



Community Transition Program

Student Handbook

2024 - 2025



Our Vision:

The Community Transition Program is a place where young adults ages 18-21 have guided support to identify and pursue their individualized life goals. The transition program is a strength-based, person-centered approach that helps cultivate self-awareness and life-long skills for independence. By participating in the program, individuals create a support network and develop a sense of belonging within the community in which they live.

Our Mission:

*Through the five pillars of adult transition skills of **Academics for life and adult education, Independent Living Skills, Vocational Training, Community Participation, and, Recreation and Leisure Opportunities**, CTP provides guidance, support, and resources for students to reach their highest level of independence. We work collaboratively to empower and educate our students as they transition to life after high school to achieve the greatest degree of independence and quality of life.*

Community Transition Program Teachers: Kristi Buck, Annie Harrell, Holly Sweeney

Vocational Training Department: Rachel Renick (lead), Lisa McDonald, Theo Kline

Program Secretary and Records Clerk: Michelle Aldous

Administrator ("Principal"): Sarah Altig

2024 - 2025

Community Transition Program

South Powellhurst

David Douglas School District

2900 SE 122nd

Portland, OR 97236

(503) 256 - 6549 (Front Office)

(503) - 896 - 5910 (CTP Direct Line)

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Section 1: Program Information

Introduction:

The David Douglas Community Transition Program (CTP) began in 2005 in order to assist students with the transition from high school to adult living. All students who qualify for special education services and who graduate with a Modified Diploma, Extended Diploma, or a Certificate of Completion and are 18 to 21 years of age are eligible to attend CTP. Students may attend CTP through the end of the school year of their 21st birthday.

Each student's Individualized Education Plan (IEP) is uniquely designed to meet the transition needs of each student. The following five core values and areas of study are addressed through a variety of coursework offered by the Community Transition Program.

- **Academics for life and adult education**
- **Independent Living Skills**
- **Vocational Training**
- **Community Participation, and**
- **Recreation and Leisure**

The ultimate goal of the program is to ensure students in the Community Transition Program will increase their ability to live independently and make progress toward their post-secondary goals. Instruction will occur in a variety of settings, including on campus, in the community, and at work and volunteer experience placements.

Hours of Operation

Monday, Tuesday, Thursday, Friday: **7:35 – 2:25**

Wednesdays: **8:45 – 2:25**

**Teacher and IA Hours = 7:15 – 2:45*

*CTP Follows the **David Douglas School District** for all closure and delays information.*

Attendance:

While this is an optional program to enroll in, once registered, consistent attendance is expected in order to maximize the support offered for student growth. Students may enroll as full-time students or hourly students if they are working off-campus or attend college classes.

Absences must be reported each day by **8:00 am**. Students can report their absence by:

- Calling the Attendance Line for CTP at (503) 896-5910
- Calling Case Manager directly

- Emailing Case Manager. Please include Rachel Renick if you have work experience that day.
 - Case Manager Kristi: kristi_buck@ddsd40.org 503-256-6500 X1721
 - Case Manager Holly: holly_sweeney@ddsd40.org 503-256-6500 X5284
 - Case Manager Annie: annie_harrell@ddsd40.org 503-256-6500 X5269
 - Vocation Trainer, Rachel: rachel_renick@ddsd40.org 503-256-6500 X4417

If the district school bus is NOT required on a particular day, it is the responsibility of the student/family to notify the bus garage at (503) 256-6526.

Absences will be considered **excused** or **unexcused**.

- **Excused** – Absences will need to be reported a reasonable amount of time BEFORE the absence takes place to be excused. This means prior to the student's scheduled school or workday beginning. It is necessary to notify the school as soon as possible in order to adjust transportation, work, or community plans.
 - *Students are taught that in a workplace setting, one must report their absence prior to the shift or work-day beginning.*
- **Unexcused** – Absences are considered unexcused when reported during or after the absence takes place. We encourage students and their families to view school attendance the same as scheduled appointments or work shifts.

*Students who are not attending school (on campus) may not show up to work experiences on their own. Work Experiences that are set up through the Vocational Training Department are an extension of the program, and therefore participation in the program to gain the required skills for the work experiences is expected.

10-Day Drop Policy

In accordance with state law, after a student has missed 10 consecutive days of school, they will be withdrawn from CTP. Every school day counts toward the 10-day policy, no matter the student's specific class schedule.

If a student is withdrawn due to excessive absences, they must re-register before returning to school.

Excessive absences impact a student's ability to make progress toward their goals. Consistent attendance is very important to maximize success in the Community Transition Program.

Visitor Policy:

The students at CTP are frequently accessing the community throughout their day. As a result, any parents, guardians, or visitors of the program must contact CTP staff prior to visiting to ensure the availability of personnel. Guests/visitors must check in at the front entrance and sign in at the front desk.

Personal Items and Lockers:

Students are encouraged to only bring items to CTP that are needed for their day on campus. If problems arise with students bringing toys, games, electronics, keepsakes, or other unneeded items with them to school, staff will work directly with the student to solve the problem. If that does not work, parents/guardians will be contacted to help solve the situation. **Note:** If students do choose to bring in cell phones with music, pictures, apps or games, etc., they may only be used on buses to and from CTP and at lunch during free time unless otherwise arranged with the case manager. **Like the workplace, cell phones are generally not out and accessible for students/staff to be on them. Exceptions are generally only made to students with communication or other learning needs (see technology). Students are taught to use their phones as tools in this setting rather than ‘toys.’**

Lockers are provided for student convenience for storing items they need to participate in school instruction and activities, but are the property of the school and, therefore, may be inspected at any time. Lockers are unsecured and do not lock. Students should not keep valuable items in their lockers unless they'd like to provide their own lock. The school is not responsible for loss or damage to personal items brought to the program.

Meals:

Students enrolled in CTP have several options for lunch and/or breakfast. Please let CTP staff know of any allergies (with a doctor's note) as soon as possible. We may not receive paperwork on medical conditions until a few weeks into the school year. The program preference is that students provide their own lunch and participate in other meal activities. We encourage student lunches to be nutritious. If a student has a specific eating protocol or allergies, please communicate with the case manager.

- Breakfast: Program preference is that students eat breakfast before arriving at CTP. Class starts at 7:50.
- Lunch: Students have several options for lunch:
 - Option 1: Bring a packed lunch from home.
 - Option 2: Eat a cold sack lunch from the David Douglas School District. Please note that we do not have access to a full cafeteria menu. Our lunch options are very limited, and sack lunches consist of milk, fruit, a vegetable, and a main entree. There is only one option of entrees each day, and they repeat weekly.
 - Option 3: Students may leave campus to get lunch if the case manager deems them independent enough to do so. Students may bring their own money if they choose to eat off campus and return to campus on time for the following class.

- Eating Out: Students may also be given the option of eating at a restaurant throughout the school year (while on community outings). Students and guardians will be notified when this will be occurring and how funding will be provided or requested. In most cases, students will be required to bring their own money from home if they choose to eat out. The program will always provide school lunches on outings as well.
- Events: Students may participate in several events throughout the year that involves preparing and eating a variety of foods. Notification of these activities will be sent home via a monthly classroom calendar, class newsletter, and/or email.
- Nutrition/Cooking Class: Students participating in Nutrition/Cooking classes prepare a variety of foods depending on the planned recipe that day, and it can be a main entree, snack, side dish, drink, or dessert. Parents will be notified if and when their students will participate in this program.
- Other Nutrition Notes: The David Douglas School District's wellness policy requires schools to follow certain healthy eating guidelines. It is the intent of the Board that district schools take a proactive approach to providing students with nutritious food choices. If you would like to bring in food to share, it needs to be approved by your classroom teacher (needs to be store-bought, sealed, and should be enough for all CTP students to share). Free and Reduced Lunch students may not give away food. If the student does not want something, they can either take it home or put it on the "No-Thank-You-Table".

Free and Reduced Lunch Program: CTP students have access to the District's free and reduced lunch program. Forms will be available on the first day of school or online.

Transportation:

CTP is responsible for providing transportation for our students. It can be in the form of a school bus, Trimet daily bus tickets, or a monthly Trimet pass. Some students in the program use SPED transportation to get to and from the program, while others may use public transit. The program tries to use public transportation as much as possible as this is viewed as the least restrictive when teaching independence skills to 18-21-year-old transition students.

Students that independently get to/from school are eligible to earn a FREE monthly bus pass if they maintain a monthly attendance record of 80% or better (see more info on **TRANSPORTATION INCENTIVE** below). If the student has demonstrated unsafe behavior while in the community, CTP can revoke the monthly bus pass privilege and provide alternative transportation (school bus, bus tickets).

