geneva Weber

## CUSTODIAL STAFF

Crystal Ericson (Head)  
Kobe Spencer  
Tyler Reid

## EDUCATION ASSISTANTS

Diana O'Brien (ELD)  
Luanda Simon  
Cieria Franklin (Family Supports)  
Taylor Sanders  
Sarah Stephens  
Bill Freid  
Cami Stubbs  
Jeniffer Shelton

Hannah Pinkham  
Selena Catalano  
Andrea Williams  
Debbie Windheim  
Steffanni Lee (Library & CMA)  
Kim Varo (ELD)  
Kaitlyn Orr  
Kristen Shroy

Chris Cooper  
Bridget Fergason  
Kimberly Windheim  
Jennifer Currier  
Luke Pietz  
Nicole Urenda

## 1.4 CRESWELL SCHOOL DISTRICT STAFF

Mailing Address: 998 West A Street Creswell, OR 97426

Telephone: (541) 895-6000

Fax: (541) 895-6019

Mr. Mike Johnson	Superintendent
Ms. Marilyn Cruzan	Superintendent and Board Secretary
Mrs. Amy Aguero	Director of Student Services
Mrs. Chanel Green	Business Manager
Ms. Breanna Manzone	Asst. Deputy Clerk
Ms. Vickie Brown	Accounts Payable
Ms. Sarah Hanson	District Transportation Supervisor
Mr. Joel Higdon	Director of Technology and Maintenance
Mrs. Julie Ward	Communications & Community Engagement Coordinator

## 1.5 CRESWELL SCHOOL BOARD OF DIRECTORS

Mrs. Lacey Risdal, Board Chair  
Mr. Mike Anderson,  
Mr. Mark Parker  
Mrs. Debbie Wilkerson  
Mrs. Kandice Lemhouse – Worsham  
Mr. Tim Rogers  
VACANCY

***\*School Board Meetings occur the second Wednesday of every month at 7pm.***

## 1.6 SCHOOL SUPPLY LISTS

<b>Kindergarten</b>	<p><b><u>Please DO NOT label any supplies:</u></b></p> <p>2 Box of <b>Crayola Crayons</b> – 24 colors  1 Box of <b>WaterColor Paints</b> (8 colors, Crayola or Prang)  12 Elmer <b>Glue Sticks</b>  1 Bottle of Elmer’s white or school <b>glue</b>  2 Boxes of <b>Colored Pencils (12 per box, please!)</b>  2 Boxes of <b>Crayola markers</b> (one broad tip and one fine tip)  3 Packs of Clorox sanitizing wipes  2 Packs of Expo black dry erase marker, fine point</p> <p><b><u>Please label ONLY these supplies:</u></b></p> <p>1 Pair of headphones  1 <b>Backpack</b>-Large enough for a 10”x13” Friday Folder and library book  1 Pair of <b>Scissors</b> (Fiskars or Crayola, preferred metal blades)</p> <p><i>**other supplies may be requested once your child is placed in their class</i></p>
<b>1st</b>	<p><b><u>Please DO NOT label these supplies:</u></b></p> <p>2 box of 24 Crayola Crayons  24 <b>sharpened</b> pencils (plain only, no colors)  1 box of Crayola Classic washable markers (no pastel, bold, or fine tipped)  12 glue sticks  1 12oz. Bottle of hand sanitizer  2 large boxes of facial tissue  2 containers of Clorox or sanitizing wipes</p> <p><b><u>Please label ONLY these supplies:</u></b></p> <p>2 sets of comfortable “<b>earbuds</b>” or headphones for computer use (<b>these will remain at school</b>)</p>

	1 pair Fiskar scissors 1 Crayola watercolor paints (bright colors) 1 pencil box (approx. 8"x5"x2.5") 1 backpack, large enough to carry Friday Folders and large library book
<b>2nd</b>	1 Pair of Wired Headphone/Earbuds (These will remain at school) 2 Solid Color Plastic Folders 24 Ticonderoga Pencils 1 8x5 Supply Box 3 Large White/Pink Erasers 1 Box of Crayola Crayons (24 count) 2 Composition Notebooks 2 Elmer's Glue Sticks 1 Pair of Safety Scissors 1 Box of Tissues 2 Yellow Highlighters 2 Packs Fine Tip Black Expo Dry Erase Markers 1 Backpack
<b>3rd</b>	<u>Please label all supplies with your child's name:</u> 1 Pair of headphones 36 #2 pencils, sharpened (Ticonderoga) 10 glue sticks 1 large box of Kleenex 3 pink erasers 1 pkg. pencil top erasers 1 Package of Clorox Wipes 1 backpack 1 box of 16 Crayola watercolor paints 1 small plastic pencil box w/lid (8 ½ x5 ½) 1 box 24 count Crayola crayons 1 pair of Fiskars student scissors 1 box classic colored markers, wide tipped 2 wide ruled composition notebooks 1 12 oz. bottle of hand sanitizer <b>NO PENCIL SHARPENERS, BINDERS, DIVIDED NOTEBOOKS or COLORED PENCILS</b>
<b>4th</b>	1 Pair of headphones 4 dozen pencils #2 – Ticonderoga only 2 Large erasers <b>OR</b> 2 packages pencil top erasers, <b>(your choice)</b> 2 boxes of 24 crayons 2 spiral lined notebooks (8.5x11) 1 pair of student sized scissors 2 Glue sticks 1 supply box 2 boxes of tissue 1 set of watercolors 1 1" white 3-ring binder with clear pocket cover <b>NO personal pencil sharpeners.</b> <b><u>Optional supplies that would be appreciated:</u></b> Hand Sanitizer
<b>5th</b>	2 packs Crayola ( <b>only Crayola</b> ) colored pencils 2 packs Crayola ( <b>only Crayola</b> ) markers 1 (1-inch wide) 3-ring binder <u>with the cover that allows you to insert a paper.</u> 1 adult size scissors 4 glue sticks 4 dozen <b>Ticonderoga</b> pencils (to be shared communally) *we could always use additional pencils 1 individual pencil sharpener with cover 2 white Hi-Polymer erasers 1 large package pencil top erasers (to be shared communally)

	3 large boxes of tissue 3 large containers Clorox sanitizing wipes 2-3 black Sharpies 1 set of comfortable “earbuds” or headphones for computer use ( <b>these will remain at school</b> ) 1 spiral notebook *School will provide: 1 Supply boxes per student, 2 white binders per students
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## 1.7 STUDENT REGISTRATION

Kindergartners must be five years old **on** or **before** September 1<sup>st</sup>.

First graders must be six years old **on** or **before** September 1<sup>st</sup> of the current school year to enter the first grade. This is in accordance with state law. A year of successful kindergarten experience is a requirement for potential early admission to first grade.

Bring your child’s birth certificate or proof of birth (Birth Certificate, Hospital Certificate, and Baptismal Certificate) to school as it is **required** for registration. The certificate will be recorded and returned.

State laws **require** that all students entering school in Oregon must have all immunizations required, for prevention of communicable diseases. The only exceptions are those children whose health will not permit immunizations and those families whose religion forbids immunization. Medical exemptions require a statement from a doctor. To claim a nonmedical exemption visit [www.healthoregon.org/vaccineexemption](http://www.healthoregon.org/vaccineexemption).

Current information including parent’s name, home and business phone numbers, doctor’s name, and emergency phone numbers must be on file in the office. Please up-date the information if there are any changes. It is **essential** to have correct and current information. **Whenever you have a change in address, phone numbers, email address or emergency contacts, please contact the school office or make changes in Home Access.**

### Homeless Students:

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

### Student Withdrawals:

Advance notice of at least one day would permit preparation of the records, collection of belongings, to insure a successful transition.

## 1.8 KINDERGARTEN EARLY ADMISSION GUIDELINES

Children who will be 5 years old on or before September 1 of the school year are eligible to [enroll in kindergarten](#). If your child turns 5 later in September and you believe he or she would qualify for and benefit from advanced grade placement, you may request early entry for your child.

- **Age requirement:** To be eligible to request early admission, your child must be 5 years old on or before September 30 of the upcoming school year. The Creswell School District will evaluate early admission requests only for those students whose birth dates are in September. *No exceptions* will be made for children born after September 30.

- **Residency requirement:** Families who wish to request early admission within the school district, or from another school district into Creswell, must first be approved for early admission before they may submit a transfer request.

