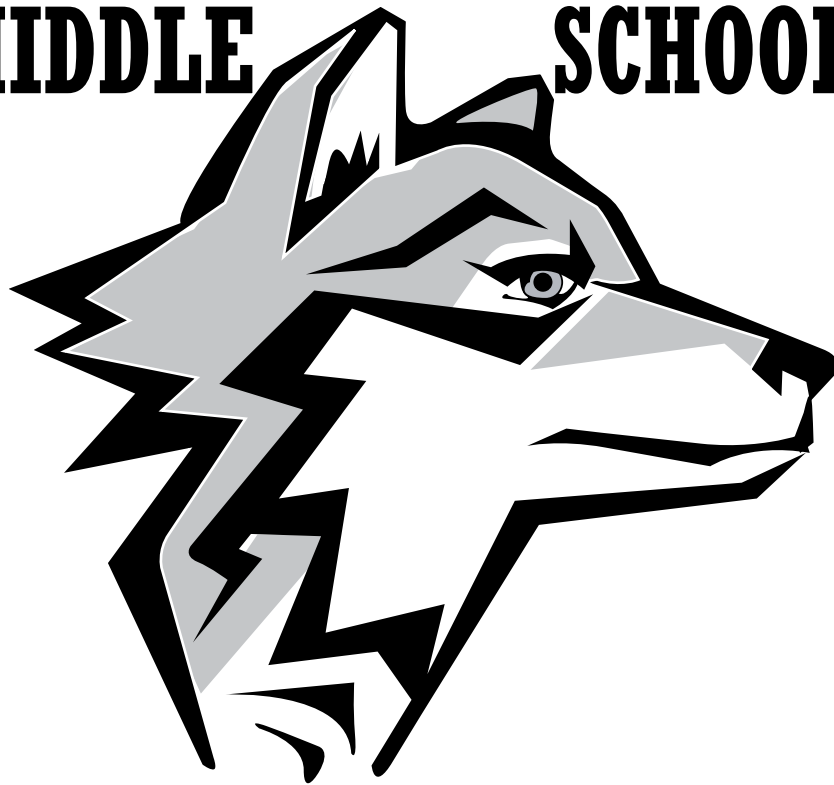


STUDENT 2018 - 2019 **PLANNER**

**RON RUSSELL
MIDDLE SCHOOL**



*Home of the
Timberwolves*



Student Technology Acceptable Use Policy

Grade 6-12

COMPUTER USE AND ONLINE ACCESS:

The David Douglas School District provides a wide range of technology resources for student use. These technology resources are to be used only for educational purposes. This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

STUDENT SAFETY:

The David Douglas School District uses a filtering system to track and monitor all computer and Internet use on our network. The system is designed to prevent access to educationally inappropriate sites.

It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the student's responsibility to report any inappropriate site to the teacher.

UNACCEPTABLE USES:

Below are examples, but not an exhaustive list, of online conduct that may constitute a violation of federal and/or state criminal laws relating to cyber-crimes:

Criminal Acts: These include, but are not limited to, "hacking" or attempting to access computer systems without authorization, threatening/harassing email, cyber-stalking, child pornography, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person's identity and/or identity fraud.

Libel Laws: Publicly defaming people through publishing material on the Internet, email, etc...

Copyright Violations: Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

STUDENT COMPUTER AND ONLINE RESPONSIBILITY:

Every student is expected to follow the school rules as well as the rules and conditions listed below. It is expected that students will show good citizenship and ethical behavior at all times.

1. I AM RESPONSIBLE FOR MY ONLINE ACCOUNTS AND GSUITE ACCOUNT. I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
2. I AM RESPONSIBLE FOR MY LANGUAGE. I will not use profanity, vulgarities, racial slurs or any other inappropriate language as determined by school administrators in my email messages, online postings, and other digital communications with others.
3. I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE. I will use email, Google Apps, and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
4. I AM RESPONSIBLE FOR MY USE OF THE DAVID DOUGLAS SCHOOL DISTRICT NETWORK.
5. I will use school computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any District computer resources unless authorized by school administrator/teacher as part of a school assignment. I will not hack or access other student's accounts. I understand the use of the David Douglas network for illegal or commercial activities is prohibited.
6. I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES. I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.
7. I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE. I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
8. I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE DAVID DOUGLAS NETWORK. I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.
9. I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY. I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives).
10. I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE. I will obey copyright laws. I will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.

Student Violations of Technology Acceptable Use Policy Could Result in:

- Notification of parents
- Suspension of computer privileges
- Detention, suspension, expulsion from school and school-related activities
- Legal action and/or prosecution

**Student Technology Acceptable Use Policy
Acknowledgement
Grade 6-12**

By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

Parent or Guardian:

As the parent or guardian, I have read the above David Douglas Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of the District, and that student use for any other purpose is not allowed. I recognize it is impossible for the David Douglas School District to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

Student:

I understand and will obey the rules of the David Douglas School District Acceptable Use Policy. I will use District technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary.

Student Signature: _____ **Date** _____

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David Douglas School District #40

Learn . Grow . Thrive

RON RUSSELL MIDDLE SCHOOL

3955 SE 112th
Portland, Oregon 97266

•
503-256-6519
rrms.ddsd40.org

Thu Truong / *Principal*

Allen Browning / *Vice Principal*

Larry Tew / *Vice Principal*

Ron Russell Middle School Staff Mission Statement

The mission of the Ron Russell Middle School community is to continually provide a vibrant and safe learning environment that promotes acceptance, compassion, and respect. We will inspire all students to love learning and to grow emotionally, socially, and intellectually. We strive to educate each student to his or her highest level of academic excellence, social responsibility, and cultural awareness.

Student Handbook

— Table of Contents —

Student Schedule	7
Bell Schedule(s)	8
Academics	14
Activities/Athletics	15
Attendance	16
Awards	17
Counseling	18
General Information	18
Health Services	27
Positive Behavior Interventions and Support	29
Student Academic Resources	39
Student Rights and Responsibilities	57
Middle School Calendar	
Timberwolf Passport	
Timberwolf Tracker	
Hall Passes	
Monthly Calendar	
Daily Homework Calendar	

Dear Ron Russell Families,

It is my pleasure to welcome you to Ron Russell Middle School! We strive to make this a successful and engaging year for you.