Transportation Incentive:

A monthly bus pass is provided for students who are independent travelers in the community AND meet necessary attendance requirements. To receive a bus pass, **students must have a**

minimum of 80% attendance the month prior. Unexcused and excused absences count towards attendance percentage. In the event a student does not meet the requirement to earn a bus pass, alternative transportation will be provided. We understand that special circumstances do arise. Please contact the student's case manager to discuss case-by-case considerations.

TRI-MET for All:

CTP will support all students in gaining their Honored Citizen or A-Card. If CTP staff causes the loss of the card, the program will pay for the replacement. However, if the student loses their card, it is their responsibility to pay for the replacement.

CTP will support students in accessing the Trimet Lift if appropriate. Trimet Lift is door-to-door secure transportation.

Please visit www.trimet.org for information regarding public transportation in and around the David Douglas School District.

Transportation Waiver:

Due to the unique program your student is in, there may be situations that arise that require a staff member to drive your student from CTP to a community site and vice versa. Uncommon circumstances such as a last-minute opportunity for a job interview, transportation back from an outing due to behavior, or a missed bus are some examples of when it would be beneficial for a student to ride in one of the staff members' personal vehicles. These situations don't arise often. All staff that would drive a student has a valid driver's license and insurance. By acknowledging that you've read this manual, you are acknowledging that this may take place. If you have questions or concerns about this, please let your student's case manager know.

Community Outings:

Weekly Outings:

- As part of the program, students will participate in weekly outings such as going to the grocery store or to the East Side Community Center. Each opportunity in the community provides students with travel training and time to practice their practical living skills.
- While CTP is considered an open campus for such outings, work experiences, or perhaps to go get lunch, not all students are independent in the community, and their independent access to leaving the building will be assessed upon enrollment and discussed with their IEP team.

Friday Outings:

- In an effort to provide yet another setting for students to interact and learn application skills, Friday outings are a part of the CTP curriculum. These outings are instructional for the

student. The students will learn, or have modeled for them, safe traveling in the community, social skills, and problem-solving.

- Attendance on Fridays at CTP is optional due to the leisurely nature of the outings (less structured). Students, however, are given a choice of two to three possible activities to attend on Fridays if they desire to participate. The CTP staff (in an effort to keep costs down for students and their parents/guardians) provides a free option each week. The remaining options offered usually entail a fee/charge that must be paid to the establishment (roller skating rink, bowling alley, etc.), and payment of this fee/charge is the SOLE responsibility of the student/guardian. There are occasions when the program is able to offer funding.
- If a student or guardian does not have the funds to pay for a Friday outing, the student can attend the free option provided or work with their case manager on other options. If a student has signed up for a paid outing but does not come on Friday with the funds, he/she will be offered the choice of attending the free outing or going home (if the funds can not be secured ahead of time).

NOTE: We take student safety very seriously, and the CTP team has developed a Missing Person Protocol in the event a student is not accounted for during a community outing or if they have left the building during the school day and have not returned.

Please make sure emergency contact information is correct and current with CTP.

Student Health Services:

To support students' health, safety, and academic success, our district provides school health services in partnership with the Multnomah Education Service District (MESD) and Trillium Family Health. To plan and provide for your child's special medical or mental health needs (for example, diabetes, seizures, or school anxiety, it is important to promptly tell the case manager and school nurse:

- About new and changing health problems that can cause learning or safety problems at school.
- If your student is undergoing treatments that affect their immune system or participation at school.
- When your student has or develops a health condition that requires specialized care at school.

Contagious Conditions:

To decrease the spread of contagious conditions at school or in the community:

- Inform the school office staff or the school nurse if your student has a contagious disease such as chicken pox or pertussis (whooping cough)
- Do not come to school with a rash, fever, diarrhea or vomiting, and stay home 24 hours after symptoms subside.
- Wash hands, keep an appropriate distance, mask if recently sick, and inform the school if you have Covid-like symptoms.

Health Information

Health information may be needed by the school team to develop an individualized education plan that appropriately considers your health needs, as well as be shared with school personnel on a “need to know” basis. By allowing the release of your or your child’s health information, you will ensure that the student will receive needed emergency health care should the need arise.

Medication Administration at School

The school’s nurse provides consultation about medication administration that must occur at school. **Only medication that is necessary to be given during the school day will be kept at school.** Discuss with your medical provider the time(s) of day that the medicine is needed. If possible, try to arrange to administer at home. By Oregon law, if medication must be given at school, you must:

- Provide written permission (forms are available at school). Any change to the medication will require the parent/guardian to update the medication form at the time of the change and provide a current medical prescription from the healthcare provider.
- Make sure all medication (prescription and over-the-counter) is in its original container and marked with the student’s name. (Ask the pharmacist for an extra bottle for school when getting prescriptions.)
- Make sure the school has an adequate supply of all medications required by your child.
- Pick up the medication when it is no longer needed at school. **All medication not picked up by the end of the year will be destroyed.**

All medication must be delivered to school by the parent/guardian or a responsible adult designated by the parent/guardian. Students may not keep medications with them unless they are age-appropriate for the responsibility, have been identified as a self-manager, have written parent permission, and are cleared by the administrator of the program to do so. Students may carry only a single day’s supply of medication.

Section 2: Communication and Contact Information

Case Manager:

Students will be assigned a specific case manager/teacher. This is the person you should connect with any information pertaining to your student, or students who are their own guardians, this will be your main contact person. CTP teachers will do their best to respond to you within 24 hours. If there is an emergency and your child's case manager is not available, feel free to leave a message with the office or with one of the other teachers. Due to various circumstances, your student may need to move classrooms or change case managers.

School communications:

Our building communicates with guardians and students regularly with newsletters, emails, and other information sent home with students. ParentSquare will be used for most South Powellhurst/CTP communication going home to students and families. The district mails information to residents, guardians, and students during the school year; therefore, your up-to-date address and email address is greatly appreciated. For further district information, check out the district website:

www.ddouglas.k12.or.us

In addition, school activities and events are reported by the local radio and television stations and in the *Oregonian* from time to time. Reminder, we are a program of the David Douglas School District.

If a student will be absent,

- Call Transportation (if applicable);
- Call, text, or email CTP Case Manager;
- Call Worksite (if applicable)

Section 3: Course Studies, Schedules, and Classes

Careful consideration of the environment and level of support required for safety and instruction are given with each student. The Community Transition Program classrooms are designed to accommodate a variety of student needs and are characterized by one of the following:

100-Level Class Setting: Development of Adult Life Skills and Identification of Required Adult Supports

Students in these classes require intensive support and supervision for learning and participation in basic vocational and life routines. All activities are teacher-directed while mostly focusing on one skill at a time.

200-Level Class Setting: Maximizing Independence with Appropriate Supports

Students in these classes require moderate support and supervision for learning and participation in vocational and life routines. Students focus on multi-step skills and are working on more independence in life choices and skills.

300-Level Class Setting: Becoming Independent Learners and Self-Managers

Students in these classes require minimal support and supervision for learning and participation in vocational and life routines. Students can independently use skills to complete objectives with little guidance.

Students are eligible to remain in the Community Transition Program through the school year in which they turn 21 years old. At the time students exit this program, the expectation is that transition students are:

- Prepared to enter the adult world and live as independently as possible.
- Engaged in purposeful activities, which may include work, continuing education opportunities, and/or community activities.
- Able to advocate for their needs and access resources within the community for support and assistance.

Sample Program Schedule

7:35 - 2:25	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival/Breakfast 7:35 - 7:50	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
Advisory 7:50 - 8:10 (20)	VT Supported Office Hours in 300 Level Advisory Class	VT Supported Office Hours in 200 Level Advisory Class	Late Arrival 8:45	VT Supported Office Hours in 100 Level Advisory Class	Advisory/Office Hours
Period 1 8:10 - 9:25 (75)	Skills for Employment	Money/ Finances	8:45 - 9:25 Advisory	Cooking	Application Day - Community Outings
Break 9:25 - 9:35 (10)	Break	Break	Break	Break	
Period 2 9:35 - 10:50 (75)	Friendships and Dating	Nutrition	Friendships and Dating	Communication for All	
Lunch 10:50 - 11:25 (35)	Lunch	Lunch	Lunch	Lunch	
Independent Transition Skills 11:25 - 11:55 (30)	Independent Living Skills	Independent Living Skills	Independent Living Skills	Independent Living Skills	
Period 3 11:55 - 1:10 (75)	Work Experience	Community Access	Work Experience	Community Access	
Period 4 1:10 - 2:25 (75)	Work Experience	Recreation and Leisure	Work Experience	Recreation and Leisure	