#### Process for early entry requests:

- **Application:** Complete and submit the [early admission request form](#) between May 1 and August 1. No applications will be accepted past the August 1st deadline.
- **Assessment:** Assessment takes place in August. Students must achieve a score of 97% or above for placement. An assessment will be scheduled with and completed by a private psychologist that the parent chooses **or** you may use a district selected School Psychologist for a fee of \$100. Should you choose to use the district's School Psychologist, you will be notified of the date and time for your child's assessment. Depending on when your application is submitted, assessments will be scheduled in May, June and August. Your child's assessment will take approximately 30–45 minutes and will cost \$100.
- **Review and recommendation:** The Early Entry Assessment Team and the Creslane school administrator will review the data, make a recommendation, and notify you of whether your child's request for early entry has been accepted or denied.
- **Cost:** The cost of the early entry assessment is only necessary when using district personnel. The cost is \$100. Payment may be submitted at the time of your child's assessment. Checks should be made payable to Creswell School District.

The evidence for early entry indicates that in order to be successful not only in kindergarten but also for the following 12 years in school, the students need to be exceptionally strong candidates. Because an early entered student will be the youngest in his/her class, the student's academic strengths will help offset some of the issues many younger students face, such as physical or social immaturity.

For more information please see district policy JEBA:

<https://policy.osba.org/creswell/search.asp?si=75853865&pid=r&nsb=1&n=0& charset =windows-1252&bcd=%F7&s=creswell&query=early+entry>

## 1.9 DAILY LUNCH AND BELL SCHEDULE

TIME	M/T/Th/F SCHOOL DAY
7:50 am	STUDENTS REPORT TO CLASSROOM
8:00 am	CLASSES BEGIN
2:25 pm	KINDER SCHOOL DISMISSAL BELL, AND BUS RIDERS
2:30 pm	1-5 GRADE SCHOOL DISMISSAL BELL

TIME	(Wednesday) Early Release
7:50 am	STUDENTS REPORT TO CLASSROOM
8:00 am	CLASSES BEGIN
12:55 pm	KINDER SCHOOL DISMISSAL BELL, AND BUS RIDERS
1:00 pm	1-5 GRADE SCHOOL DISMISSAL BELL

### Recess before Lunch

All students at Creslane have recess before they eat lunch. Across the country, schools with recess before lunch have seen positive results. By having recess BEFORE lunch, kids eat more because they are not trying to hurry outside to play, less food is wasted, students return to class calmer, students have fewer post-lunch stomach aches, better behavior, and as a result instruction time is increased and maximized. Additionally, reports indicate that there are fewer recess discipline incidents when recess is prior to lunch for students.

### Recess and Lunch Schedule

GRADE	RECESS	LUNCH
-------	--------	-------

K	10:30-10:50	10:50-11:10
1	10:45-11:00	11:00-11:25
2	11:00-11:20	11:20-11:40
3	11:30-11:50	11:50-12:10
4	12:10-12:30	12:30-12:50
5	11:55-12:15	12:15-12:35

## 1.10 Arrival & Dismissal

### BREAKFAST

- Each day the cafeteria will open at **7:40 for breakfast eaters only**. Students not eating breakfast will wait at their arrival door until the 7:50 bell rings. Students who enter for breakfast will remain in the cafeteria until 7:50.

### ARRIVAL

- Each morning the doors will open at 7:50 and students will go straight to class. **Please do not drop students off before 7:45** when supervision begins.
  - KG, 1st and 2nd grade students will enter the doors East of the library.
  - 3rd, 4th and 5th will enter the West doors near the cafeteria.
- All students arriving after the 8:00am bell need to report to the office to check in.
- All visitors and volunteers must sign in to the office before entering the building.

### DISMISSAL

- Follow the directions of our adults and students on safety patrol.
- Be prompt when picking up your child after school. (We do not have supervision after 2:45).
- Have “go-home” plans communicated with your child and your child’s teacher.
- Please keep your pets at home or in ventilated vehicles. We ask that you keep animals away from students.
- Kinder and first grade students will be dismissed to the East parent pick-up lane and our 2nd-5th grade classes will use the West parent pick-up lane. Older students can meet their younger (K-1) siblings at the East lane.
  - Should the car line spill out onto “A” street please be considerate and do not block the neighbors’ driveway, crosswalks, or thru-traffic.
  - For the West (2nd-5th grade) pick-up lane, line cars up on Meadow heading East into the parking lot to avoid blocking the intersection on 10th & “A”.

Academic groups run until the very end of the school day. Please be aware your student is missing instruction if they leave early for an appointment.

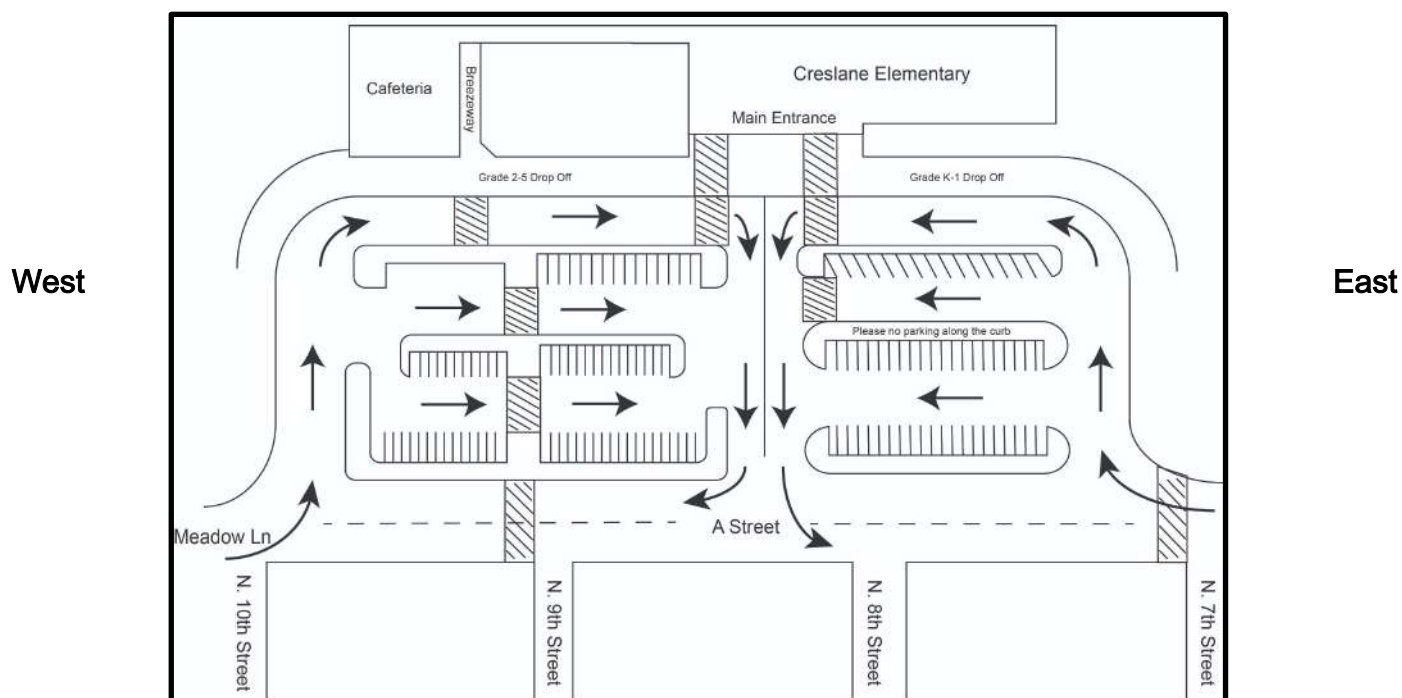
The end of day is busy in our office so please communicate changes to dismissal routines prior to 2pm.

### **Parent pick -up lanes:**

East Entrance: Kinder and first students.

West Entrance: Second, Third, Fourth, Fifth grade students.

North



Pay close attention to the do's and don'ts of parent pick-up and drop-off listed below. We at Creslane want these times of the day to run efficiently and smoothly to save you time, but more than that, we want your children to be SAFE. As a friendly reminder we ask that you treat our staff and safety patrol members with respect. They are working hard for the safety of your children.

DO	DON'T
Pull-up as far forward as you can so you are right behind the car in front of you.	Please do not drop your child off at school before 7:45. They can not enter the building until 7:50 and there won't be supervision before 7:45.
Stay in your car. Use a designated parking spot if your child needs help loading/unloading. Have your children ready to exit the vehicle quickly.	Please do not park in the crosswalks, on the grass, or along marked curbs in the parking lot.
USE THE CROSSWALKS, and wait for a safety patrol student to stop oncoming traffic.	Please do not park in a disabled parking space without a placard clearly displayed.
Wait in the designated parent waiting area if you are not in your car.	Please do not block crosswalks or intersections while waiting in the pick-up lane
Park in designated spaces, not along curbs that block parked cars from exiting.	Please do not walk through traffic to cross the parking lot or the street. Use the crosswalks.
Have children load vehicles on the curb side (depending on what drive through lane you are using this could be the passenger or the driver's side)	Please do not cross traffic at the exit to the parking lot. (right lane turns right, left lane turns left)

*If you are looking for childcare options, Champions has before and after-school care conveniently located at our school. Registration is required through their website <https://www.discoverchampions.com/our-locations/creswell/or/001896>.*

## **SECTION II: NUTRITION**

## 2.1 MEAL PURCHASES

Students should buy meals or milk before school. Students are urged to buy meals and milk by the week or month.