Welcome to our 2018-19 planner! It is designed so you may familiarize yourself with RRMS and is one way of communicating a variety of topics of interest related to our school, programs, and academic growth & achievement. In the following pages, you will find information about our dress code, school calendar, bell schedule, attendance, student rights and responsibilities, behavioral expectations, and so much more. We hope this information will help ensure that your child has a school experience that is safe and on track to meet or exceed benchmarks. To set your child up for success, we encourage you to review these expectations with your child.

As you read through this planner, you will also find a section which your child will use each school day. This planner is designed to assist your child in organizing daily, weekly and long-term homework assignments and individual academic goals. We hope that this planner will improve their organizational skills and allow them to monitor their academic progress. As such, it is essential that students have their planner with them at all times during every school day.

RRMS holds high expectations for the success of ALL of our students. We understand and believe that families and our staff must work together to maximize learning for our students. We value your input and see you as a partner in the important job of educating the children of our school community. With that said, we encourage you to visit our school and collaborate with us. You are always welcome to make an appointment with a teacher. Our counselors Ms. Bolser and Ms. Ludlow, vice principals (Mr. Tew and Mr. Browning), and I would be happy to talk with you as well. Our phone number is (503) 256-6519; one of our top-notch office staff will be happy to lead you in the right direction once you call.

I look forward to talking with you personally and celebrating with you the achievements of our students.

Sincerely,

Principal Truong



“Our ability to reach unity in diversity will be the beauty and test of our civilization”

— Gandhi

The Ron Russell Middle School community is a richly diverse group of individuals who will be nurtured to recognize and capitalize on the beauty and power of our diversity. It is a place where everyone is treated with dignity and respect.

Our school unity is built on the diversity inherent in each person. Each individual is strength to the whole. We will acknowledge the interconnectedness and our responsibility to both ourselves and others to make things better for everyone.

Education is My Power!

Students at Ron Russell Middle School have the power to be whatever they want to be.

You are all encouraged to dream big as you look forward to your futures. You may change your mind many times along the way, but whatever you decide, school will help give you choices. Our goal is for you to be successful and happy with the lives you choose for yourselves. Please take advantage of all the opportunities that Ron Russell has to offer and always remember that education truly is your power.

Email address:

*Person's first name, then _ , then their last name followed by @ddsd40.org
as follows:*

first_last@ddsd40.org

Ron Russell Middle School

Thu Truong, *Principal* Allen Browning, *Vice Principal* Larry Tew, *Vice Principal*
3955 S.E. 112th • Portland, Oregon 97266 • Phone: 503-256-6519 • Fax: 503-761-7246

David Douglas School District #40

Learn • Grow • Thrive

Ken Richardson, *Superintendent*
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www.ddouglas.k12.or.us

David Douglas School Board

Bryce Anderson • Frieda Christopher • Ana del Rocio • Christine Larsen • Kyle Riggs
Stephanie D. Stephens • Andrea Valderrama