2024-2025 CTP Course Offerings

Course Offering	Course Description	Connection to CTP Core Pillars:
Advisory/ Office Hours	Students will have access to individualized support to complete tasks and work towards individual vocational goals that are unique to them. Some examples might include applying for jobs, updating a resume, practicing for a specific interview, completing paperwork necessary to access services through community agencies such as Vocational Rehabilitation Services or Social Security, etc.	<ul style="list-style-type: none"> ● Academics for Life ● Independent Living Skills ● Vocational Training
Cooking I, II, III	Staff will work with students to plan healthy meals, grocery lists, and planning for cooking. Students will practice increasing their independent shopping skills, including how to locate items in the store, assist with purchases, and transport groceries. Students will increase microwave and food prep skills by having opportunities to complete steps needed for cooking, including following the recipe and/or directions with microwave and other basic cooking appliances. As students advance, the use of the oven and stove will be incorporated. Instruction will include food safety as well as safe and appropriate use of simple kitchen tools.	<ul style="list-style-type: none"> ● Academics for Life ● Independent Living Skills ● Community Participation ● Recreation and Leisure
Communications Class	Students will use role play, video models, discussion, and structured practice to learn and enhance real-life communication skills. Lessons will include using language to negotiate with others, ask for help, problem-solving situations, and form/maintain social relationships using expected pragmatic skills. Students will learn verbal and nonverbal communication, active listening, self-advocacy, expected/unexpected communication skills for the work settings, and more.	<ul style="list-style-type: none"> ● Academics for Life ● Independent Living Skills ● Vocational Training ● Community Participation ● Recreation and Leisure
Community Access for All	Students will learn and enhance skills necessary to safely and productively negotiate the community. The course will include riding public transportation in a structured and independent setting. Trip planning, problem-solving, and safe navigation will be key elements in providing students skills they need to access the community. Students will also explore internet safety, home safety, and the development of a Positive Personal Profile.	<ul style="list-style-type: none"> ● Academics for Life ● Vocational Training ● Community Participation
Friendships, Dating, and Healthy Relationships	<p>Friendships and Dating: Students will learn how to develop healthy friendships and romantic relationships. The course teaches students skills in a variety of topics, including emotions, types of relationships, boundaries, communication, dating, safety, and sexual health.</p> <p><i>**May be updating this course to FDP - Healthy Relationships: Students will learn and enhance their respect and appreciation for themselves and others. It will explore healthy relationships, communication, human reproduction, understanding, and setting personal boundaries.</i></p>	<ul style="list-style-type: none"> ● Academics for Life ● Independent Living Skills ● Recreation and Leisure
Independent Living Skills	Students will learn daily living skills that involve personal hygiene, personal care, laundry, maintaining schedules including alarm clocks, and keeping calendar appointments. Students may learn	<ul style="list-style-type: none"> ● Academics for Life

	about rent programs and permit study if applicable.	<ul style="list-style-type: none"> • Independent Living Skills • Vocational Training • Community Participation • Recreation and Leisure
Nutrition	This class will focus on healthy and unhealthy behaviors and attitudes involving food and how we feed ourselves. Students will learn about the food pyramid, creating balanced meals, portion size, safe food handling, and factors that affect how food choices are made. Students will also learn to budget their daily meals and create meal plans that are suitable for their needs and budget.	<ul style="list-style-type: none"> • Academics for Life • Independent Living Skills
Money and Finances	Students will gain skills in using money to make purchases. This course uses various techniques, including participating in mock purchases and real purchases within the class, using weekly shopping list receipts, planning and budgeting for food, bills, rent, etc., and engaging in various money games to practice giving correct change.	<ul style="list-style-type: none"> • Academics for Life • Independent Living Skills • Community Participation • Recreation and Leisure
Recreation and Leisure	Students will participate in individual and group exercises, including modified bowling, basketball, yoga, dancing, swimming, walking, yard games, stationary bike, parachute activities, health club membership, etc. Students will learn cooperative play and social / communication skills and have an opportunity to connect to exercise activities for a healthy lifestyle. In partnership with the East County Community Center, students will have the opportunity to access the pool and weight room as they learn to continue their healthy lifestyles. Students will also explore their interests and hobbies like art, photography, comics, gaming, etc.	<ul style="list-style-type: none"> • Independent Living Skills • Community Participation • Recreation and Leisure
Skills for Employment	Students will work on developing soft skills needed for employment, communication, enthusiasm, and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. The class will spend time problem-solving situations from work experiences. We will study for and take the Food Handlers Test. Students will create a work experience binder that includes resumes and applications so that students have the necessary documents to apply for work and or vocational rehabilitation. Students will develop interview skills and practice interviewing. This class may involve guest speakers and outings to job fairs.	<ul style="list-style-type: none"> • Academics for Life • Independent Living Skills • Vocational Training • Community Participation
Work Experience (job shadows, volunteering, and unpaid work exp.)	Students will increase their employment and work readiness skills in a supported group work setting both on and off campus. Students will engage in various work experiences to learn to stay on task, follow the supervisor's directions, and gain new experiences in an effort to become more employable and develop a work preference.	<ul style="list-style-type: none"> • Academics for Life • Vocational Training • Community Participation

Section 4: Vocation Training Department

In conjunction with our Community Transition teachers, the Vocational Department assists students with functional work skills, resume building, work experiences, community outreach and involvement, and is a bridge between families and agencies that support students beyond their involvement in the transition program.

Vocational Support Specialists:

Rachel Renick - Lead Trainer rachel_renick@ddsd40.org

Lisa McDonald - Job Coach lisa_mcdonald@ddsd40.org

Theo Kline - Vocational Training Assistant theo_kline@ddsd40.org

Internships:

Students may explore a short, hands-on, focused work experience at a business or organization. Students can sample career options in a variety of fields.

Job Shadows:

Students may spend a day at a business to observe the jobs of individual workers by shadowing their daily routines and activities.

Work Experiences:

CTP work experience helps students prepare for the world of work and move toward employment. This includes in-class activities and non-paid work experiences in the community. It should be noted that students have varying skills and, therefore, individualized employment goals.

Semester Placements:

When a work experience is deemed appropriate, students will be placed at a work site based on their interests and skill set. Students typically work 1-3 days a week for 2-3 hours with companies and organizations in the community. Most placements last about 10-12 weeks. Students may use public transportation to and from the work site. Students review their work performance with staff to assist with training needs.

Students must attend either hourly or with a full schedule at CTP in order to access CTP-sponsored work experiences. A code of conduct will be reviewed and signed prior to students starting their work experiences that will focus on job skills, attendance, punctuality, responsibility, and respectful behavior while on site.

Students will:

- Explore job interests and learn about different jobs
- Learn job seeking (resumes, job applications, interviewing) and job keeping skills
- Learn and practice good work habits on the job
- Gain specific job skills
- Build a work history

Responsibilities:

All work experience jobs require a minimum of a **2-week trial**. If the student wishes not to continue, a **two-week notice** is to be given to the employer. This includes all work experience on and off campus.

Attendance

85% attendance is expected in the work experience program.

If a student is going to be absent or late to work they must:

Call Vocational Staff: (503) 256-6500 X 4417

Call Work Site: This is the responsibility of the worker (student).

In the event of a pre-arranged absence (doctor's appointment, school activity, etc.) students must notify CTP Vocational staff and work site at least 24 hours in advance.

If a student has 3 unexcused absences or tardies from the work site, then the student may be **terminated** from their work experience. Absences with no notice are considered unexcused.

If a student is excessively late or absent from school and it is unexcused, their work experience may be terminated. If a student is absent from school, they cannot work that day. Students must attend CTP courses in order to have work experience. Foundational skills are practiced and coached on-site in order for the student to gain the skills necessary to be successful on the job. Additionally, If a student does not go to work, they cannot be at school during their scheduled work time. In the event there is a 2-hour late start or full-day cancellation due to weather, all work experiences for that day may be canceled.

Students, work experience coordinators, and teachers identify types of jobs that match the student's interests and skills. They are given the opportunity to try a variety of different types of jobs. This helps students learn what it is like to work in different organizations and become better prepared for employment.

Any work issues or challenges should be brought to the attention of the Work Experience Coordinators in the Vocational Department. Any ongoing behavior or unprofessionalism will be addressed, and due cause for termination of the work experience as well. Students must follow all David Douglas School District Code of Conduct rules while they are representatives of the district on campus and on-site of their work experiences.

Local Partners:

We work with a variety of local partners to set up vocational experiences to match the needs and interests of our students. Below is a sample list of some partners we have worked with in the past.