All student and adult meals are purchased in the lunchroom or in the District Office. Applications for free and/or reduced meals are available upon request. A school calendar/menu is given monthly to each student.

## 2.2 STUDENT MEAL PRICES

MEALS	COST
BREAKFAST	\$1.55
LUNCH	\$2.95
MILK	\$.50
JUICE	\$.50

## 2.3 ADULT MEAL PRICES

BREAKFAST	\$2.50
LUNCH WITH ONE ENTREE	\$4.65
MILK	\$.50
JUICE	\$.50

## 2.4 FOOD ALLERGIES

Students with food allergies need to bring a written statement from the doctor to be kept on file in the school with the School Nurse.

## 2.5 WELLNESS POLICY

The full policy can be read on the Creswell School District website or requested from the office.

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and well-being. To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, a nutrition program has been developed. The program shall reflect the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition services providers, as appropriate. It is the intent of the Board that district schools take a proactive effort to encourage students to make nutritious food choices.

## 2.6 DISTRICT COMPREHENSIVE AGE-APPROPRIATE NUTRITION PROGRAM

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:



“Foods of minimal nutritional value (FMNV)” means: Carbonated soft drinks, Chewing gum, Water ices, Certain candies made predominantly from sweeteners such as hard candy, licorice, jelly beans, gum drops, marshmallows, fondant, cotton candy and candy-coated popcorn.

In keeping with the district’s nutrition program goals, all classroom reward or incentive programs involving food items shall exclude all items listed in FMNV definitions and supplant with healthier choices when possible.

## **SECTION III: TRANSPORTATION**

### **3.1 TRANSPORTATION TO AND FROM SCHOOL**

At the beginning of the school year, parents should communicate their child’s means of transportation to and from school (walking, bus, etc.) to the teacher. Students shall be expected to go home in this way for the remainder of the school year. **EXCEPTIONS shall be made only when a child’s parent or guardian has given his/her written or oral permission.** For oral permission to be granted a school adult must talk with parent/guardian.

- **Walkers:** Students who walk to school should not arrive prior to **7:45 a.m.** Be sure your child understands the safest route between home and school.
- **Bikers:** Students who bike to school should not arrive prior to **7:45 a. m.** Be sure your child understands the safest route between home and school. Bicycles are to be parked immediately upon arrival at school and left alone. Students are requested to lock their bicycles securely. Helmets are required according to State Law. Upon arrival to campus students should walk the bike to the bike racks. **For safety, students should *stay on side- walks and not ride through the parking area in front of the school.***
- **Bussers:** Bus transportation is provided for students who live beyond one mile from the school. Students will enter the East doors, head to the gym, and wait until released to the classroom at 7:50.
- **Private Vehicles:** Students who come by private vehicle should not arrive prior to 7:50 a.m.

### **3.2 COMMUNICATING CHANGES IN TRANSPORTATION - IN WRITING**

Adult communication must be given to the office staff or a teacher each time there is a change in means of transportation. Students are expected to follow the go home plan determined by their parents.

Exceptions will be made when the student’s parents or guardian has given **written permission** or has called to confirm that the student can go elsewhere or change his/her means of transportation. Students who attend organized youth groups on a regular basis will not need a written note each time after the first meeting.

### **3.3 LEAVING DURING SCHOOL HOURS**

To provide continuous learning it is requested that parents/guardians limit taking students out during school hours. Parents or guardians must notify the school office to pick their children up during school hours. This rule will be strictly enforced to protect the children. Your cooperation in this matter is necessary and appreciated.

### **3.4 BUS REGULATIONS AND EXPECTATIONS**

The school district provides bus transportation for all students who live more than one mile from school. Rules are posted on each bus and students are required to know and abide by them. Students who fail to follow expectations enforced by the bus driver and/or general bus regulations may lose their right to ride the bus.

These are the regulations posted in the buses as specified by the State Board of Education:

- Students being transported are under the authority of the bus driver.
- Students shall obey the orders of the school bus patrol.
- A time schedule shall be posted in the bus and it shall be followed.
- Students shall walk on the left side of the road facing oncoming traffic when coming to meet the bus.
- Students shall be on time for the bus, both morning and evening.
- Students shall remain seated while the bus is in motion.
- The bus drivers may assign seats to pupils.
- The bus driver shall instruct pupils how to cross the road.
- Students shall not extend their hands, arms, or heads through the windows.
- Students shall have written permission to leave the bus other than at home or school.
- Students should converse in normal tones; loud or vulgar language is prohibited.
- Students should not open or close windows without permission.
- Students shall keep the bus clean and must refrain from damaging it.
- Students shall be courteous to the driver, to fellow pupils, and passers-by.
- Students who refuse to obey the directions of the driver promptly or refuse to obey regulations forfeit their right to ride on the buses. Any questions concerning the enforcement of the bus regulations are to be directed to the bus supervisor at 895-6009.

### **EXPECTATIONS ON THE SCHOOL BUS**

Be seated on your bottom  
Keep your hands and feet to yourself  
Use a quiet, indoor voice  
Be respectful of everyone on the bus

## **3.5 SCHOOL BUS CITATION PROCESS**

1. Warn the student(s) and if disruptive behavior continues, begin the citation process.
2. Citations will be issued for violation of rules governing pupils riding school buses (OAR 581-53-010) as posted in each school bus, distributed to students annually, and published in the transportation handbook, in the following manner:
  - a. **First Citation**—Must be signed by a school administrator and parent before the student may ride the bus again.
  - b. **Second Citation**—Student is suspended from riding the bus for a period of 1-5 days (administrators discretion).
  - c. **Third Citation**—Student is suspended from riding the bus for a period of 5-10 days (administrators discretion).
  - d. **Fourth Citation**—Student is expelled from bus.

All suspensions and expulsions from school bus privileges under provisions contained in OAR 581-21-065 (1) through (3) and all applicable procedures consistent with OAR 581-53-002 (9), OAR 581-53-010, ORS 343,363, PL 94-142, and PL 101-476.

Suspension for students shall be limited to ten school days for each incident, with the exception of special education students whose suspension shall be limited as provided by law.

**NO STUDENT WILL BE PUT OFF THE BUS FOR DISCIPLINARY PURPOSES OTHER THAN AT HIS/HER DESTINATION OR RETURNED TO SCHOOL AUTHORITIES.**

### **3.6 EMERGENCY SCHOOL CLOSURES**

The necessity may arise during the year to close school due to inclement weather or emergencies. In the event of an emergency school closure, you will be notified via Flash Alerts. You can also access details related to the school closure on our district website, district facebook page, and will receive communications from school administrators. News of the closure will also be broadcasted over the Eugene radio/tv stations.

### **3.7 ALTERNATE ROUTES - INCLEMENT WEATHER**

During inclement weather the buses may use the Inclement Weather Routes which will be communicated by the transportation department.

## **SECTION IV: ATTENDANCE**

### **4.1 OREGON STATE LAW**

Oregon School Law requires attendance at a public school for every child from the age of 5 to 18. **It is your responsibility to make sure your child attends regularly and on time.**

### **4.2 LEGAL REQUIREMENTS FOR ABSENCES**

ORS 339.065: (1) "The principal or teacher shall consider all unexcused absences. (2.) Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.(3) Any pupil may be excused from attendance by the district for a period not to exceed five days in a term of three months or not to exceed 10 days in any term of at least six months. Any such excuse shall be in writing directed to the principal of the school, which the pupil attends.

### **4.3 ABSENCES**

Regular attendance is essential for students to acquire the necessary skills for successful progress. The parent should notify the school of a planned absence in advance, if possible. Students returning must bring a note from home stating the reason for the absence. When making doctor or dental appointments try to schedule them on non-school days. Students should make an effort to be in attendance before and after doctor or dental appointments. The end of the day can be a hectic time with teachers preparing students for dismissal. We also strongly discourage parents from checking their child out of school the last 10 minutes of the school day.