RON RUSSELL MIDDLE SCHOOL

Your Class Schedule

Student Name: _____ **Locker #:** _____

1st Semester

Advisory: _____ **Teacher:** _____

Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			
7			
8			

2nd Semester

Advisory: _____ **Teacher:** _____

Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			
7			
8			

Ron Russell Middle School 2018 - 2019 Bell Schedule

Advisory

Passing

PERIOD 1/5

Passing

PERIOD 2/6

Passing

8:20 - 8:36

8:36 - 8:40

8:40 - 10:03

10:03 - 10:07

10:07 - 11:30

11:30 - 11:34

16 minutes

4 minutes

83 minutes

4 minutes

83 minutes

4 minutes

— FIRST LUNCH —

LUNCH

Passing

PERIOD 3/7

Passing

11:34 - 12:04

12:04 - 12:10

12:10 - 1:33

1:33 - 1:37

30 minutes

6 minutes

83 minutes

4 minutes

— MIDDLE LUNCH —

PERIOD 3/7

Passing

LUNCH

Passing

PERIOD 3/7

Passing

11:34 - 12:14

12:14 - 12:18

12:18 - 12:48

12:48 - 12:54

12:54 - 1:33

1:33 - 1:37

40 minutes

4 minutes

30 minutes

6 minutes

39 minutes

4 minutes

— THIRD LUNCH —

PERIOD 3/7

Passing

LUNCH

Passing

11:34 - 12:57

12:57 - 1:01

1:01 - 1:31

1:31 - 1:37

83 minutes

4 minutes

30 minutes

6 minutes

PERIOD 4/8

1:37 - 3:00

83 minutes

Ron Russell Middle School 2018 - 2019 Bell Schedule — *PLT Wednesday*

Advisory

Passing

PERIOD 1/5

Passing

PERIOD 2/6

Passing

9:40 - 9:56

9:56 - 10:00

10:00 - 11:03

11:03 - 11:07

11:07 - 12:10

12:10 - 12:14

16 minutes

4 minutes

63 minutes

4 minutes

63 minutes

4 minutes

— FIRST LUNCH —

LUNCH

Passing

PERIOD 3/7

Passing

12:14 - 12:44

12:44 - 12:50

12:50 - 1:53

1:53 - 1:57

30 minutes

6 minutes

63 minutes

4 minutes

— MIDDLE LUNCH —

PERIOD 3/7

Passing

LUNCH

Passing

PERIOD 3/7

Passing

12:14 - 12:44

12:44 - 12:48

12:48 - 1:18

1:18 - 1:24

1:24 - 1:53

1:53 - 1:57

30 minutes

4 minutes

30 minutes

6 minutes

29 minutes

4 minutes

— THIRD LUNCH —

PERIOD 3/7

Passing

LUNCH

Passing

12:14 - 1:17

1:17 - 1:21

1:21 - 1:51

1:51 - 1:57

63 minutes

4 minutes

30 minutes

6 minutes

PERIOD 4/8

1:57 - 3:00

63 minutes



Category	Elementary School	Ron Russell Middle School – Timberwolves!
Teachers	Same core teacher for the day – with the exception of music, PE, art	Advisory (homeroom) Teacher, plus 4-5 different teachers a day – depending on student’s schedule (core teachers and elective teachers).
Schedule	Same schedule each day – with the exception of “specials”	Every day starts with an Advisory class (homeroom), followed by 4 class periods. The class periods alternate each day between A-Day classes (periods 1, 2, 3, 4) and B-Day (class periods 5, 6, 7, 8).
Lunch/ Recess	Students sit with class at lunch; recess has equipment, structured activities, and a playground	Three lunch periods: 6 th graders have their own lunch period, while 7 th /8 th graders have a mixed lunch period. All students eat in the commons for 15 minutes, then go outside for unstructured recess time for about 15 minutes. Options for recess include walking the track, playing various games with recess balls, and talking with friends on campus.
Personal Belongings	Classroom hangers/closets – an open place for coats and backpacks	Locker – a personal, secure place for coats, backpacks, cell phones, and books – each student has their own locker with their own combination. Coats are not to be worn around the school and must remain in lockers. Backpacks/purses/bags must also remain in lockers at all times. Combinations are <u>NEVER</u> to be shared with friends.
Grades	More of a communication between parent and school – students earn Exceeding, Meeting, Does not Meet comments on report cards.	Grades are measured on a “Grading Scale” of letter grades A – F. An “F” is failing. Students who are not passing classes lose certain privileges at school. Students are responsible for their grades and knowing them frequently. All students are given access to Student Vue to monitor their assignments and grades. All parents are given access to Parent Vue to monitor grades as well. <i>The best way for parent to get a hold of teachers is through email as most teachers have over 180 students.</i>
PE	Students participate with their class for 30 minutes in their regular school clothes	Students are required to “dress-down” for PE. RRMS gear is for sale or students can wear their own Grey T-shirt and black shorts or sweat pants. A PE locker and lock is provided to each student. PE grades are dependent of dressing down and participation. Students who miss PE class are expected to make up their PE class on Wednesday morning before school for credit.
Sports/ Extra Curricular Activities	SUN School and Community Sports with minimal participation requirements.	In order for students to participate in sports, students must have strong attendance (80% or better), good grades (2.0 GPA or better), and a good behavior record (no more than 2 referrals per quarter).



<p>👍 PBIS – Positive Behavior Intervention System</p>	<p>👍 PBIS is a District program. Each elementary school rewards and recognizes students differently. Each school has their own set of clear, specific, and positive expectations.</p>	<p>👍 Clear, positive expectations are presented to students through out the school day by all staff. T-Wolves, Tracker Parties, Wolf Pride Cards, Monthly assemblies are just a few of the positive ways in which we recognize students for doing the right thing at RRMS.</p>
<p>👋 Discipline</p>	<p>👋 Students can receive a minor or a major referral in elementary school. Students who receive a major referral at the elementary are rarely suspended due to Oregon Law regarding suspending elementary students.</p>	<p>👋 Minors are for tracking student behaviors. 3 minors = a major...or 1 major = a major. Students can be suspended for “major” referral infractions at the middle school level. Other forms of consequences include:</p> <ul style="list-style-type: none"> • Lunch Detention (30 minutes) • After School Detention (1 hour) • Loss-of-Full Privilege – escorted from class to class/no social time with friends • In-School Suspension – removed from classes and passing time – completing work in a suspension classroom. • Out-of-School Suspension – sent home for determined amount of days. *Intake meeting with parent(s)/guardian(s) required before students are allowed to come back to school. <p><i>Some Reasons for Suspensions:</i> <i>Fighting, Continued Disrespect to Authority, Continued Insubordination, Multiple referrals, etc.</i></p>
<p>🔔 Tardies</p>	<p>🔔 Students move with their class and are not held accountable for their time during the school day.</p>	<p>🔔 Students can be marked “tardy” for not showing up to their class on time. Being late to a class can result in a lunch detention, or after school detention for multiple tardies.</p>

Other

- **Parents in Building:** Building security is tighter. Parents need to pre-arrange visits to classrooms with teachers and admin. If visiting, adults need to sign in and get a badge every time.
- **Responsibility Expectation:** In middle school, students do not travel as a group and are not always accompanied by staff when going from place to place. They are given more independence and are expected to be on time and in the right place. The first few days, many students need help with this, and that is normal! RRMS adults are always there to help.
- **Hoods and Hats** – not to be worn inside the building
- **Coats** - All coats (except for hoodies and thin jackets) must remain in student lockers during the day
- **Cell Phones** - to be turned off before entering the building and stored in lockers – If a phone is found ON a student – 1st offense = phone taken to the office, and student picks up at the end of the day. 2nd offense = phone in office and parent must pick up.
- **Ear buds/headphones** - must be tucked away in pockets or binders, they are not allowed around necks or on heads while walking in the hallways.

Academics

Reporting to Families

Families will receive a report card at the end of each quarter. The following scale is used to report academic achievement:

- A - Excellent (The student has completed all assignments in an outstanding way.)
- B - Above average (The student has completed the required work in an above average fashion.)
- C - Average (The required work has been completed satisfactorily.)
- D - Below average (This is the lowest passing grade. Only minimum requirements have been fulfilled.)
- F - Unsatisfactory

Midterm Progress Reports

Academic and behavioral progress reports for each student will be mailed to all families every nine weeks. This report will give families the opportunity to review their student's progress. Families are urged to contact individual teachers if any questions or concerns result from this communication. In addition, families are able to access their student's grades throughout the year on the Internet through a special program. Families are provided with a special password at the beginning of the school year. If families have questions about this program, they can contact the RRMS office.

Home Tutoring Service

When a student has a prolonged illness, a parent may apply for a tutor after ten consecutive days of absence. The counseling office should be contacted to arrange for a home tutor. A medical statement regarding the student's illness will be required.

Grading Policy

The grading policy is a vital part of the school program. Grading provides a means of determining a student's progress during the school year and a final evaluation of the skills and knowledge displayed in a given class. Showing fairness to all students is of prime importance in grading. The student must be aware of each teacher's method of grading at the beginning of each course or

when the student enters the course. The accumulative grade will be available as the student progresses through each semester's grading period.

Special midterm progress reports will be mailed to all parents every nine weeks. The midterm report is an indication of the student's performance up to a given date. This progress may change after the report is issued.

The letter grade is the percentage of the earned accumulative points in relation to the possible points available through the quarter. The standard grading policy is: 90% minimum for an "A", 80% minimum for a "B", 70% for a "C", and 60% for a "D".