ACE Hardware
Grocery Outlet
Walgreens
Planet Fitness

Mittens Motel
Portland Nursery
Letz Automotive
Right Price Market

Student-Operated Businesses:

**Supported by Case Managers through course work and Vocational Training Consultation.*

- **Kids Closet:** Open to families of the DD community. Providing toiletries, shoes, work clothes, coats, and clothes for all age ranges. Students gather materials, stock shelves, fill online orders, and assist community members shop while on campus.
- **Sunshine Depot:** Student-operated coffee cart at South Powellhurst. Snacks, coffee, tea, and hot chocolate are served to staff and students throughout the week. Students learn money management skills, customer service skills, and inventory experience.
- **Desktop Daisies:** Students work with community partners to gather donated flowers. They take orders from staff in the district and make beautiful flower arrangements that are delivered weekly. Additional tasks include watering and fostering the healthy growth of plants around the building.
- **Douglas Doggies:** Students make organic dog treats and sell them to district staff. Students learn the process of ordering supplies, taking orders, filling orders, and the process of making dog treats from start to finish. Funds raised from Douglas Doggies are used to purchase items in the community for student practice, along with community outings on Fridays.



Section 5: Code of Conduct and CTP Expectations

Student discipline and policies

We expect, encourage, and trust our students to be safe and make healthy decisions regarding their behavior. When students make poor decisions, there are consequences for their actions. The chart in the Discipline Practices in district student/parent handbook on the following pages shows the consequential actions which may occur for each infraction. A minimum to maximum range is listed, as well as disciplinary action for first or repeated occurrences. Students are held accountable to rules/expectations at school, while traveling to and from school, at school-sponsored events (including work experiences), while at other schools in the District, and while off campus whenever such conduct disrupts or interferes with the discipline or general welfare of the school. Oregon Revised Statutes 339.250 states it is the duty of the student to comply with the rules of the government of the school.

While this is a program that is offered to our students who are adults, there

DAVID DOUGLAS SCHOOL DISTRICT

Student Rights and Responsibilities

- A CODE OF CONDUCT •



While we are a program of the David Douglas School District, our Student Rights and Responsibilities are reflected in the following Code of Conduct and must be followed as such while enrolled in the program.

STUDENT CONDUCT CODE

Introduction, philosophy, legal basis

This document is designed to be a reference for students and parents in order to help all learn and contribute to a positive, respectful environment in our David Douglas Schools. We believe that staff, students, parents, and guardians should work together in order to provide a safe and respectful environment for each and every member of our community.

In compliance with Oregon Statutes, the School Board of the David Douglas School District accepts its responsibility for adopting rules for the general governance of the schools and for the maintenance of discipline. The Board continually strives to maintain a school climate that is free from discrimination, morally and spiritually wholesome, safe, and healthy. One method of accomplishing these goals is to spell out, in clear and concise language, students' rights and responsibilities, develop understandable rules on student conduct, and maintain an orderly and consistent procedure for dealing with violations.

Oregon law addresses student discipline, suspensions, expulsion, and codes of conduct, as well as property damage, threats, and injuries to students and school employees in Chapter 339 of the Oregon Revised Statutes. Section 21 of the Oregon Revised Criminal Code provides for the use of reasonable physical force in schools. The David Douglas School Board believes that every individual must share the rights, the duties, and responsibilities in the operation of an efficient public school institution.

The David Douglas School District has adopted a Responsive Restorative Practice model that emphasizes supporting students as they learn and grow.

David Douglas School District staff are committed to:

- knowing, caring for, and establishing positive relationships with students;
- supporting the whole child;
- teaching the development of positive social, emotional, and behavioral skills to students;
- using a variety of ways to shape behavior once harm has occurred, instead of relying on exclusionary practices;
- partnering with families, other staff, and community-based organizations in the event that disciplinary action has occurred;
- examining their own implicit bias, while working from culturally and trauma-responsive lenses that utilize verbal de-escalation skills in an effort to create conditions in schools that allow students to be successful.

Careful attention has been given to procedures and methods that have the goal of being equitable and reasonable to all students. Students may be denied participation in extracurricular activities as a result of responsive restorative practices. In addition, titles and/or privileges granted to students may also be revoked (e.g., valedictorian, student body class or club office positions, participation in school activities, prom, etc.). A referral to the appropriate law enforcement agency for legal action may result, if appropriate.

We thank all students, staff, parents, and guardians in advance for each individual's cooperation in working towards creating a safe and welcoming environment for all who enter our David Douglas Schools to learn, grow, and thrive.

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RIGHTS AND RESPONSIBILITIES

David Douglas Schools' students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn.

Please note all staff is expected to conduct themselves in a manner that conforms to board policy and administrative regulations. Additionally, all licensed staff is expected to adhere to the Standards for Competent and Ethical Performance of Oregon Educators as specified in Oregon Administrative Rules.

Students have a <u>right</u> to:	Students have a <u>responsibility</u> to:
1) Discuss educational concerns with teachers and other school staff.	1) Attend school regularly, arrive on time, and be prepared to participate in class and complete homework.
2) Receive a copy of our Student Rights and Responsibilities Handbook.	2) Do one's best.
3) Receive due process/right to be heard without discrimination.	3) Respect the rights, feelings, and property of other students, parents/guardians, school personnel, visitors, guests, and school neighbors.
4) Report any concerns including incidents of verbal or physical threats including bullying, harassment, menacing, or abuse.	4) Follow classroom, school, and district expectations on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom as not to interfere with teaching and learning.
5) Access their school records within district policy.	
6) Receive discipline information in a language they can understand in accordance with the district translation policy.	5) Read and understand the Student Rights and Responsibilities Handbook.
7) A safe learning environment.	
8) An environment free from discrimination and harassment.	

<p>Parents/Guardians have a <u>right</u> to:</p> <ol style="list-style-type: none">1) Receive regular official reports of the student's academic progress and attendance.2) Make recommendations and give input to educational planning.3) Participate in conferences with teachers and/or school administration.4) Receive explanations from teachers for students' grades.5) Read all school records pertaining to their students, within district policy.6) Obtain further clarification on any rights referred to in this handbook.7) Receive discipline information in a language they can understand in accordance with the district translation policy.	<p>Parents/Guardians have a <u>responsibility</u> to:</p> <ol style="list-style-type: none">1) Assist school staff by sharing ideas for improving student learning and preventing or resolving student discipline problems.2) Provide supervision for the student's health, physical, and emotional well being, along with prompt and regular attendance.3) Provide the school with written explanations for student absences or tardiness and attend parent/guardian conferences.4) Support student compliance with school expectations.5) Provide supervision of students before and after school.6) Review and discuss this book with students as well as other similar materials, such as the school discipline plan.7) Support the school self-discipline and conflict resolution programs.
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ATTENDANCE

Oregon Law requires parents/guardians to see that children between the ages of six, five if enrolled, and 18 years attend school regularly. Schools will inform parents/guardians of student absences. Parents/guardians are encouraged to contact the school if there is a concern about absenteeism. When a student's attendance is so erratic that they are not benefiting from the educational program, the principal or designee will notify the student and parent/guardian and develop a plan for support.

State law requires schools to withdraw students who are absent ten consecutive school days for any reason ([OAR 581-023-0006\(11\)\(c\)](#)).

Regular attendance is essential to providing the greatest opportunity for the student to learn and develop habits that result in responsible behavior. It is vital that parents and the school communicate and work together to maintain regular attendance for our students' success. In accordance with Oregon school law, the school must determine whether an absence may be prearranged or is to be excused. A note written by a parent or guardian does not necessarily constitute an excused absence.

A student absent from any class without permission will be considered truant and may be subject to disciplinary consequences.

When students are not attending at least 90% of the time, parents/guardians may be notified of irregular attendance via letters, phone calls, home visits, or possible truancy letters outlined by district chronic attendance protocols.

ATTENDANCE POLICY:

A reasonable attempt will be made by school personnel to contact a parent/guardian when a student is absent from one or more classes.

1. Parents/guardians are asked to call the students' school if they know the student will be absent during a certain day or days.
2. After ten (10) consecutive absences the student will be withdrawn from school and the parent/guardian will be required to re-enroll the student.

In accordance with Oregon school law, David Douglas Schools reserve the right to determine whether the absence is excused or unexcused.

EXCUSED/UNEXCUSED ABSENCES

Oregon School Law ([ORS 339.065](#)) states, "an absence may be excused by a principal or teacher if the absence is caused by the pupil's sickness, including the mental or behavioral health of the pupil; by the sickness of some member of the pupil's family, or by an emergency" and continues by stating "A principal or teacher may also excuse absences for other reasons where satisfactory arrangements are made in advance of the absence."

A student who has been absent because of illness or family emergency must be excused by a parent or guardian describing the reason for the absence within one school day after returning to school.

Absences other than those listed above will be unexcused. In order to receive credit, students and/or parents/guardians are expected to communicate with the teacher and keep abreast of the schoolwork that must be completed to fulfill the requirements of a course. Examples of unexcused absences are:

- truancy (skipping);

- failure to communicate by a parent/guardian within one school day following the absence;
- leaving school during the day without properly checking out in the office;
- nonattendance on any school day that students organize as a “Skip Day”, such as “Senior Skip Day”, are not sanctioned or approved by school policy or by the administration;
- working on class projects instead of attending a regularly scheduled class.