### **4.4 MAKE UP WORK/ABSENT**

Students are expected to make up work missed due to absence. Make-up work is the student's responsibility. When you know ahead of time that your child will be out for two or more days, please make arrangements with the classroom teacher to get class assignments.

### **4.5 TARDY**

Students who arrive after 8:00 a.m. are marked tardy. Tardy students report directly to the office to check in before going to class. Students will receive a tardy slip that is turned in to the classroom teacher. Please send a note explaining tardiness. Being on time to school each day is an essential part of the learning process.

## **SECTION V: SCHOOL ILLNESS AND FIRST AID**

Parents/Guardian or a designated person will be contacted if their child gets sick or is injured at school and needs treatment or should go home.

## 5.1 STUDENTS SHOULD STAY HOME FOR THE FOLLOWING REASONS

- Sore throat
- Exposure to any communicable disease
- Swollen glands
- Diarrhea
- Vomiting
- Severe cough
- Fever over 100.4F
- Uncommon rash, blisters
- Head lice, lice nits, or fleas

## 5.2 MINOR ACCIDENT

If a minor accident occurs, first aid will be administered. No care beyond first aid will be given at school by district employees and/or volunteers. First aid is defined as: temporary care given in case of an accident or sudden illness.

## 5.3 ACCIDENT INSURANCE

School accident insurance is available for those who want full coverage or coverage during school hours. Insurance claim forms are available at the office. Students must report accidents to the school staff in charge at the time. School staff will report accidents that occur under their supervision on the same day the accident happens.

## 5.4 MEDICATION

Health regulations forbid giving prescription medications to students without written doctors and parents instructions. A note from the parent is required to dispense non-prescription medications.

- **All** medication is to be brought to school by a parent/guardian with a signed authorization to dispense medication form.
- **All** medicines must be in the original prescription bottle, have the student's name and dosage listed on the container, and be kept in the office. **(Except for inhalers.)**
- **All** non-prescription medication (Tylenol, cough drops, etc.) needs to be in its original unopened container with a signed authorization form on file in the office.
- **All** medication will be locked in the office and administered by trained staff. Students in possession of unauthorized medicines are in violation of school policy.

## SECTION VI: POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

### 6.1 WHAT IS PBIS?

Creslane is a Positive Behavioral Intervention and Supports (PBIS) school. Our discipline policy strives to be predictable, positive, safe, and consistent. The students know what is expected of them because the rules are modeled and explicitly taught in all school settings.

The goal of Creslane's discipline policies is to change undesired and unsafe student behaviors while promoting and rewarding safe, respectful, and responsible student behaviors in all school settings.

**The 3 main rules at Creslane are:**

Be Safe  
Be Respectful  
Be Responsible

### 6.2 PBIS BEHAVIORAL REINFORCEMENTS AND INTERVENTIONS

- Reinforcement strategies:

- **“Mighty Mustang” Tickets**
  - The purpose of the “Mighty Mustang” tickets is to reinforce the school’s expected behaviors. Small blue “Mighty Mustang” tickets are handed out to students who are “caught” being safe, respectful, and responsible.
- **Positive Referrals**
  - Students will be awarded positive referrals by staff for going above and beyond and helping to make Creslane a better place to be. When students are awarded a positive referral the school administration will make a positive phone call home to the parents.
- **Mustangs of the month**
  - Monthly, each teacher will choose a student to be the Mustang of the Month. The criteria for choosing these students may include: exemplary behavior, good citizenship, academic excellence, improvement, etc. Students will receive a certificate and their picture will be taken.
- **Documented interventions:**
  - **Minor Referral: “Whoa”**
    - “Whoas” are warnings for smaller behaviors to hold students accountable for their undesired behaviors and to help remind students of the three rules. “Whoas” are issued to students when they are not being safe, respectful, and responsible. The staff member that observed the undesired behavior documents the “Whoa” and submits the “Whoa” to the office. Parents should expect communication from the classroom teacher.
  - **Major Referrals:**
    - The purpose of a referral is to inform parents/guardians of a major behavioral issue or a continual behavioral issue at school. A referral documents the behavior as well as the consequences for the unacceptable behavior. Referrals are delivered to the school administrator and sent home. Parents should expect communication from the school administrator.

## 6.3 PBIS SCHOOL-WIDE CELEBRATIONS

Individuals who follow school rules are rewarded with positive reinforcements ranging from praise to “Mighty Mustang” tickets to school-wide celebrations of outstanding student behavior. The effectiveness of our discipline system greatly depends on the cooperation and support of the family so we appreciate you working with us to promote safe, respectful, and responsible student behaviors.

## **SECTION VII: SCHOOL-WIDE RULES AND EXPECTATIONS**

### **7.1 CRESLANE GENERAL SCHOOL RULES AND EXPECTATIONS**

Creslane Behavior Matrix

	<b>Be Safe</b> Walking feet Hands, body, objects to self Be where you are expected to be	<b>Be Respectful</b> Treat others the way you want to be treated Use kind words Appropriate level voice	<b>Be Responsible</b> Follow directions the first time Engaged listener and learner Use tools correctly
<b>BUS</b>	<ul style="list-style-type: none"> <li>● Back to back, seat to seat, feet to floor</li> <li>● When the lights go on, your voice stops</li> </ul>	<ul style="list-style-type: none"> <li>● Use conversational voices on the bus</li> <li>● Wait your turn to enter and exit the bus</li> </ul>	<ul style="list-style-type: none"> <li>● No food or drink on the bus</li> <li>● Clean up after yourself</li> <li>● Stay in your seat</li> </ul>

<b>Arrival/ Dismissal</b>	<ul style="list-style-type: none"> <li>Stay on sidewalks and cross at designated crosswalks</li> <li>Walk your wheels while on school grounds</li> <li>Wear your helmet while using wheels</li> <li>Watch for cars - look both ways</li> </ul>	<ul style="list-style-type: none"> <li>Stay on the sidewalk</li> <li>Allow others to pass</li> <li>Store wheels in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Follow your "go-home" plan right away</li> <li>Pay attention to your surroundings</li> <li>Check out with teacher</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Sit with feet on the floor at designated table</li> <li>Face forward</li> <li>Only eat and touch your own food</li> <li>Keep all food in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Use good table manners</li> <li>Allow anyone to sit next to you</li> <li>Talk when you are finished chewing</li> <li>Participate in appropriate conversations</li> </ul>	<ul style="list-style-type: none"> <li>Remember your lunch number</li> <li>Raise your hand and wait for help or dismissal</li> <li>Pick up and clean your area</li> <li>Stop, look, and listen when signal is given</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Push in the chairs when you are finished using them</li> <li>Wait for your teacher's signal before leaving</li> </ul>	<ul style="list-style-type: none"> <li>Use a whisper voice</li> <li>Treat books with care</li> <li>Wait your turn to check-out</li> </ul>	<ul style="list-style-type: none"> <li>Remember your number to check out</li> <li>Return library books on time</li> <li>Use shelf markers and return books to their spot.</li> </ul>
<b>Assembly / Special Event</b>	<ul style="list-style-type: none"> <li>Wait for dismissal</li> <li>Walk through aisle, rather than on benches</li> <li>Seat to seat, feet to floor</li> </ul>	<ul style="list-style-type: none"> <li>Be an active listener</li> <li>Use 4As of Audience: Attend, Applaud, Appreciate, Allow</li> </ul>	<ul style="list-style-type: none"> <li>Remain quietly seated until dismissed</li> <li>Arrive on time</li> <li>Keep the space clean</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Use urinal, sink, toilet, and facilities correctly</li> <li>Wash hands with soap and water</li> <li>Keep feet on floor</li> <li>Keep bathroom floor clean and dry</li> </ul>	<ul style="list-style-type: none"> <li>Limit conversations</li> <li>Give people privacy</li> <li>Keep lights on</li> <li>Put paper towels in garbage cans</li> <li>Use only the supplies you need</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet after you are finished</li> <li>Quickly exit when finished in the restroom</li> <li>Report bathroom issues to a staff member</li> <li>Use bathroom with permission and at appropriate times</li> </ul>
<b>Hallway, Courtyard, Common Area</b>	<ul style="list-style-type: none"> <li>Face forward</li> <li>Be aware of surroundings</li> <li>Keep hands and bodies off walls</li> <li>Feet on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Greet others with silent hello (wave, smile)</li> <li>Wait your turn quietly and patiently</li> <li>Walk on the right, unless directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Put garbage in garbage cans</li> <li>Stay behind the person directly in front of you</li> </ul>
<b>Playground Gym/PE</b>	<ul style="list-style-type: none"> <li>Stay in view of the recess duty staff</li> <li>Be aware of games</li> <li>Stay inside gates and do not exit the school grounds without permission</li> <li>Benches are for sitting</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone in games and activities</li> <li>Follow all game and equipment rules</li> <li>Take turns and share</li> <li>Ask a playground staff member for game rules if unknown.</li> <li>Treat all equipment with care</li> </ul>	<ul style="list-style-type: none"> <li>Line up quickly and quietly when the long whistle blows</li> <li>Stop and look at staff when three short whistles blow</li> <li>Get permission to use the bathroom from adult</li> </ul>

<b>Music</b>	<ul style="list-style-type: none"> <li>• Be gentle with materials and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, speak, and play as directed by the teacher</li> <li>• Cooperate with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in activities and songs</li> </ul>
<b>Office / Health Room</b>	<ul style="list-style-type: none"> <li>• Wait to be invited into the health room.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait while adults are on the phone or speaking with others</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive with a hall pass (in some cases an adult will have called ahead of time)</li> </ul>

## 7.2 GENERAL LUNCHROOM RULES AND PROCEDURES

Each child will be given 20 minutes to eat. The school's goal is to teach good habits and manners, and in support of that we expect students to eat their lunch using proper manners and to talk in conversational level voices.