Parent Conferences

Conferences will be held in November and March. Conferences provide a chance for you to ask questions and learn about academic and behavior progress and important events throughout the year. More information will be sent home to families regarding both Fall and Spring Conferences before they are scheduled.

End-of-School-Year Reward Activities

The last academic or teaching day of the year is Tuesday, June 11th.. On Wednesday, June 12th those students who qualify may attend Oaks Park and the 8th Grade Party. On Thursday, June 13th, those students who qualify, may attend a half day of staff vs. students games and a yearbook signing party.

In order to attend these reward activities in June, students must meet the following expectations:

- Maintain attendance rate of 85% for the entire school year.
- Maintain a 2.0 GPA ("C" average) for the entire school year.
- Receive five or fewer discipline referrals for the entire school year.
- Have been suspended out of school no more than once for the entire school year.
- Receive no suspensions after May 10th.
- Receive no referrals after May 31st.
- Pay all fees/fines.

*****8th Grade Social/Party requirements subject to change in the Fall - Stay tuned*****

Activities/Athletics

Activities

Ron Russell is proud to be a SUN (Schools Uniting Neighborhoods) school. As a SUN school, RRMS offers many opportunities for students to take part in classes and activities after school. An evening meal is provided and an activity bus is available to take students to their regular stops. Information about particular SUN classes is provided at the beginning of each session.

Athletics

Ron Russell is committed to providing students with the opportunity to participate in quality athletic programs. To help maintain the quality program that is expected, the coaching staff wants you, the parent/guardian, to know the expectations we have for each player. Please look over the following rules and ask a coach if you, or your student/athlete, have questions about any of these expectations.

Participation / Try Outs

In order to participate and/or try out for a sport at RRMS, students must have strong attendance (minimum 80% attendance rate), good grades (minimum G.P.A. of 2.0) and a good behavior record (no more than two discipline referrals per quarter).

Academic Standards

At Ron Russell we want to teach students how to become good student-athletes. This requires responsibility and accountability from the student, the parents, and the coaches. Coaches will be doing regular grade checks and making sure students are making an effort to maintain, or raise, their grades to passing marks. Parents can make sure students are doing their school work each night and checking our school’s computer-based software to make sure assignments are up to date. Students are responsible for doing their school work with the goal of reaching high school eligibility standards of a 2.0 GPA or higher with no “F’s”.

Attendance

A student must attend school for the entire school day in order to participate in a contest, practice, or any team-related activity. The only exception to this is a prearranged absence for a medical appointment.

1. Players are expected to participate in all practices. If a player cannot attend practice, they need to tell a coach **before** they leave school. If a player is absent from school (excused), it will not count as a missed practice.
2. Players who miss a practice (unexcused) will miss part of the next game. A 2nd unexcused absence would equal more lost playing time. A 3rd missed practice would result in an entire game missed (attendance at game still required), and a 4th may result in dismissal from the team. Commitment is part of any successful organization. Not telling your coach you cannot come to practice can be counted as unexcused. Please give the coach a note so there is something in writing. Chronic absenteeism may result in removal from a team.

Transportation

Please note that there is **no transportation provided** to any of our events this season. **Parents are responsible for getting their students to and from all games and practices in a timely fashion.**

Behavior

Players are expected to follow all school rules. Players represent Ron Russell at ALL times and their behavior should reflect school and team expectations for behavior, attitude and sportsmanship.

OFFENSE TYPE	OFFENSE	2nd OFFENSE	3rd OFFENSE
School Disruptions (ISS Referral Suspension)	Conference	Loss of game time Behavior Contract	Dismissal
Team Disruptions	Conference	Loss of game time Behavior contract	Dismissal
Possession, use, or distribution of alcohol, tobacco, or other drugs or major misbehavior	Dismissal		
Attendance at events where the use of alcohol, tobacco, or other drugs occurs	Conference	Two week suspension of athletic privileges	Dismissal

Attendance

Research shows that students who are chronically absent have a difficult time being successful in school and, eventually, graduating from high school. Chronically absent means missing over 10% of the school year **with excused and/or non-excused absences**. Parents, please do not give permission for your child to miss school for low-level sickness, bullying, vacation, rest, reward for good grades, appointments, help around the house, or family time. Our staff at RRMS is committed to working with families to ensure that students have an opportunity for the best education possible. If you need attendance support, please contact your child's counselor or Principal Truong.

Oregon State Law states that all children between the ages of 7 and 18 must attend school regularly until grade 12 has been completed.

David Douglas District-Wide Policy:

1. **Parent/guardians are asked to call the students' school if he/she knows the student will be absent during a certain day or days.**
2. **The school uses an automated call back system that will only work if parents continue to provide a correct phone number for the school system to call.** A reasonable attempt will be made by school personnel to contact a parent/guardian when a student is absent from one or more classes.
3. 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.**

Types of Absences

Excused Absences:

Parents/guardians must contact the school for absences to be excused. In addition, Oregon Law recognizes only the following reasons as valid excuses for student absences:

- Student illness
- Illness of an immediate family member when the student's presence at home is necessary
- Emergency situations requiring the student's presence
- Medical/dental appointments—verification required
- School-sponsored activities
- Other reasons deemed appropriate by the principal and arranged in advance
- Pre-arranged absences are those arranged prior to the student's actual absence. Pre-arranged absence forms are available in the attendance office upon request.

Unexcused Absences:

In accordance with Oregon Law, the following reasons do not constitute valid excuses for student absences:

- Truancy (Skipping)
- Oversleeping
- Missing the bus/lack of transportation
- Babysitting or home duties
- Failure to bring a written excuse by the parent/guardian the day following the absence—students submitting forged excuses will be subject to suspension
- Leaving school during the day without checking out through the attendance office
- Any other reasons deemed inappropriate by principal

Uncounted Absences:

School-related absences (such as field trips) are not counted as part of a student's overall attendance record.

Truancy (Skipping):

Any student who is absent from any part of the school day without permission will be considered truant and subject to disciplinary action.

Activity Participation

In order to participate in school-sponsored activities that occur outside regular school hours (such as SUN classes, sports events and practices, musical concerts, clubs, etc.), students must attend a full day of school the day of the event. Exceptions are made for school-related or pre-arranged excused absences.

Makeup Work

Absences do not excuse students from work missed



in class. Upon returning to school, it is a student's responsibility to contact teachers and make arrangements for makeup work.