If a student is absent two days or less, the student can pick up make-up work upon return. For extended absences (three days or more) parents/guardians can request that homework be sent home. Please give one day of notice to the school when requesting homework.

PREARRANGED ABSENCE POLICY

The David Douglas staff recognizes that all learning does not occur at school. We support student learning experiences that may take students away from campus for up to five school days per semester. For any excused absence, a student will be allowed an extension of at least one class period for each day absent.

ATTENDANCE STANDARDS

1. In order for a student to participate in a school activity, the student must attend school for the entire day. A student missing any class period on a day of participation must have administrative approval prior to being allowed to participate.
2. When a student anticipates a missed class due to a school activity, it is the student’s responsibility to notify the teacher at least one day in advance. It is the responsibility of the student to acquire the missed assignments, turn in the makeup work, and keep up with all assignments and class requirements. Students with chronic attendance problems may receive an Activity Pause.

Note: Please refer to your child’s student handbook for specific attendance information related to your child’s school.
Attendance

BUSES

RULES FOR STUDENTS RIDING THE BUSES:

- Students being transported are under authority of the bus driver.
- Fighting; and wrestling are prohibited on the bus.
- Students shall use the bus emergency door only in case of emergency.
- Students shall be at the bus stop on time during morning and evening pick-up times.
- Students shall not bring animals, firearms, weapons, skateboards, glass containers, balloons, or other potentially hazardous materials on the bus.
- Students shall remain seated while the bus is in motion.
- The bus driver may assign students' seats.
- When necessary to cross the street, students shall cross in front of the bus or as instructed by the bus driver.
- Students shall keep their hands, arms, and heads inside bus windows.
- Students shall have written permission from a parent/guardian or responsible adult to ride a different bus than normal and/or to leave the bus at other than their home or school.
- Students shall converse-only with others next to them; loud or vulgar language is prohibited aboard the bus.
- Students shall receive permission from the bus driver prior to opening or closing windows.
- Students shall be courteous to the driver, to fellow pupils, and to passersby.
- Students who refuse to follow direction-promptly from the driver or refuse to follow regulations may forfeit their privilege to ride on the buses.
- "Rules Governing Pupils Riding School Buses" are posted in all school buses.

Video cameras may be used to monitor student behavior on district transportation.

MISCONDUCT ON BUS OR AT BUS STOP:

Disciplinary action for not following expectations on the bus and at the bus stop will be administered at the school by the school principal or principal's designee (e.g. teachers, bus drivers, others).

Responses to bus conduct infractions will follow the same guidelines for disciplinary action specified in this handbook. In addition, there may be loss of riding privileges for up to ten consecutive school days at a time. Permanent loss of riding privileges may also occur.

Misconduct by a student which negatively impacts the safe orderly operation of the bus or school may cause a forfeit of the student's privilege to ride the buses.

Teachers or other authorized school district personnel shall accompany students on all field trips and shall assume responsibility for their conduct.

DANCES

Dances are provided for the students in David Douglas schools so they can meet one another and participate in social activities. In order to provide proper environment for these activities, David Douglas schools has no tolerance for inappropriate dancing. Freaking, grinding, and other sexual dancing is not appropriate for dances hosted by David Douglas schools. There will be no warnings. Students who choose to dance in this manner will be removed from the dance and will not receive a refund. If a student is removed from a dance, every attempt will be made to contact a parent/guardian. Repeated violations will result in loss of dance privileges.

DRESS CODE

The responsibility for the dress and grooming of a student rests primarily with the student and their parent(s) or guardian(s). The district's dress code is established to create a positive school culture and enhance academic success by providing a supportive learning environment, preventing disruption, and avoiding safety hazards. Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

The district expects student dress and grooming to meet standards which ensure that either of the following conditions does not exist:

- disruption or interference with the classroom learning environment, and/or
- threat to the health and/or safety of the student concerned or of other students.

ALLOWABLE DRESS AND GROOMING:

- Students must wear clothing including both a shirt with pants, dress, skirt, or shorts, or the equivalent, and shoes.
- An adequate coverage of the body is required.
 - Shirts and dresses must have fabric in the front, back, and on the sides.
 - Clothing covering all private parts must not be see-through.
 - Clothing must cover undergarments (straps excluded).
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, Career Technical Education workshops, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

NON-ALLOWABLE DRESS AND GROOMING:

- Clothing and/or tattoos may not depict, advertise, or advocate the use of weapons, alcohol, tobacco, cannabis, or other controlled substances, pornography, sexual innuendo, nudity, or sexual acts.
- Clothing may not be associated with gang affiliation or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other individual and/or group(s) of people.
- Hats, visors, hoods, and any head covering unless connected with a religious belief are not allowed in the building during the school day (each site may make its own determination around this).
- Sunglasses, costume masks, or other disguises may not inhibit the identification of an individual during all school activities.

PARENT/GUARDIAN RESPONSIBILITY:

The responsibility for the dress and grooming of a student rests primarily with the student and the student's parent(s)/guardian(s). It is expected that all parent(s)/guardian(s) review our district dress code with their student(s) at the beginning of each school year.

STUDENT RESPONSIBILITY:

All students are responsible for complying with the district dress code during school hours and while representing the school (e.g., athletics, activities, etc.).

STAFF RESPONSIBILITY:

All staff are responsible to equitably enforce our district dress code, teachers, administrators, and all school staff must be notified at the beginning of the school year in regards to its purpose and spirit, and how to enforce it in a way that does not shame students or disproportionately impact certain student groups. Staff should be guided by the dress code and follow the letter and spirit of the dress code.

ENFORCEMENT:

In no circumstance shall an adult speak with a student about a dress code violation in front of other students unless it involves the removal of a hat, hood, any other head covering, sunglasses, and/or masks.

- Students found in violation of these standards may be asked to change the clothing that does not meet the Standard.
- Staff discussing a dress or grooming violation with a student should present options for obtaining alternative clothing that meets the dress code (e.g., extra clothes in locker/backpack, school clothes closet, etc.)
- When possible, students will be provided the opportunity to wear school-owned replacement garments. Students should never be required to wear specific garments as a disciplinary measure.
- If the student does not have extra clothing to change into, they may be asked to call home and have parent(s) or guardian(s) bring appropriate clothing. Every attempt will be made to minimize a loss of instructional time.

DRUGS AND ALCOHOL/ POSSESSION, USE OR DISTRIBUTION OF

A posted Drug Free Zone exists around the David Douglas Schools. Drug Free Zone means, “Unlawful manufacture or delivery of a controlled substance within 1,000 feet of a school is a class A felony” ([ORS 475.904](#)).

David Douglas Schools consider distribution, possession, and/or use of alcohol or drugs, or possession of drug paraphernalia, by a student to be a serious violation of policy. Students will be subject to disciplinary measures if an infraction occurs.

- The possession, sale or supply of any alcohol, narcotic, drug, counterfeit drug or controlled substance on or about the school premises or at any school-sponsored activity is prohibited.
- The possession of any drug paraphernalia containing drug residue on the school premises or at any school-sponsored activity is prohibited.
- A student shall not use, transmit, or be in possession by consumption of any narcotic drug, hallucinogenic drug, amphetamine or amphetamine look-alike, barbiturate, cannabis, alcohol or intoxicant of any kind, a look-alike drug or prescription drug represented as an illegal drug, herbs, vitamins, energy pills, and energy drinks on or about the school premise or at any school-related activity.

TOBACCO AND NICOTINE:

No student shall possess, use, or distribute any tobacco or nicotine products on David Douglas School District property or in any area within 1,000 feet of the school grounds or while attending or participating in school sponsored activities. This policy is based on the law passed by the 1991 Oregon Legislature (HB 3590). The law also states that school personnel are accountable for carrying out this mandate. Thus, school personnel will confiscate tobacco products and tobacco burning devices from students.

Tobacco includes, but is not limited to, any lighted or unlighted cigarette, cigar, pipe, clove cigarette, electronic or vapor cigarette, any smoking product or spit tobacco product, such as smokeless tobacco, dip, chew, or snuff, in any form. All parties on or about District properties including buildings, grounds, vehicles, and any other property prohibit the use of these products.

The possession or distribution of tobacco products and tobacco paraphernalia (e.g., lighters, rolling papers) shall be prohibited on or about District properties including buildings, grounds, vehicles, and any other property by all students, regardless of age.

We realize that the tobacco policy may create a hardship for students who use tobacco. David Douglas schools will extend help to those who would like to quit using any kind of tobacco product. Students who are interested in this kind of help should contact their school counselor.