### Noise Level

We expect students to visit quietly during their lunch, and only with the people sitting near them.

### Sharing Food in the Cafeteria

Sharing food is NOT permitted due to issues of cross contamination for students with food allergies.

### Food Eaten in the Cafeteria

Students are encouraged to eat their lunch in the cafeteria and to finish their meal during the time period. This is to ensure that the food is eaten while it is still within the safe temperature ranges. Some of the food "saved" for later may pose potential risk of illness because of the time it has been at room temperature.

### Home-Prepared Food

Visitors for lunch must check in at the front office and be listed on the students approved contact list, or pre-arranged by approval from the parent/guardian.

## 7.3 GENERAL PLAYGROUND RULES AND GUIDELINES

The guidelines below do not cover all the rules but are designed to keep students safe and to promote respectful and responsible student behaviors:

- Behave in a respectful manner to both adults and students
- Share equipment and games by taking turns and inviting others to play
- A student must obtain permission from one of the adults on duty before leaving the playground during recess time
- Students must stay in sight of the adult on duty and within any set boundaries.
- Candy, food, gum, or cafeteria items are not to be taken to the playground.
- Play boundaries will be determined and posted as the weather conditions dictate.
- Keep your hands and body to yourself.
- Chase and/or Tag games are not allowed.
- No toys are allowed

**Students cannot stay in the classroom during recess without proper supervision.**

## 7.4 DRESS CODE

The following guidelines were designed for the students at Creslane Elementary School. They were developed to promote respect and consideration. All students should be modest, neat and clean to ensure the health and safety of all students and to maintain a positive educational school climate and learning environment.

**Footwear:**

- Shall be worn at all times and at all school activities
- Shoes must be safe (e.g. patent leather shoes are incredibly slippery). Shoes with wheels are prohibited inside the building.
- No heels/soles higher than 1 ½" (anything higher than this is unstable and dangerous on our floors and playground)
- Physical education requires tennis shoes for all students

**General Clothing:**

- Any clothing, jewelry, items or adornment with gang symbols, gang nicknames, weapons, violence, drug references, racial put-downs, sexual innuendos or demeaning pictures, obscenity, or put downs will not be allowed at school
- Necessary religious dress is acceptable under all categories

**Pants/Shorts/Skirts:**

- Shorts and skirts must be at least mid-thigh in length
- Underwear must be completely covered
- Pant legs should not be so long that they go past the bottom of the shoes

**Hats/Headgear:**

- Students may wear hats to school but must remove them before entering the building (students may wear hats for warmth and/or safety during recess but must remove them before entering the building)
- Sunglasses, visors, and other headwear must be removed before entering the building
- Items considered legitimate hair accessories may be worn inside the building

**Shirts/Tops:**

- All tops must have at least two straps, each 2" wide, one on each shoulder. They must be attached in the front and back.
- Midriff must be covered
- Backs must be entirely covered from the shoulder blades and down to where the shirt/top meets the waistband of the pants/shorts/skirts
- The front of the shirt/top must cover the cleavage area of the chest
- Sleeveless shirts/top must not gap at the armpit area
- T-shirts must be worn under see-thru material
- No halter tops or tube shirts

All clothing will be measured by these standards, or as deemed appropriate by the school officials. Any clothing not acceptable will be covered and/or replaced until the school day is over.



## 7.5 RULES RELATED TO TOYS, PETS, AND OTHER ITEMS

Toys, pets, and other playthings should be kept at home since they add no educational value to the school day. Playground items are supplied by the school for students' recreational play and skill development. Certain toys may be brought to school if it is considered appropriate for "show-and-tell," and acceptable to the teacher and parents. Stuffed animals are considered a toy and they have been known to transmit head lice either to or from school.

Pets are not allowed at Creslane, except for educational purposes (e.g. owl assembly for first grade science unit) and/or working animals (e.g. seeing eye dogs).

Do not bring dogs to pick-up students after school. If you do bring a pet during school dismissal, please leave them in the car while you walk up to the front to get your child or stand completely away from the children with the animal. We know that your pet would never hurt a child intentionally, but sometimes the chaos of dismissal causes the children to approach an animal rapidly and without thought. These unexpected behaviors will sometimes cause a normally gentle, even-tempered dog to bite.

Skateboards, bicycles, roller blades, etc. may be ridden to school, but are to be off limits during the entire school day. Remember it is the law to wear your helmet.

Dangerous items such as knives, fireworks, razor blades, etc. are not permitted at school and will be taken if found. They may be returned only if the parent comes to the school to request them personally. Possessing dangerous items may be cause for disciplinary action. Let's keep our school a safe place to learn and have fun!

## **SECTION VIII: STUDENT CONDUCT & DISCIPLINE (POLICY JFC)**

### **8.1 STUDENT CONDUCT AND POSITIVE LEARNING ENVIRONMENT**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during school-sponsored activities.

#### **CODE OF CONDUCT**

- Students are responsible for conducting themselves properly, in accordance with the policies and administrative regulations of the district, school rules and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.
- The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district provided transportation.
- Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.
- Students will be subject to discipline including parent notification, detention, community service, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement.

#### **Students are expected to:**

- \*Come to school, attend classes and master the course of study.
- \*Be on time for each class and come prepared with books, paper and pen/pencil.
- \*Obey the *instruction of staff members and other supervisors.*
- \*Be safe, respectful and responsible.

## 8.2 TYPES OF MISCONDUCT

Students shall be subject to discipline, suspension or expulsion for misconduct including, but not limited to:

- ASSAULT
- HAZING, HARASSMENT, INTIMIDATIONS, BULLYING
  - (BOARD POLICY JFCF/GBNA-HAZING, HARASSMENT, INTIMIDATION, BULLYING, MENACING)
- COERCION
- THREAT OF VIOLENCE OR HARM
  - (BOARD POLICY JFCM-THREATS OF HARM)
- DISORDERLY CONDUCT
- BRINGING, POSSESSING, CONCEALING OR USING A WEAPON
  - (BOARD POLICY JFCJ-WEAPONS IN THE SCHOOLS) <sup>11 SEP</sup>
- STUDENT CONDUCT AND DISCIPLINE - (BOARD POLICIES JFC-1-3):
  - Vandalism/Malicious Mischief/Theft as prohibited by Board policies ECAB - Vandalism/Malicious Mischief/Theft and JFCB - Care of District Property by Students, or willful damage or destruction of private property on district premises or at school-sponsored activities;
  - Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
  - Use of tobacco, alcohol or drugs as prohibited by Board policy(ies) [JFCG/JFCH/JFCI - Use of Tobacco, Alcohol or Drugs JFCG - Tobacco Use by Students, JFCH - Alcohol and JFCI - Substance/Drug Abuse;
  - Use or display of profane or obscene language;
  - Disruption of the school environment;
  - Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
  - Violation of law, Board policy, administrative regulation, school or classroom rules.

## 8.3 DISCIPLINE OF STUDENTS WITH DISABILITIES

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a student without disabilities, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year, for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

*Please see Appendix A (Related School Board Policies) in the Creslane Student Handbook for the complete policy and related forms.*

## SECTION IX: TECHNOLOGY ACCEPTABLE USE

### 9.1 ELECTRONIC COMMUNICATIONS SYSTEM (POLICY IIBGA)

The Board is committed to the development and establishment of a quality, equitable and cost effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communication opportunities for staff and students.