Prolonged Illness

When a student is absent for more than 3 days, parents can call and request make-up work to be sent to the office. Please allow 24 hours for your request to be processed.

Attendance Awards

At the end of each month, students who have perfect attendance and/or who have improved their attendance from the previous month by 10% will be eligible for a small reward.

At the end of the school year, students who have missed no part of any school day and who have never been tardy to any class will receive Perfect Attendance Awards.

Students who have had five or less absences for the entire school year will receive Exemplary Attendance Awards.

8th grade students who attend RRMS for all the grades in their entirety and have perfect attendance and no tardies every year are eligible for the coveted **Ron Russell Perfect Attendance Award**.

RRMS Tardy Policy

School at RRMS starts each day promptly at 8:20. Any student not in class when the 8:20 A.M. bell rings must first check in at the attendance office. Students without an excused tardy will receive lunch detention for that day.

For all other classes during the day, a student is considered tardy when he or she is not in the room in his or her assigned area by the time the bell is finished ringing. An excused tardy requires a hall pass from a teacher, secretary, or administrator.

Awards

All School Award

Students who work hard in all parts of our school are eligible to receive the **All School Award**. We present this award at the end of the school year. To be eligible to receive this high award, students must meet the following criteria:

- Academics – must have a 3.0 GPA or higher all four quarters
- Activity/Service – must participate in at least two activity/service opportunities
- Attendance – must maintain perfect or exemplary attendance
- Behavior – must have less than two Office Discipline Referrals

Academic Achievement Award

Students who have earned all A's on their report cards throughout the school year will be eligible to receive the **Academic Achievement Award**. This award is presented at our Awards Assembly at the end of the school year. Students who earn all A's on their report cards at each quarter will be recognized, as well.

Ron Russell Award

Dr. Ron Russell was involved with the David Douglas community his entire life. He attended David Douglas schools and served as president of the high school his senior year. Upon graduation from college, he returned to David Douglas School District and served as a teacher, principal, assistant superintendent and finally superintendent. His upbeat, positive attitude was an inspiration to all that knew him and he always had a smile and kind word for everyone he met.

To honor the memory of Dr. Russell, one 8th grade boy and one 8th grade girl will receive the **Ron Russell Award** each year. Students are nominated by the Ron Russell staff based on their positive attitude, friendliness, and kindness towards all groups of students, not just their closest friends. The students who

best exhibit these traits that made Dr. Russell so special have their names added to a plaque located prominently in the school's entrance.

Athlete of the Year Award

One 8th grade girl and one 8th grade boy are chosen each year as the Athletes of the Year. In order to be considered for this award, students must take part in at least two Ron Russell sports. Coaches vote on this award and recognize students who are not just good athletes but good teammates, who are respectful to opponents and officials, and who display good sportsmanship. Winners of the Athlete of the Year Award have their names added to a plaque displayed in the front hallway.

Counseling

The primary goal of the counseling department is the promotion of individual growth. It is hoped that each student makes the maximum growth in the realization of his/her potential. To help achieve this, Ron Russell has two counselors who are available to work with parents and students in the following ways:

1. Help students and parents plan and select an appropriate schedule of classes
2. Be available to student with problems and seek out those needing help
3. Assist in preparing students for transition to the next grade level
4. Assist in diagnosing learning problems that have been referred by other school personnel
5. Confer with parents to help identify, recognize and solve a student's problems
6. Assist in identifying and placing students with special needs
7. Supervise the registration and orientation of all students
8. Provide resource material and referral information for drug and alcohol abuse.

Students may make their own appointments to see the counselor by signing up on the daily appointment sheet

located on the counseling secretary's desk in the main office. This should be done before school, during passing periods, or during break. The counselor will then send for the student at the first available moment. This will prevent a student losing valuable classroom instruction to sit in the counseling office. However, a student may see the counselor immediately in case of an emergency.

Parents/guardians may contact the counseling office any time they have questions or concerns regarding their son's/daughter's educational welfare. Conferences can be arranged in which, hopefully, problems can be resolved.

It is the desire of the counseling department to help students learn how to solve problems. Being aware of the situation is the first step toward changing it.

General Information

Lockers

Students are responsible for the condition of their locker. It is important for students not to share their locker combination with anyone. Students must keep lockers locked at all times and may not share a locker with another student unless a partner has been assigned by the student's Advisor or by office personnel. Ron Russell Middle School is not responsible for the security of a student's locker or its contents. Therefore, do not bring valuables to school.

Daily Planner

Each student at Ron Russell will be issued a student planner on the first day of school. ***The student is required to bring it to every class except for P.E.*** All assignments including due dates and all school activities should be written in the planner. This student planner will also contain the student handbook. The replacement cost is \$3.00 if it is lost or destroyed prior to the end of the year. Students will use their planner as their hall pass.

Physical Education

Students are required to dress for gym activity each class period unless otherwise instructed. Approved clothing is to be worn during class. A STUDENT'S NAME

NEEDS TO APPEAR ON HIS/HER CLOTHING. Additional information will be given in physical education classes regarding clothing and equipment. Personal property such as watches and jewelry needs to be kept in a secure place in your locked locker or basket.

Assemblies

A number of entertaining and educational assemblies are arranged during the school year. These include our monthly PBIS Assemblies and assemblies organized for specific purposes such as elections, awards, special events, and assemblies featuring our music and drama departments as well as those from other schools. Special programs and guest speakers are also sometimes scheduled.

All assemblies are supported and financed through the student body fund. Schools establish a reputation throughout the state by the way in which they conduct themselves during an assembly program. Good conduct, sincere applause, and strict attention are required from all students in attendance. Anyone exhibiting rude behavior will be removed from the assembly.

Leaving Campus

Ron Russell's closed campus policy means a student is not allowed to leave the school grounds without first signing out in the attendance office. Once a student arrives on property by bus, parent drop-off, walking or riding, they must remain on campus. Students must present a note from home or a verbal authorization from a parent, from the nurse, or from an administrator in order to check out and leave the school grounds. A parent must come in the office and sign a student out.

Signing In and Out

A student who leaves school during the school day for any reason must sign out in the office before leaving, otherwise the absence will be classified as truancy. If you arrive late to school for any reason, sign in through the office.