Violators of the drug/alcohol/tobacco policy will be referred to an administrator. Multiple offenses may result in a referral to a school counselor for assistance. Students who continue to violate the drug/alcohol policy will be subject to suspension or expulsion.

Note: All schools in the David Douglas School District publish a student handbook. Please refer to your child's student handbook for specific instructions regarding over the counter (OTC) medications.

DUTY OF STUDENTS

"Public school students shall comply with the rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks, and submit to the teacher's authority...willful disobedience, open defiance of the authority of a school employee," or "the use of profane or obscene language is sufficient cause for discipline, suspension or expulsion from school" ([ORS 339.250](#)).

Arson - The intentional setting of fire.

Assault - Intentional physical threats or violence to persons.

Bias Incident - A person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias Incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups ([OAR 581-022-2312](#)).

Building Rules - Building principals may develop reasonable published rules for the operation of their building in addition to, but not in conflict with, the regulations in this document. Violation of any of the rules described in the preceding sections may lead to disciplinary action.

Burglary - Breaking and entering with intent to commit a crime.

Threats of Violence - Verbal or written threats of violence.

Closed Campus - All students are to remain on the school grounds during the school day unless excused by the school office. Food delivery services are prohibited.

Criminal Acts - The commission of, or participation in, activities prohibited under the laws of the State of Oregon, in school buildings, on school property, or any school-sponsored activities is prohibited. The school, regardless of whether or not criminal charges result, may take disciplinary action.

Dangerous Objects - Weapons and replicas of weapons are forbidden on school property. Weapons shall include, but not be limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious/irritating or poisonous gases, poisons, drugs or other items, which under the circumstances in which they are used, attempted to be used, or threatened to be used, are readily capable of causing death or physical injury.

Any loaded or unloaded firearm or weapon possessed on or about a student while on district property is subject to seizure or forfeiture.

Incidents of students possessing weapons will be reported to the student's parent(s)/guardian(s) and shall be reported to the police. As required by law (under V.S.F. 921, [ORS 161.015](#), [ORS 339.115](#), and other applicable laws), appropriate disciplinary and/or legal action up to and including expulsion for one year or more will be taken against students who possess weapons and with students who assist possession in any way.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons in school buildings. The superintendent may prescribe special conditions or procedures to be followed before giving such authorization.

Displays of Affection - A public display of affection beyond common social gestures in any David Douglas school building or anywhere on campus is not acceptable behavior. Students may receive redirection about excessive displays of affection. If the unacceptable behavior continues, the student may be referred to an administrator for further

appropriate consequences-

Disruptive Conduct - Disruptive or abusive conduct that deprives other students of their right to learn is prohibited ([ORS 339.250](#)).

Extortion, Blackmail, or Unlawful Coercion - Obtaining money or property by violence or threat of violence, or forcing someone to do something against his/her will by force or threat of force, or by threatening to accuse another of a crime.

Financial Responsibility - Parents of students committing malicious mischief are liable for expense of repair ([ORS 339.270](#)).

Inappropriate Touching - Inappropriate touching is any physical contact that causes another person to feel uncomfortable. Inappropriate touching can be intended or unintended. If a student experiences inappropriate touching the student should tell an adult as soon as possible. Repeated offenses will result in suspensions and possible expulsion.

Larceny - Theft.

Loitering - Not having any reason or relationship involving custody of, or responsibility for, a student, or upon inquiry not having a specific, legitimate reason for being on school premises.

Malicious Mischief - Damage to buildings, fences, trees or other parts of school property, including cutting, marking or defacing in any manner.

Physical Aggression - Physical aggression is physical contact with the intention of threatening and/or harming any individual. Physical aggression is an overt action, which may include pushing, shoving, bumping nudging, and/or any physical action intended to intimidate another individual. Repeated offenses will result in suspensions and possible expulsion.

Physical Force -

1. At school or any school activity, an individual who is a teacher, administrator, school employee, or school volunteer may use reasonable physical force upon a student when and to the extent it is necessary to prevent a student from doing harm to himself or herself, others, or to district property. In addition, employees may use reasonable physical force upon a student when and to the extent the employee reasonably believes it necessary to maintain order in the school or classroom or a school activity or event, whether or not it is held on school property.

2. The authority to discipline a pupil does not authorize the infliction of corporal punishment, defined as the willful infliction of, or willfully causing the infliction of physical pain, on a pupil ([ORS 339.250](#)).

3. Physical restraint and/or seclusion are only permitted as part of a behavior support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious, physical harm to the student or others ([OAR 581-021-0061](#)).

Robbery - Stealing from individuals by force or threat of force.

Sale, Use, or Possession of Alcoholic Beverages or Illegal Drugs - Participation in this illegal activity on the school premises, or while attending school-sponsored activities, will result in immediate suspension with possible expulsion.

School-Sponsored Events - Students at all school-sponsored events shall be governed by school district rules and regulations and are subject to the authority of school district officials whether the event occurs on or off school grounds.

Search and Seizure -

1. General search of school properties, including but not limited to, lockers and desks may occur at any time without students present; illegal items or items belonging to the school may be seized.
2. Individual searches of school property assigned to a student should be limited to a situation where there is reasonable cause to believe the student is secreting evidence of an illegal act or rules violation.
3. Illegal items, or items prohibited by district regulations, or other possessions reasonably determined to be a threat to the safety or security of the possessor or others may be seized by the school officials.
4. Items used to disrupt or interfere with the educational process may be temporarily removed from the student's possession.
5. All items seized will be made available for return to the owner or the proper authority.

Trespass - Being present in an unauthorized place or refusing to leave when ordered to do so by duly constituted authority.

Unlawful Interference With School Authorities - Interference with administrators or teachers by force or violence, or any unlawful coercion.

Unlawful Intimidation of School Authorities - Interfering with administrators or teachers by intimidation with threat of force or violence, or any unlawful coercion.

Duty of Pupils

FREEDOM OF EXPRESSION AND ASSEMBLY

FREEDOM OF SPEECH AND ASSEMBLY:

- Students may verbally express their personal opinions, but these opinions shall not be allowed to interfere with the rights of others to express themselves. The use of obscenity, personal attacks, or threats of harm to persons, property, or reputation is prohibited.
- All student meetings on school property may function only as part of the normal educational process or as authorized by the principal or the principal's duly appointed representative.
- Students have the freedom to assemble peacefully; however, conducting or participating in any assembly which interferes with the operation of the school or classroom is prohibited.

FREEDOM TO PUBLISH:

1. Statement of Intent -

The process of educating students for a responsible democratic society requires reasonable opportunity for them to exercise the rights of freedom of speech and expression in the context of the public school environment. The primary purpose of all school publications is that of an instructional tool in the educational process.

Students are entitled to express their personal opinions in writing. These opinions shall not interfere with or disrupt the educational process or infringe upon the rights of others. The author must sign such written expressions. The time and place for the distribution of such material is subject to individual building rules.

The purpose of this policy is to ensure the exercise of these rights with due regard to the rights of others and the need for reasonable restrictions in the operation of the public school system.

In order to provide this experience for students, the board establishes the following policies to be supplemented by administrative rules and regulations as reasonably required:

2. Publication Rights and Responsibilities -

Students of the district have the right to participate in the production of official school publications that emanate from a school class or school activity under the direct supervision of an assigned teacher. School publications include, but are not limited to, newspapers and yearbooks.

School publications must follow established journalistic procedures, including the requirement of signed authorship on all articles and letters to the editor expressing opinions. Editorial opinion is the responsibility of the editorial staff. The principal must approve school publications or the principal's designated representative prior to distribution.

All school newspaper publications must provide ample opportunity for the expression by students of divergent viewpoints taking the age levels of the students and standards of the community into consideration.

3. Publication Prohibitions -

In the exercise of the student rights described above, no student shall publish, distribute or post materials which:

- A. are offensively lewd, indecent, or obscene to minors according to current legal definitions;
- B. are libelous according to current legal definitions;
- C. would materially and substantially interfere with schoolwork or discipline;
- D. would violate the rights of others, including the right to privacy;
- E. encourage actions that endanger the health or safety of others;
- F. incite students to commit unlawful acts on school premises or violate lawful school regulations or disrupt the orderly operation of the school;
- G. express or advocate racial, ethnic, or religious prejudice so as to create a danger of commission of

- H. unlawful acts on school premises or of the violation of lawful school regulations or of the
- I. substantial disruption of the orderly operation of the school;
- J. are distributed in violation of the time, place, and manner requirements, and/or
- K. are plagiarized.