The superintendent has established administrative regulations for the use of the district's system including compliance with following provisions of the Children's Internet Protection Act:

## **9.2 TECHNOLOGY PROTECTION**

- Technology protection measures have been installed and are in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
- Monitoring the on-line activities of minors;
- Denying access by minors to inappropriate matter on the Internet and World Wide Web;
- Ensuring the safety and security of minors when using forms of direct electronic communications;
- Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
- Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
- Installing measures designed to restrict minors' access to materials harmful to minors.

## **9.3 ADMINISTRATIVE REGULATIONS**

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Government Standards and Practices Commission and will include a complaint procedure for reporting violations.

## **9.4 FAILURE TO ABIDE BY ADMINISTRATIVE REGULATIONS**

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and /or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials. Fees, fines or other charges may also be imposed.

## **9.5 PERSONAL COMMUNICATION DEVICES AND SOCIAL MEDIA (POLICY JFCEB-AR)**

Student possession or use of personal communication devices on district property, in district facilities during the school day and while the student is in attendance at school-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

Cell phones shall be turned off and put away during instructional or class time, or at any other time where such use of the device would cause a disruption of school activities.

Misuse Of A Cell Phone Or Personal Electronic Device At School Will Result In The Following Outcomes:

**First Offense:** Cell phone or personal electronic device is confiscated and placed in the school office until the end of the school day. Students may pick up the phone at the end of the school day.

**Second Offense:** Cell phone or personal electronic device is confiscated and placed in the office until the end of the school day. Students may pick up their phone or personal electronic device **with permission** of their parent/guardian.

**Third Offense:** Cell phone or personal electronic device is confiscated and placed in the office until a parent/guardian picks up the phone. If a parent/guardian is unable to pick up the phone, the administrator can arrange permission. Students are also subject to disciplinary action for defiance.

**After the Third Offense:** Students lose the privilege to carry their phone at school, and disciplinary action may be taken. If a parent/guardian chooses to have their child bring a phone to school, it will be checked in to the school office each morning and the student can retrieve the phone at the end of the day.

## 9.6 VIDEO SURVEILLANCE

Video cameras are used outside and inside the school for the purpose of ensuring safety and security. They operate 24 hours a day, 7 days a week. They are NOT placed in restrooms or locker rooms.

## **SECTION X: GENERAL SCHOOL PROGRAMS AND SUPPORT**

### **10.1 HOMEWORK**

One teaching strategy that promotes student achievement is **homework**. Parents should expect their students to bring homework home for completion on a regular basis. Parents should make contact with teachers for detailed explanations of how homework will be used in your child's classroom.

### **10.2 LOST AND FOUND**

All small articles found will be turned in at the office. Upon identification they will be returned to the owner.

Labeled items will facilitate finding the owner. Large items such as clothing, shoes, etc. will be placed into the lost and found area. The school will not be responsible for lost articles left on the premises.

All left over clothes will be donated to a charity three times a year during Winter and Spring Break and again at the Summer Break.

### **10.3 VOLUNTEER HELP**

Parent involvement improves student achievement. Volunteer help is encouraged and always welcome. If you have a few hours or more a week to spare, please contact your child's teacher for further information.

Volunteer opportunities should be pre-arranged with the classroom teacher or school staff member.

*If you would like to volunteer at Creslane a cleared background check is required. Please complete a "Criminal History Verification" and contact the school principal. We appreciate your cooperation as we maintain student safety.*

### **10.4 FIELD TRIPS**

All field trips are supervised by classroom teachers and are to be considered a part of the regular school day.

When such trips are planned, permission slips will be sent home and must be signed by a parent. Dress will be similar to regular days in the classroom unless otherwise specified.

If students go on a field trip by bus, they are to return on the bus.

Regular school rules that apply are in effect on bus trips. All the regular safety regulations posted in the school buses are in effect.

Students who fail to follow these rules and maintain a good conduct record or a student who has been declared “willfully disobedient” may be suspended from future bus trips. This determination will be made by the principal. Parents/guardians will be notified ahead of time and other plans will be made for the student by the teacher in charge.

Chaperones other than district employees must complete the process of a Criminal History Verification form. Only these individuals may ride the school bus.

## **10.5 SCHOOL PHOTOS**

School photos will be taken in the fall of the school year. A make-up day will be provided for students that were absent or for retakes.

## **10.6 VISITATION**

Parents, patrons, and seniors are welcome to visit Creslane Elementary School. In visiting the classroom it is required to contact the teacher **ahead of time** and let them know you would like to visit, and to be granted access to visit. The teacher can often suggest a time to visit when interesting activities are planned. **All visitors must** come to the office before going to the classroom to sign in and obtain a visitor’s badge. It is necessary for safety precautions.

Visits to the school during class time by preschool or other non-enrolled children are not permitted due to the liability factors involved in accepting children who are not legally enrolled in school.

## **10.7 PARTIES**

Classroom parties are at the option of the classroom teacher. Any questions concerning parties should be referred to your child’s teacher. Please do not send party invitations to be passed out at school, unless you are inviting all the children in the class. This causes too many hurt feelings for those children who are not included.

## **10.8 TELEPHONE CALLS HOME**

The staff is here to assist you and your students at all times. However, the telephone is for school business and emergency use. Students are expected to make social arrangements prior to leaving home.

## **10.9 TEXTBOOKS**

Textbooks and workbooks are furnished for all students by the school. If textbooks are defaced or lost the student must pay for them. The charge is based on the damage and the value of the book.

## **10.10 LIBRARY**

Students may check out a maximum of two books from the library at a time. Children who return books before the due date may check out other books. The students are responsible for the care of library materials. Students will be charged for lost or damaged library materials. Students responsible for lost or damaged library materials will still be allowed to check out a book, but the book must remain at school.

## **10.11 CLASSROOM CHANGES**

Several hours and much thought goes into creating our class lists. Teachers, specialists, and the Principal use data and knowledge of the individual students to help determine the best placement for each individual child. Class lists are reviewed by staff to ensure they are balanced for both academics and behavior. To ensure we are able to create an optimal learning environment class lists are considered **final** and finished for this upcoming year once posted prior to the school year beginning.

Changing the classroom placement of a student involves major adjustments for everyone. Before classroom changes are considered, at least two conferences between the teacher and parent have to occur to discuss the problem and possible solutions. If these two meetings/conferences do not lead to a satisfactory conclusion the principal will be included in a third meeting (although the principal can be included at any time at the request of either party). A decision agreeing to a classroom change arising from this conference will be taken to the grade level team to determine the best alternative placement. The change will occur after the placement has been determined and the new teacher has had a day to prepare for the student.

## **10.12 PLACEMENT IN PRIVATE SCHOOLS**

While parents are free to choose private schooling or additional services (such as tutoring) from a private individual or organization, the Creswell School District has no obligation to pay for such services or schooling. If the parent wants the District to consider making a placement for the child in a private school or with private services, parents must give the District notice and opportunity to propose other public school options.

Therefore, whether the child is identified as disabled (under IDEA or Section 504) or not, the parents must provide notice as follows: If parents decide to withdraw their student to enroll the student in a private school, parents must give notice either at the last IEP meeting attended or to the school principal in writing at least 10 business days before withdrawing their student. If parents fail to do this, and instead make a private placement themselves, a court or hearing officer may reduce or deny reimbursement if it is requested by the parent.

## **10.13 CONFERENCES**

Parent(s)/Guardian(s) and Teacher Conferences are held for Grades K-5 in the fall. Conferences may be arranged at any other times of the school year as well. In order to get the most out of conferences the following may help you plan so that both you and the teacher have the information needed to best help your child. In many cases the teacher may request that the child also attend and assist in conducting the conference.

### **Think about what you want to learn in the conference.**

- How is my child doing in class?
- Does my child use time well?
- Does he/she have good work habits?
- Does my child usually turn in homework?
- Does he/she have missed assignments?
- Does my child have friends?
- How well does he/she get along with others?
- What can I do at home to support what you are doing?

### **Talk with your child.**

- Ask what he/she thinks the teacher will say.
- Does he/she have any concerns?
- Talk about likes and dislikes, problems, and successes.

### **Ask the teacher to explain anything you don't understand.**

- special programs are often referred to by their initials, For example **RTI** stands for “**Response to Intervention.**”

**Be prepared to talk and to listen.**

- Tell the teacher what you see at home.
- Talk about your child’s interests.
- Tactfully talk about any concerns.
- Let the teacher know about anything that might affect your child’s learning.

**Follow up.**

- Stay in touch with the teacher.
- If you think of a question you didn’t ask, write a note.

**Don’t wait.**

- Don’t wait until conference time if you suspect your child is not doing well in school. Contact his/her teacher and schedule a conference now.