Commons Guidelines

Students are expected to respect the rights of others while eating in the commons. In order to maintain an

atmosphere conducive to eating students are asked to:

1. Be seated at all times when eating and take no food out of the commons area.
2. Clean off the table completely when through, return the tray to the table, and deposit all milk cartons and papers in the receptacles provided.
3. Be conscious of the appearance of the floor and pick up papers and waste materials which have been carelessly left by you or others.
4. Wait patiently in line - no pushing or shoving or "cuts."

A student who violates any cafeteria rules may be assigned lunchroom cleanup duty, or may be subject to more serious disciplinary actions.

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.
- 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, marijuana, or other controlled substances, pornography, sexual innuendo, nudity, or sexual acts.
- Clothing may not use 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 and hoods are not allowed once the student enters the building with the exception of hats/hoods being worn during passing time while outside and recess.
- Sunglasses, masks, or other disguises that inhibit the identification of the individual during all school activities.

PARENT/GUARDIAN RESPONSIBILITY:

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. 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:

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 circumstances shall an adult speak with a student about a dress code violation in front of other students unless involving removing hats, hoods, sunglasses, masks, and/or electronics.

- (a) Students found in violation of these standards may be asked to change the clothing that does not meet the standard.
- (b) Staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. extra clothes in locker/backpack, school clothes closet, etc.)
- (c) 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.
- (d) 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.

Gum

Because of the mess associated with gum, and because it does not contribute to the learning process, gum is not allowed at Ron Russell Middle School.

Telephone/Cell Phone Use

The office telephone is only to be used in the event of an emergency. Students will not be allowed to phone home for such things as permission to go to a friend's house or if they forgot to get a note for a bus pass. If the student is ill, the counseling office will place a call to the parent or guardian. ***Cell phones are to be off and are not to be used during school hours.***

Injuries

Students who are injured on school grounds, or on the way to or from school, must report it immediately to the staff member on duty or to the office.

Electronic Devices

Electronic devices such as cell phones, MP3 players, games, cameras or video cameras are not conducive to learning and are not allowed to be used at Ron Russell.

All electronic devices are to be turned off and are not to be used during the school day. These devices should be turned off when the student enters the building in the morning and are not to be brought out and used until the student leaves the building at the end of the school day. The first time a student violates this policy, the item will be confiscated and returned to the student at the end of the day. If the student violates the policy more than once, the item will be confiscated and held until a parent can claim the item.

School Closures/Delayed Opening

In the event that the weather is so bad children cannot be transported or attend school safely, the district will close school for the day. In some instances, the district may decide to open one or two hours late. If a one hour delay is announced, school will begin at 9:20 AM. If a two hour delay is announced, school will begin at 10:20 AM. Buses will run regular routes but will pick up students one or two hours later than usual. In the event of a delayed opening, school will be dismissed at the regular time of 3:00 PM. School closures and delays are announced between 6 and 7:30 AM on all major Portland area radio stations. Please do not call the school.

Illness at School

Students who do not feel well, should ask a teacher for a hall pass to the counseling office. The secretary will make the necessary contact with parents to send ill students home. Because of the possibility of illness sometime during the year, the emergency contact required on the registration card is an absolute must. A relative, friend, or neighbor can serve as an emergency contact if a parent is not available.

Medication

Students needing medication during the school day must follow the guidelines below which are stipulated by state law:

- Parents must provide a written request and instructions signed by the child's doctor before prescription medication can be administered at school. The form is available in the counseling office.
- A written request from parents is required before nonprescription medication or any dietary supplement can be administered at school.
- Parents must deliver the medication to the counseling office. Students may not bring their own medication
- Medication must be in the original prescription container. No envelopes or other containers.

Medical Emergencies

In the event of a medical emergency, the school may need to contact 911. This will be followed by a phone call to the student's parents/guardian or emergency contact.

Fines

Students may be assessed fines for damaged or lost library books, lost P.E. locks, unpaid lunch loans, damaged textbooks or failing to return athletic or music uniforms. ***Students who do not pay fines will not be eligible for the end of the year activities.***

Illness at Home

If your student is ill, please call in every day that the student will be out of school.

This call ensures both the school and parent that the student is safe. If you fail to call and report your child's absence, the school will make every attempt to contact you.

Doctor and Dental Appointments

If at all possible, doctor and dental appointments should be scheduled outside of school time. When it is necessary for a student to leave school for an appointment, he or she must have a note from a parent. This note is kept by the student until the time of the requested dismissal and then it is taken to the teacher of that class. It is then brought into the office and given to the secretary when signing out. If the student returns

that day, he/she must sign back in through the office and pick up a hall pass before returning to class.

Student Insurance

Families may purchase insurance at a nominal cost to protect students from the time they leave home until they return. Students are required to have insurance through the school, or other coverage under a family plan, if they participate in certain inter-school sports (ORS 332.435, SBP 6420). Additional information about school insurance will be given to students to discuss with parents.

Textbook Responsibility

Upon enrolling at Ron Russell Middle School, each student will be issued all necessary textbooks. It is expected that each student properly maintain these textbooks and return them to the appropriate teacher at the end of each school year or when the student transfers to another school. When textbooks are returned, they are inspected for damage and appropriate fines are levied for damaged books. If a textbook is not returned, the student will be charged for the replacement cost of the textbook. If the textbook(s) eventually are found, all fine(s) will be returned. Report cards, records, and next year's class schedule will be held until the required fine has been paid or the book has been returned.

Student Body Cards

Student Body Cards/ID Cards will be given to all students at the beginning of the school year. Students are required to show their card for admission to school activities throughout the year. Student Body Cards are also used to purchase school lunches. The card is scanned as students go through the lunch line and the amount of the lunch is automatically deducted from the student's account.

All students will be required to show ID in order to ride school bus.

Students who lose their card must pay a \$5.00 replacement fee. Student Body Cards must be shown to check out library materials.

Loss of Full Privilege:

The student is denied social time before school, during lunch, and during passing time. The student will sit in the office in the morning when they come in the building and not be allowed to pass to advisory until after the last tardy bell. At the end of each class period, teachers are asked to hold the student in the classroom for a minute or so after their next class begins. The student is then sent to their next class with the typical four-minute passing time, but without the opportunity to interact with their peers in the hallway. He/she will eat lunch in the office and be released to class a minute or so after the tardy bell has rung. After school, the student is expected to leave the building to head to their bus, walk home, or go to an approved activity in a timely manner, with no loitering in the school. Students are to use the restroom in the office when they are there, or during their passing time to class.