4. Determination of Appropriateness -

- The advisor shall review and approve each article prior to its publication to determine if it satisfies the conditions of these guidelines.
- No copy may be censored except for reasons specifically listed in these guidelines.
- The responsibility to implement these guidelines in accepting or rejecting material submitted for publication rests with the advisor. In the event that a student disagrees with the advisor's decision, the matter may be submitted to the Publications Review Board for resolution, and the article withheld from publication until the matter is resolved.

5. Publications Review Board -

The principal shall designate a Publications Review Board to review material and exercise administrative responsibilities as required by this policy. The Publications Review Board shall consist of the ASB president or designee, the faculty advisor, and an administrator appointed by the principal. Decisions of the Review Board may be appealed to the superintendent. The superintendent's decision shall be final.

6. Publications Violation -

Known-violation of this policy by any student may result in disciplinary action.

7. Advertising Policy -

Commercial advertising or solicitations will be permitted on school property only if they are related to school functions and have the approval of the superintendent or the superintendent's designee. School publications shall not contain advertisements which:

- A. promote activities that are illegal and/or in violation of school policy;
- B. promote actions that would disrupt the orderly operation of the school or threaten the health and safety of students or staff;
- C. contain material which is libelous, deceptive, or offensively lewd, indecent, or obscene, and/or promote use of alcohol, drugs and tobacco products.

8. Off Campus Publications -

Written materials not produced by students of a district school must have the approval of that school's principal before they may be distributed.

9. Right to Petition -

Students have the freedom to petition for a change in school policies and regulations; circulation of petition is subject to individual building rules.

HARASSMENT

David Douglas School District's policy on harassment is based on the principle that respect and tolerance are essential for a positive and productive learning environment. Furthermore, the policy is supported by a district policy that specifically prohibits harassment, as well as state and federal regulations that hold schools liable for not processing complaints vigorously and fairly. David Douglas School District staff will be vigilant and proactive in defining, identifying, and instituting techniques to prevent harassment and will not condone racial, ethnic, sexual, gender based/transgender or any other kind of harassment. Specifically harassment is defined as follows:

"Harassment, intimidation or bullying" means any act that:

- a) substantially interferes with a student's educational benefits, opportunities, or performances;
- b) takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, while using school property, or at any official school bus stop;
- c) has the effect of:
 - § physically harming a student or damaging a student's property;
 - § knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - § creating a hostile educational environment, including interfering with the psychological wellbeing of a student, or
- d) may be based on, but not limited to, the protected class status of a person.

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability ([ORS 339.351](#)).

1. Intimidation / Bullying: Behavior that substantially interferes with a student's educational benefits. Such behaviors might include, but are not limited to, making inappropriate comments to or about someone, telephoning in an inappropriate manner, baiting, calling names, or encouraging others to do so ([ORS 339.351](#)).

2. Cyberbullying: The use of any electronic communication device to harass, intimidate, or bully. Cyberbullying may include the distribution of emails, flyers, photos, posts on social media and other related apps, and text messages.

3. Racial / Ethnic: Any written or verbal comment that disparages a person's race, religion, and/or ethnic origin will be considered to be harassment. Some examples of this are crude remarks written on a student's locker or spoken in the hall, passing a note that contains racial/ethnic slurs, etc. Appropriate disciplinary action will be taken against the harasser;

4. Sexual Harassment: The David Douglas School District is committed to maintaining a learning environment free of sexual harassment. For purposes of these guidelines, the following behaviors by one student to another, by a staff member to a student, or by a student to a staff member may be defined as sexual harassment:

- unwelcome sexual flirtations, advances, or propositions;
- graphic verbal or written commentaries about an individual's body or attire (e.g., graffiti with sexual personal messages or a drawing of suggestive objects on a notebook);
- sexually explicit or offensive joking;
- snapping of bra straps or pulling on any other kind of underwear;
- pulling down gym clothes or other type of clothing;
- touching or grabbing private parts or genitalia;
- making unwelcome and suggestive sexual remarks;
- subtle pressure or requests for sexual favors;
- other verbal, visual, or physical conduct of a sexual nature, and/or

- any written or verbal comment that disparages an individual's sexual orientation, gender, gender identity or gender expression.

HARASSMENT COMPLAINT PROCEDURE:

Any individual who believes they have been subjected to harassment should immediately report the incident to the nearest school staff person or go directly to the office or a counselor to report the incident. If the report has been made to a counselor or staff person, the counselor or staff person must report it to an administrator. The administrator will investigate the complaint following school board policy.

INTERNET ABUSE/ELECTRONIC DEVICES

USE OF INTERNET:

The computers and computer network at David Douglas Schools are resources for students. It is expected that students will treat all school electronics with care and respect. David Douglas computers are connected to local networks and the Internet. A small part of the Internet may contain material that a parent/guardian and/or students may find objectionable.

Unauthorized or inappropriate use of the Internet and/or computer, copier, or printer is not permitted. Computers are to be used for school assignments only. Any other use, including but not limited to, inappropriate use of the Internet, playing games, or personal email is not allowed. Loss of computer privileges may result from such conduct.

CYBERBULLYING:

Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. David Douglas School District will not tolerate cyberbullying. (See Harassment)

ELECTRONIC DEVICES:

Electronic devices (including ear buds/headphones) are allowed only if used at the discretion of a teacher for class activities. Electronic devices should be off and away during the school day. Otherwise, electronic devices may be taken away if displayed during school hours. If it is the second offense, a parent/guardian will be asked to pick up the device from school. Personal computers, cell phones, or other amplified devices, laser pointers, or cameras are considered a distraction to the learning process when displayed during school hours.

Electronic devices used inappropriately by students will be subject to confiscation during school hours. Any student using an electronic device during the course of an investigation may be subject to search of the contents of that item. Students who bring electronic devices to school do so at their own risk; the school is not responsible for lost or stolen items.

WARNING: District and school staff are not responsible for lost or stolen electronic devices.

THREATS TO DISTRICT EMPLOYEES OR STUDENTS

David Douglas School District School Board is committed to promoting healthy relationships and a safe learning environment. To this end, David Douglas School District will not tolerate any form of threats, targeted lists, intimidation, harassment, or coercion directed against district employees or students. Expulsion of one year or more may be strictly enforced.

Staff must report to the principal any student who exhibits one or more of the following violence risk behaviors:

- threats to kill someone using a weapon or dangerous instrument;
- exhibits violent behavior in the classroom or any area of the school grounds, and/or
- threatens violent behavior in the classroom or area of the school grounds.

Violent behavior means physical violence against another human being that inflicts serious injury or death.

When a student makes a threat or exhibits behavior, the procedures outlined below are followed:

1. Staff member(s) observing the behavior or are made aware of the behavior will report the situation to the principal immediately.
2. The building principal will immediately remove from the classroom setting any student who has threatened to injure another person or to severely damage school or employee property.
3. The student will be placed in a non-classroom setting where the behavior will receive immediate attention from the building principal or designee.
4. The principal or designee will investigate the threat to determine the credibility of the threat. During the investigation period the student will remain under that supervision of the principal or designee.
5. The principal will follow county behavioral response assessment protocols and will first notify the superintendent's office and then the student services office. After the location and the student is secure, pending guidance from Student Services, then the parent(s)/guardian(s) of the student if the threat is deemed credible.
6. A credible threat of violence may result in suspension from school and possible expulsion. The employee against whom the threat is made and the employee who reported the threat will be notified of the District's decision unless prohibited by statute.
7. Safety assessments will be required for students who have made a credible threat of violence before the student is allowed to return to the classroom setting.
8. The administrator will meet with the employee against whom the threat was made and the employee's representative to discuss the results of the assessment unless prohibited by state and federal law.
9. The building administrator shall notify students and school employees who are the subject of credible threats of violence of these threats in a timely manner. Notification shall be attempted by telephone or in person within 12 hours of learning of the threat. A written follow-up notification shall be sent within 24 hours of learning of the threat.

WEAPONS

FEDERAL LAW

The United States Gun-Free Schools Act of 1994 provides that any student found to have brought a firearm to school must be expelled for not less than one (1) calendar year. A firearm as defined under [Section 921 of Title 18](#) of the United States Code includes the following:

- any weapon which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosion;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas:
 - bomb;
 - grenade;
 - rocket having a propellant charge of more than four ounces;
 - missile having an explosive or incendiary charge of more than one-quarter ounce;
 - mine, or
 - similar device;
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, or any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

STATE LAW

Oregon law requires school districts to expel students who bring and/or possess deadly weapons to school for a period of not less than one calendar year, which is subject to limited modification on a case-by-case basis. Such expulsions shall be reported to law enforcement.

Under the Oregon statute, “deadly weapon” is defined as “any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.” This includes, but is not limited to firearms, noxious gasses, knives, chains, brass knuckles, blackjacks, and bombs.