## **10.14 CONFIDENTIALITY / DUTY TO WARN / MANDATORY REPORTING**

It is the goal of the Creswell School District Administration, School Counselors, and All Staff to offer students a safe environment rooted in strong relationships and social-emotional support. In school settings, sometimes students disclose information that the school is mandated to report.

Specifically, Oregon State Law (Oregon Revised Statutes 419B.005-419B.45) requires school and all school personnel to report specific incidents. Examples, as provided by Oregon State Law are:

- Duty to report any behavior, suspicions, or student reports of physical abuse, sexual abuse, emotional abuse, abandonment, or neglect to the appropriate agency
- Reporting information to persons outside the school when a student indicates that a crime involving the likelihood of significant personal injury or significant property loss will be or has been committed
- Reporting to one or more specific persons or agencies after a written release of information form has been signed by the student and parent(s) or guardian(s) and kept on file
- Disclosing information deemed to be confidential when ordered to do so by a court of law

Creslane Elementary School recognizes its primary obligation for confidentiality is to the students, but balances that obligation with an understanding of parents’/guardians’ legal and inherent rights to be the guiding voice in their children’s lives, especially in value-laden issues. Creslane counselors will inform parents/guardians and/or appropriate authorities when a student is at risk of or poses a danger to self or others. This may be done after consultation with other professionals.

## **10.15 SAFETY DRILLS AND PROCEDURES**

Creslane Elementary School will conduct safety drills monthly. In what we call “4-in-1” drill, students and staff practice emergency response, lockdown/lockout, earthquake and evacuation (fire) drills.

In certain emergency situations, it may be necessary for the school to go into “lockdown/lockout.” While in lockdown, all students and staff will remain in secured in the building or be instructed to evacuate. No one will be allowed to leave or enter the school in a drill or real emergency. In the event of a real emergency, parents should not call the school, as we will need to keep all telephone lines free. The Superintendent’s office will alert the media and communicate with families.

## **10.16 ASSESSMENT / TESTING**

Smarter Balanced is the state-testing format for English/Language Arts, Math and Science. We encourage you to allow your student to take these tests, as it provides our staff with information about your student’s progress and how we can best help them grow. In addition, these tests are used in calculating our school-wide goals

and progress. It is hard to determine if our school is meeting the needs of students without all students taking the test.

iReady- Math, Reading Vocabulary, Fluency and Comprehension benchmarking assessments will be given to students in the fall, winter and spring. Students participating in interventions will receive additional progress monitoring as determined by the School Improvement Specialists and teacher.

## **10.17 WAIVER OF REQUIRED PARTICIPATION**

The Creswell School District excuses students from a required or learning activity, where necessary, to accommodate a student's handicap or religious belief. Parents/guardians who wish to excuse students from an activity should send a note to the principal.

## **10.18 GRADING**

Creslane Elementary is on a semester grading system. Quarterly progress reports will be provided during the mid-term.

At the elementary school level we report progress of proficiency towards state standards. Not all areas will be assessed at each grading period depending upon the time in which the content is presented and taught in class.

If questions arise after you receive your students' report card we encourage communication to be made to the teacher.

## **10.19 RETENTION**

In general, students are expected to advance through all of the grade levels with their peers. Occasionally, however, a student may lack the physical and social maturity, and the academic skills to be successful at the next grade level. For these students, an additional year in the same grade may be beneficial because the child would have the opportunity to mature in the areas of weakness. Even so, research does not tend to support retention. Those instances that seem to have been most successful have involved younger students whose parents were positively oriented toward retention and the students themselves viewed the retention positively.

Parents should communicate their concerns with the teacher and or building administrator by the second semester if they would like the school to consider retention for their child.

## **10.20 EXTRA CURRICULAR ACTIVITIES**

Creslane offers students the opportunity to participate in extracurricular activities scheduled outside the school day. Students who participate in these activities are held to the same behavioral standards and expectations as they are during the regular school day. If they are unable to follow the expectations they will be removed.

- Spanish Club
- Guitar / Ukulele Club
- Garden Club

## **SECTION XI: SPECIAL PROGRAMS**

### **11.1 EMERGENT BILINGUAL SERVICES**

The District provides special programs for Emergent Bilingual students. A student or parent with questions about these programs should contact the district English Language Development Program Coordinator.

In conjunction with the school's educational program for Emergent Bilingual students and immigrant students, parents of Emergent Bilingual students identified for participation, or participating, in such a program will be informed annually of:



- The reasons for the identification of their student as an Emerging Bilingual student and in need of placement in a language instruction educational program;
- The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
- The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program, in which their student is or will be participating will meet the educational strengths and needs of their student;
- How such program will specifically help their student learn academic English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition out of the program, and the expected rate of graduation from secondary school for such programs;
- In the case of a student with a disability, how such program meets the objectives of the individualized education program (IEP) of the student;
- Parental rights that include written guidance:
  1. Detailing the right to have their student immediately removed from such program upon their request;
  2. Detailing the options that parents have to decline to enroll their student in such program or to choose another program or method of instruction, if available;
  3. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

## 11.2 STUDENTS WITH DISABILITIES

Special education is tailored to meet the needs of students with disabilities. The services and supports one child receives may be very different from what another child receives. What's important is giving kids the resources they need to make progress in school. To find out if your student is eligible, school officials have to do two things. First, they must determine if your child has a "covered" disability. Second, they have to determine if it's severe enough for them to need special education services.

A continuum of services are provided for students, ages birth to 21, who have developmental delays or disabilities.

Any child, age birth to 21, may be referred. Areas of concern may include:

- |  |   |
|--|---|
| • Autism   | • Developmental delay                               |
| • Communication disorder: speech and language impairment | • Orthopedic impairment                             |
| • Deafness/blindness                                     | • Other health impairment                           |
| • Emotional disturbance                                  | • Specific learning disability                      |
| • Hearing impairment                                     | • Traumatic brain injury                            |
|  | • Visual impairment: partially sighted and/or blind |

Referrals for special education may come from anyone. The most common referrals come from: parents, teachers, physicians, and other public agencies.

How does a child qualify for services?

Referral:

Screening:

Eligibility/evaluations:

Eligibility determination:

Individual Family Service Plan (IFSP) ages birth to 5 or an Individualized Education Plan (IEP) ages 5 to 21.

Parents are always significant members of an IFSP or IEP team.

Placement: Based on goals identified in the IFSP, by the IFSP team or IEP, by the IEP team, service options will be considered and those that best meet the needs of the child and family will be selected.

All services are free of charge to eligible children. Services are individually designed to address the special needs of children. These services may include the following:

- Special education/specially designed instruction
- Related services
- Supplementary aids and services

Once eligibility is established, the school provides special programs and services for students with disabilities. A student or parent with questions should contact school administration or the Special Education Director.

### **11.3 SECTION 504**

Students of all ages who have a documented physical or mental disability that substantially limits a major life activity. That can include reading, learning, and concentrating. 504 plans provide designated accommodations and modifications that help students thrive at school. Guardians may request a 504 plan through the 504 coordinator.

### **11.4 TITLE I SERVICES**

Title 1 is a large federal aid program in our schools. The goal is to provide additional instruction and services to ensure that all students are supported in reaching the rigorous academic state standards.

Students are selected in several ways. For example, the staff may use tests, school records and/or reports from teachers.

Parents are encouraged to become involved in the organized, ongoing planning, review and improvement of the school's Title 1 program efforts, which are typically discussed at Site Council. Site Council meetings are typically held on a monthly basis. Students or parents with questions should contact the front office.

#### **Creslane Elementary is a School-Wide Title program.**

##### **The Creslane Elementary Staff Will:**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide information to parents of participating children in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings with parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 2000.56 of the Title I Final regulations (67 Fed. Reg. 71710, December 2, 2002). ***More specific information can be obtained from the school office.***

## **11.5 UNHOUSED STUDENTS**

Our school district is committed to providing equitable opportunities to unhoused students, including educational services as required by Federal law under the McKinney-Vento Act. School records, medical records, proof of residence or other documents will not be required as a condition for admission. Your child or an unaccompanied youth (a youth that does not live with a parent or guardian) can immediately enroll and participate fully in school activities while education records are being obtained.

The child or unaccompanied youth may attend the school of origin, the last school attended, or the school where the student is currently living. 'School of origin' means the school in which the child or youth was last enrolled or the school the child or youth attended when last permanently housed. The district must presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth.

Students eligible under the McKinney-Vento Act have rights that include:

- Receiving services without delay, such as transportation and meal programs.
- Other appropriate services and programs, including but not limited to programs for:
  - gifted children;
  - children with disabilities;
  - English learners;
  - career and technical education;
- School activities for parents or guardians and family engagement.
- Participation in athletics, fine arts, or other extra-curricular activities.