Immunization Policy

In accordance with H.B. 2139 (Immunization Law), all students entering school must provide written verification of the required immunizations. The rules and regulations were filed by the State Health Division and require the following Immunization Schedule "A":

- Hepatitis B - 3 doses
- DPT/DT/Td - 4 doses unless the 4th dose was received prior to 4 years of age, in which case a 5th is required
- TOPV/IPV - 4 doses
- Measles, Mumps, Rubella - 1 dose at or after 12 months of age.
- Varicella (Chicken Pox) or a history of chicken pox disease

The only exceptions to the law are:

1. Medical Exemptions - This must be confirmed by a written statement signed by a physician or a representative of the Health Department, that the child should be exempted from receiving specified immunization(s) for an indicated medical reason(s).
2. Religious Exemptions - This requires a written statement signed by the parent that the child has

not been immunized as prescribed by OAR 333-19-035(2) (a) or (b), because the child is being reared as an adherent to a religion, the teachings of which are opposed to such immunizations.

The policy on tuberculosis screening of students from endemic areas: The student shall not be allowed to attend school until he or she presents a certificate from a physician licensed by the Board of Medical Examiners for the State of Oregon stating that he or she is not afflicted with contagious tuberculosis. Tuberculosis Endemic areas: all of Asia, Africa, South and Central America, Eastern European Countries, Oceanic (islands and island countries in the Pacific except for Australia and New Zealand). In other words, all foreign countries are tuberculosis endemic except Canada, Australia, New Zealand and Western Europe.

Health Services

A registered nurse from Multnomah Educational Service District, School Health Services will be at Ron Russell one day per week. Services provided are vision screening, Scoliosis screening, communicable disease control and assistance to students with chronic illness or special health needs. This health service is for emergency type situations and should not be considered as a supplement to your own doctor's services.

Library

General information

The library contains many forms of print and non-print material covering a multitude of subjects and provides a variety of services to students and faculty. Students are welcome to use library materials for assigned work, browsing, or leisure reading. Materials may be used in the library and/or checked out for classroom or home use.

Although a totally quiet library is not required, it is expected that students who wish to work quietly will be able to do so. Therefore, come to the library expecting to work within these guidelines. Students who do not respect the rights of other students or teachers will be asked to leave.

Students are expected to treat the library materials in the proper manner. No books or magazines are to be cut or defaced in any way. All materials must be checked out at the circulation desk.

Students are also expected to clean up any debris and push chairs up to the tables as they leave. Magazines should be returned to their proper display shelf.

Overdue fines

1. If students have overdue materials or owe any fees they will have their borrowing privileges taken away until they have resolved the problem. Fees are charged for lost or damaged materials. We encourage students to visit the library often, keep track of what they have borrowed, and return their materials on time to avoid problems!
2. A student is charged for a book that is not returned. If the student returns the book after paying for it, they will receive a full refund.

Use of the Internet

Parents are asked at the beginning of each year if they do not want their child to use the internet. A list of students not allowed to use the internet will be given to the library staff and classroom teachers, but students are expected to be responsible and not ask to use the internet if they do not have parent permission. Students need to sign in to use the computers in the library and may only use the internet for school assignments. Unauthorized or inappropriate use of the internet and/or computer or printer will result in a consequence and a loss of access to the internet for a given period of time.

Physical Exams

David Douglas School District Policy requires that all middle school and high school students have a physical examination by a medical doctor on file with their school administrative or athletic office before the student may participate in district sponsored athletic programs.

Additional requirements for physical examinations will be determined on an individual basis. Example: an athlete recovering from a chronic illness, injury or surgery could be required to provide a medical release signed by a physician before reentering the school athletic program.

School to Home Communication

1. School newsletter will be mailed home with progress reports and report cards.
2. Emails — see page 4.
3. School website — see first page.

Student Records and Withdrawal

Parents and eligible students have the right to:

- Inspect and review the student's education records
- Request the amendment of the student's education records if it is believed they are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent (e.g., to law enforcement agencies, child protective services, or health care professionals, if the disclosure would protect the health and safety of the student or other individuals).
- File a complaint with the United States Department of Education concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act (OAR 581-21-410, 34 CFR § 99.64).

- Obtain a copy of District Policy regarding student records. Copies of District Student Records Policy are located in all schools. Please contact the school secretary or principal.

Directory information

Information about students cannot be released unless schools have parent's consent. However, information defined as directory information may be given to a newspaper reporter covering a school event, or some other agency if the school principal is sure release of such information is in the best interest of students and if the parent has no objection. Parents or eligible students can refuse to let any of this information be designated as directory information.

Directory information includes:

- The student's name, date, and place of birth
- Participation in officially recognized activities and sports
- Weights and heights of members of athletic teams
- Dates of school attendance
- Awards received
- The most recent previous educational agency or institution the student has attended

If you object to the release of any or all of the items listed under directory information, please notify the principal in writing. Your letter will be attached to your student's records and will prevent any release of information about your child. This must be done within one week following enrollment of the student and annually thereafter.

NOTE: District policy prohibits schools from releasing the names of students to any individual, business or agency for solicitation purposes. However, federal law requires that military recruiters can access the names, addresses and telephone listings for secondary students. Parents or eligible students may request that such information not be released for their child without written parental consent. District policy also prohibits school or district endorsement of products or services. Anyone who has questions about the student record policy can call the school principal or the district office, 503-252-2900.

The district forwards education records requested under OAR 581-021-0250(1)(m) and (p) within 10 days of receiving the request.

End of the year checkout procedure

Students must leave their lockers and the hall adjacent to their lockers in proper order before they are considered as having completed the school year.

All fines, library books, text books, and athletic equipment must be turned in or paid for before you will be allowed to attend the end of school activities and receive your report cards.

Students with Disabilities

Equal education opportunity

No person shall, on the basis of age, disability, marital status, national origin, race, or sex, be subjected to discrimination under an education program or activity administered or authorized by the Board of Directors.