Oregon law requires school districts to expel students who use, attempt to use, or threaten to use dangerous weapons on school property or at school events or activities for a period of not less than one (1) calendar year, which is subject to limited modification on a case-by-case basis. Such expulsions shall be reported to law enforcement.

Under the Oregon statute, “dangerous weapon” is defined as meaning “any weapon, device, instrument, material, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.” This includes, but is not limited to pens, pencils, compass, rat-tail comb, ice pick, air gun, BB gun, mace, pepper spray, and chains.

DISTRICT POLICY

Weapons, replicas, and weapon-related activities are prohibited in the schools, on school grounds, at school activities, and school sponsored activities. Violations of David Douglas School District rules are subject to all consequences including expulsion. No person shall have on School District property any weapon, explosive, or incendiary device, including:

- **Anything used as a weapon with intent to commit or cause bodily harm**

Prohibited items are subject to confiscation by school officials.

- **Firearms/Dangerous Weapons**

Shall include but are not limited to: pellet guns, BB guns, paint guns, rifles, slingshots, blowguns, dart guns, shotguns, handguns and starting pistols, stun guns and tasers, and shall include the frame or receiver of any such weapon.

- **Knives and Shanks/Cutting & Stabbing Instruments**

All cutting edges or stabbing instruments of any size are prohibited.

- **Mace/Pepper Spray/Air Horns**

Mace is considered a weapon and may not be brought into a school facility. If mace is utilized at school the weapons policy will be enforced.

Federal and State Law require expulsion of students for one calendar year (David Douglas School District recognizes one calendar year as 365 days) under the following circumstances:

- bringing firearms, and/or possessing firearms at school, on school grounds, at school activities, and at school sponsored activities ([ORS 339.250 \(7\)](#));
- bringing deadly weapons and/or possessing deadly weapons in school, on school grounds, at school activities, during school hours, and school-sponsored activities, and/or
- school administrators will adhere to all IDEA language if the student in question has a disability
- IDEA allows the District to unilaterally move a student with a disability who brings a firearm to school to an interim alternative education placement for a maximum of 45 calendar days.

Using, attempting to use, or threatening to use dangerous weapons at school or at school-sponsored activities could result in expulsion for up to one calendar year.

Any weapon or replica possessed on or about a person while on District property or at school activities or events is subject to seizure and/or forfeiture.

Student possession of weapons will be reported to the student's parent(s)/guardian(s) and may be reported to law enforcement. Appropriate disciplinary and/or legal action will be taken against students who possess weapons and students who assist weapons possession in any way.

The law allows the District to unilaterally move a student with a disability who brings a firearm to school to an interim alternative education placement for a maximum of 45 calendar days.

Note: David Douglas School District does not exempt antique firearms, rifles, fireworks, and other devices.

RESPONSIVE RESTORATIVE PRACTICES IN THE DAVID DOUGLAS SCHOOLS DISTRICT

The David Douglas School District is committed to:

- knowing, caring for, and establishing positive relationships with students;
- supporting the whole child;
- teaching the development of positive social, emotional, and behavioral skills to students;
- using a variety of ways to shape behavior once harm has occurred, instead of relying on exclusionary practices;
- partnering with families, other staff, and community based organizations in the event that a disciplinary action has occurred;
- examining their own implicit bias, while working from culturally and trauma responsive lenses that utilize verbal de-escalation skills in an effort to create conditions in schools that allow students to be successful.

DEFINITION:

Restorative Practices - Restorative Practices are a framework for building and sustaining relationships between individuals and within a community. Through the use of authentic dialogue and differentiated relational strategies, we can respond to student behavior while coming to a common understanding of attitudes and actions that can repair issues and make things right with others.

SUSPENSION

Suspension temporarily removes from a student the privilege of attending school, school activities, or being on any David Douglas School District premises. Absences due to suspension are unexcused. Ordinarily a suspension will not exceed five school days, but in special circumstances, a suspension may be extended up to ten school days until some specific pending action occurs such as a court hearing, an expulsion hearing, a behavior assessment, or review by a probation officer. Suspensions are determined by a school administrator.

Note: All suspensions and expulsions in Grades PK-5 must follow requirements of [ORS 339.250](#).

SUSPENSION PROCEDURES:

1. The student is informed the suspension is being considered and is given the reason(s) for such action.
2. The student is given the opportunity to explain their side of the issue.
3. If the school administrator finds the suspension is warranted after hearing the student's explanation, the student is informed that they will be suspended, the time the suspension will start, and the length of the suspension.
4. The parent(s)/ guardian(s) are notified (if possible) of the suspension and the reasons for the action.
5. A letter is mailed or given to the parent(s)/guardian(s) stating the specific reasons for, and the length of, the suspension. The letter will also request that the parent(s)/guardian(s) contact the school for an appointment for a re-admission conference with the administrator and the student.
6. During the conference, the student's record will be reviewed in efforts to determine steps that need to be taken by the school, the student, and the parent(s)/guardian(s) to ensure success.

EXPULSION

Expulsion denies the student attendance at school or school activities for up to one calendar year ([ORS 339.250](#)).

Note: All suspensions and expulsions in Grades PK-5 must follow requirements of [ORS 339.250](#).

EXPULSION PROCEDURES:

1. The student is suspended pending investigation for a possible expulsion.
2. All procedures for suspension will be followed except that the letter to the parent(s)/guardian(s) will also state that expulsion is being considered.
3. If the administrator is considering expulsion, the parent(s)/guardian(s) and student will be notified by letter. This letter will explain that the parent(s)/guardian(s) and/or student may arrange for an expulsion hearing with the district superintendent. A copy of this letter will be forwarded to the superintendent. Request for an expulsion hearing must be made to the superintendent within five days of the receipt of the expulsion letter.
4. The parent(s)/guardian(s) and student may provide a person of their choice to administer advice and counsel at the expulsion hearing.
5. At the expulsion hearing, the parent(s)/guardian(s) and student may discuss the expulsion and present any information that is pertinent; however, strict "rules of evidence" will not apply to the hearing.
6. The hearings officer and/or administrator will, within three days, inform both parent(s)/guardian(s) and the principal {in writing} of the results of the review hearing.
7. Students have the right to appeal the results of the expulsion hearing to the superintendent or designee.

HANDBOOK DEVELOPMENT AND COMMITTEE MEMBERS

Beginning in spring of 2009, a group of teachers and administrators met to create a handbook that contained the rights, responsibilities, and discipline policy for all students in the David Douglas School District.

This handbook will be given to all David Douglas students and staff and will be posted on the David Douglas District website. It will be reviewed annually by a committee comprised of an equal number of teachers and administrators. This first edition of the handbook represents the David Douglas School Districts' "Student Rights and Responsibility – A Code of Conduct."

The committee members who collaboratively developed the first edition of this handbook for 2009-2010 are:

Kathy Edmondson – Teacher, Cherry Park
Cari Harris – Teacher, David Douglas High School
Debbie Hagen – OEA Representative
Ericka Guynes – Principal, Earl Boyles Elementary
Duane Larson – Assistant Principal, Alice Ott Middle School
Sharon Webster – Assistant Principal, David Douglas High School
Natalie Osburn – Assistant Superintendent, Secondary

In the 2020-2021 school year, a group of teachers, counselors, and administrators evaluated the David Douglas School Districts' "Student Rights and Responsibilities – A Code of Conduct" document to reflect changes in district policy centered on educational equity. This work continued throughout the 2021-2022 school year.

The committee members who collaboratively revised "Student Rights and Responsibility – A Code of Conduct" for use beginning in the 2022-2023 school year are:

Jonathon Archer - TOSA, Student Services Department
Stacey Barber - Teacher, David Douglas High School & DDEA Secondary Vice President
Jenn Bolser - Counselor, Ron Russell Middle School
Greg Carradine - Principal, David Douglas High School
Amber Cowgill - Vice Principal, Alice Ott Middle School
Vanessa Crawley - TOSA, Diversity, Equity, Inclusion Department
Kelly Devlin - Director of Multilingual Programs and Equity
Rolando Florez - Assistant Principal, David Douglas High School
Dena Henry - Teacher, Alice Ott Middle School
Andy Long - Director of Education
Stephanie Myhre - Teacher, Cherry Park Elementary & DDEA Union President
Mary Pearson - Director of Student Services
Lauren Perry - Teacher, Mill Park Elementary & DDEA Elementary Vice President
Florence Protopapas - Assistant Director of Student Services
Muhammad Rahman - Dean of Students, David Douglas High School
Ken Richardson - Superintendent
La'Shawanta Spears - Director of Diversity, Equity and Inclusion
Amy Straw - Principal, Fir Ridge Campus
Joe Talley - Assistant Principal, David Douglas High School
Kim Tucker - Teacher, Floyd Light Middle School
Kayla Thomas-Walker - Student Behavior Specialist, Earl Boyles Elementary School