For additional information concerning the rights of students and parents of students experiencing homelessness please contact the McKinney-Vento District Liaison listed below. The liaison will help introduce you to the educational programs for unhoused students and make sure you are provided services. This person will also help you to complete forms or request records we may need, such as previous school, immunization records and/or birth certificates.

## **11.6 IDENTIFICATION OF TALENTED AND GIFTED STUDENTS**

The Creswell School District has a program for students that are Talented and Gifted in place. Educational plans identify the academic instructional programs and services to be provided to individual students which address the assessed levels and accelerated rates of learning in the identified talented and gifted students. The TAG program is a K-12 program that has procedures in place for identifying all academically talented and intellectually gifted students in the district. We include as a minimum:

- Information of performance, behavioral, and/or learning.
- A nationally standardized mental ability test for assistance in identifying intellectually gifted students.
- A nationally standardized academic achievement test for assistance in identifying academically talented students in reading and math.

## **SECTION XII: CRESWELL SCHOOL DISTRICT BOARD POLICIES**

### **12.1 EQUAL EDUCATION OPPORTUNITY**

Creswell School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, religion, color, national or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, age, pregnancy, familial status, economic status, veterans' status or genetic information in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008, Title II of the Genetic Information Nondiscrimination act of 2008.

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the district office for additional information and/or compliance issues: Michael Johnson, Superintendent

### **12.2 LINK TO OREGON ADMINISTRATIVE RULES**

**\*Oregon Administrative Rules:**

[http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_tofc.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html)

### **12.3 TITLE PROGRAMS**

Creslane Elementary School is a Title I School.

Title I is a large federal aid program in our schools. The goal is to provide extra help and instruction for the students who need it most. These are students who are not performing at or near the level of others their age. Students are selected in several ways. For example, the staff may use tests, school records and/or reports from teachers.

Our Title I staff will meet with the parents/guardians of Title I students for the purpose of explaining the program and providing an opportunity for parent/guardian input. There will be opportunities to participate in parent/guardian-teacher conferences and to receive reports of student progress in the program.

***If you have further questions, please call your school or see section 10.11 for Creslane specific information.***

### **12.4 STUDENT EDUCATION RECORDS**

It is the policy of the District Board to develop and maintain student records in keeping with the requirements of confidentiality and the statutes and regulations of the federal government and the State of Oregon.

Student Education Records include: "Student behavior records", which include psychological tests, personality evaluations, records of conversations, and any written transcript of incidents relating specifically to student behavior.

"Student progress records", which include transcripts of grades and courses taken, records of attendance, tests relating specifically to achievement or measurement of ability, and records of health.

The "I.E.P.", which means the Individualized Education Plan of a handicapped student, is part of and is forwarded with the progress record. All information to the I.E.P. is part of the behavioral record and is forwarded or released only in accordance with the law on this policy.

Right of Review: A student's parent or guardian has the right to inspect and review the student's educational records under procedures set forth in Board Policy and may obtain a copy of the student's record for a cost of \$.05 per page. Parents/guardians have the additional right to seek to correct parts of the student's educational record which he/she believes to be inaccurate, misleading, or otherwise in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter it according to the parent or Guardian's eligible student's request. Behavior records may only be released in the presence of a person qualified to interpret the records.

## **12.5 DISCLOSURE OF INFORMATION**

It is the intent of the Creswell School Districts to limit the disclosure of information contained in a student's education records except:

- 1.) By the prior written consent of the student's parent/guardian.
- 2.) As directory information, parents/guardians should be aware of the U.S. General Education Provisions Act, which enables educational institutions to publish directory (yearbook) information on students. This information could include a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, the most recent previous educational agency or institution attended by the student, and school-related photographs for yearbooks. Please inform the office if you would prefer that this information not be disclosed.
- 3.) Under certain limited circumstances, as permitted by federal law, "The Education Amendments of 1974 provide that certain state and federal agencies may inspect student records without written consent but requires that a record be maintained indicating specifically the legitimate educational or other interest that the person, agency or organization has in seeking this information. This statement is to become a permanent part of the record only for inspection by the parent/guardian or students over 18 and the school official who is responsible for the custody of such records." Transfer of Records: It is the practice of the District to send the progress records to another school, educational institution, or education service district upon receipt of notice of enrollment in the institution. Behavior records may be forwarded to any other school, educational institution, or educational service district upon request of the parent/guardian or eligible student.

## **12.6 NON-DISCRIMINATION AND STUDENT RIGHTS**

The individual student, staff member, or patron that feels there is discrimination based upon sex should submit in writing to the appropriate building principal a statement of the problem and the remedy sought. The grievance must be signed and include the address and telephone number of the person filing the grievance. Within 20 days of receipt of the grievance, the building principal will meet with the parties involved and attempt to resolve the issues. If the grievance is not resolved to the person filing the grievance satisfaction within 20-day time limit, the grievance may be forwarded to the Superintendent, Creswell Public Schools.

It is the policy of Creswell School District #40 not to discriminate on the basis of sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Superintendent, Creswell Public Schools, 998 West A Street, Creswell Oregon, 97426, telephone 895-6000, or to the Director of the office of Civil Rights, Department of Health, Education, and Welfare, Washington, D. C.

## **12.7 504 POLICY (Board Policy JBAA)**

The Creswell School District #40 does not discriminate on the basis of handicap in admission or access to, or treatment or employment in its programs and activities. Contact the district office at 895-6000 if you have any questions.

## **12.8 HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING/RELATIONAL AGGRESSION ( POLICIES JFCP & JFCF-AR)**

Hazing, harassment, intimidation, menacing, or bullying and acts of cyberbullying by students, staff, and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and is prohibited. Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The principal or designee will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation, menacing or bullying and acts of cyber-bullying.

## **12.9 COMPLAINT PROCEDURES POLICY**

### **Formal Process**

Persons complaining of harassment will be informed about the complaint procedures and encouraged to file a formal complaint; persons possibly interested in filing a formal complaint will be offered assistance in completing the necessary reporting form. Even if an official complaint is not filed, the district may choose to use the specific investigation procedure in this regulation, or, when appropriate, that set forth in "Policy KL- Public Complaints."

### **Informal Process**

It may be possible to resolve a complaint through a voluntary conversation (informal procedure) between the complaining student and the alleged harasser, which is facilitated by a school employee. Both the complaining student and the alleged harasser may be accompanied by a person of their choice for support and guidance. If the complaining student and alleged harasser feel that a resolution has been achieved, then the conversation may remain confidential and no further action needs to be taken. The results of an informal resolution shall be reported by the facilitator, in writing, to the Superintendent and to the School Principal. If the complaining student, the alleged harasser, or the school employee/harassment complaint official chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, she/he may proceed to the formal procedure. Any complaint against a school district employee shall be handled through the formal procedure.

### **Confidentiality**

The Creswell School District recognizes that both the complaining student and the alleged violator of this policy have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## **12.10 STUDENT RIGHTS & RESPONSIBILITIES (POLICY JF/JFA)**

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

- Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
- The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

- The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
- The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
- The right to privacy, which includes privacy with respect to the student's education records.

### **12.11 STUDENT DISCIPLINE (POLICY JG)**

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

- The major objectives of the district discipline program are to teach the following fundamental concepts for living
  - Understanding and respect for individual rights, dignity and safety;
  - Understanding and respect for the law, district policies, procedures, rules and regulations;
  - Understanding of and respect for public and private property rights

### **12.12 TOBACCO-FREE ENVIRONMENT (POLICY JFCG-AR)**

The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on district property and at school-sponsored activities. Evidence that use of tobacco is hazardous to health, and to be consistent with district curriculum and Oregon law, it is the intent of the Board to establish a tobacco-free environment.

Consequently, student possession, use, distribution or sale of tobacco, including any smoking device, on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles, or otherwise while the student is under the jurisdiction of the school, is prohibited.

### **12.13 ALCOHOL (POLICY JFCH)**

Consumption, possession and/or sale of any alcoholic beverage on school premises or at any school-sponsored activity is prohibited. All alcohol violations are subject to the consequences as described in the student handbook. Consequences may include suspension, expulsion, referral to drug and alcohol treatment, exclusion from extracurricular school activities and/ or revoking school honors or privileges. Violations may also be referred to law enforcement agencies.

### **12.14 EXPANDED BOARD POLICIES**

Please see Creswell School District webpage--under 'Board', select 'Board Policies' for the link to our Comprehensive Board Policies, and/or follow up with building level administration.