David Douglas Public Schools will ensure that all students with disabilities ages 5 through 21 residing within its attendance area have available to them a free and appropriate public education in the least restrictive environment. The rights of children with disabilities and their parents will be protected in accordance with state and federal laws.

The district provides specially designed instruction for students with special education needs. Support services in speech correction, reading and home tutoring are also available. Students with greater academic or therapy needs may receive services from the Multnomah Education Service District or other county or state agencies. All special education services including testing and transportation, where appropriate, are provided without charge to parents.

The district must locate and identify students who have disabilities. If you, or someone you know, has a child with a disability who may be in need of special education or related services, you can initiate a referral through your local school or contact the district compliance coordinator (Student Services Director) at 503-261-8209.

Alternative Education Program

The David Douglas School District offers alternative education and other educational services to students who are being considered for expulsion, have severe discipline or attendance problems, are struggling to meet graduation requirements, or withdraw from high school. Whenever one of these conditions exists, the district will notify parents of the availability of these alternative programs and the procedures for enrolling students. (ORS 339.250) Alternative education programs are available to students under the following conditions:

1. Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period, including altercations with other students
2. When the district finds a student's attendance pattern to be so erratic that the student is not benefiting from the education program
3. When a student's grades are such that he/she will not graduate in a timely manner
4. When the district is considering expulsion as a disciplinary alternative
5. When a student is expelled pursuant to subsection three of ORS 339.250
6. When the student or the student's parent or legal guardian notifies the district of intent to withdraw from the program as provided under ORS 339.250(7).

In any of the above situations, the Principal or his/her designee will notify the student, parents, or guardians of the availability of alternative programs and the program that suits the student's learning style and needs shall be recommended. If parents refuse the district recommended alternative, they are free to use other alternatives but not at district expense.

Transportation

Bus Assignments

"Student safety is a top priority for us at Ron Russell Middle School. As such, we are taking additional measures to make sure that students ride the correct bus to and from school. All bus riders (with the exception of Special Education buses) will need their student ID card showing the correct bus number in order to ride the bus. Students will be receiving bus stickers, as assigned by the District Transportation Department, to place on their ID cards. Temporary cards will be distributed at the beginning of the school year.

All students are issued an ID card at the beginning of the school year or whenever they registered at RR. If a student lost their ID card, they can purchase a replacement for \$5 in the front office.

If students forget their ID card in the morning, it will depend on whether the bus driver recognizes the student as a regular rider; if not, then the student will not be able to ride the bus. Once they arrive at school, they can get a replacement ID card or a green bus pass from the office in the morning.

If a student wishes to ride a bus with a friend for a day, parent/guardian must write a note or call into the front office for permission. Student will then get a green bus pass to show the driver of the bus they will be riding for that day."

General School Bus Procedures

All buses are loaded and unloaded in the bus loading area at the front of the school. Students should ride

the same bus in the morning and afternoon unless directed otherwise. You are reminded that the bus drivers have complete responsibility for student safety and welfare. When waiting for buses in the morning, stay out of the street, keep off private property and refrain from horseplay. ANY STUDENT WHO CANNOT FOLLOW THE BUS SAFETY RULES (OAR 581-53-010), which are posted in each bus, will have the privilege of riding the school bus terminated for a length of time determined by the principal or vice principal. Transportation to and from school during the time a student's bus privilege is suspended will be the responsibility of the student and parent.

Student behavior which can lead to exclusion from the bus riding privilege:

1. Student's referral for misbehavior
2. Behavior which constitutes an immediate danger to others or self which distracts the bus driver

Walkers/Early Arrival

Students who walk to school should not arrive before 7:50 AM. Students are to remain at school upon arrival, as RRMS is a "closed campus." We do not provide supervision for students prior to 7:50 AM.

Bicycle Racks

Students who ride bikes, skateboards or scooters need to walk (bikes) or carry (scooters, skateboards) them when they arrive on school grounds. Bikes need to be locked up in the racks around the building, and scooters or skateboards need to be kept in lockers. Students who ride their bikes, scooters or skateboards on school grounds will have them confiscated. Helmets are required under state law for bicycle riders.

Visitors

Parents are welcome to visit school during the school day. If a parent/visitor is wanting to observe in a classroom, it must be pre-arranged with the principal at least 24 hours in advance for a maximum visit of one hour. Please check in to the front office upon arrival on campus. Students are not permitted to bring student

visitors to school as it interferes with the educational process and may also present an insurance liability. Please do not ask.

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).

To 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 school and school nurse:

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

Before and After School Programs

If your child is enrolled in a "before or after school program" and needs medication/health assistance during these times, a separate supply of medication and a separate permission form from parent and/or doctor is needed. Consult with the program director regarding specific health and safety needs for your child in these programs.

Contagious Conditions:

To decrease the spread of contagious conditions in schools:

- Tell the school if your child has a contagious disease such as chicken pox or pertussis (whooping cough)
- Do not send your child to school with a rash, fever, diarrhea or vomiting, and keep home 24 hours after fever subsides
- To protect the health of students or other persons, certain diseases are reportable to the health

department per law (OAR 333-18-000.) At such times, records and information may be disclosed to public health officials.

Emergency Information

The school must have a way to reach you in an emergency. Tell the school immediately about changes in work and home addresses and phone numbers for both you and emergency contact persons. It is helpful if phones are set up with a mailbox for messages.

Head Lice

Parents are encouraged to check their children regularly for head lice. Students with live lice or nits will not be excluded from school, but will be allowed to remain for the rest of the school day. Lice treatment information will be sent home with those who have either nits or lice. Please review the school district policy for clarification. All students may return to school after treatment has begun, and may be rechecked for live lice. Current evidence does not support classroom or school-wide screening as a measure for decreasing the incidence of head lice among school age children; such practices can deny students their right to privacy and to educational time.

Health Information

Health information may be shared with school personnel on a "need to know" basis when information about your child's health is necessary for school personnel to care for and respond to your child's needs and if this information is needed by the school team to develop an individualized education plan that appropriately considers the health needs of your child.

When you do not authorize release of health information, it may limit the type of care your child is able to receive.

By allowing release of your child's health information, you will ensure that your child will receive needed emergency health care should the need arise. Parents (and their eligible students) may generally access their own child's record and can request an amendment if they believe the record is inaccurate, misleading, or in violation of the student's rights of privacy.

Health Screenings

Oregon Law says that vision and hearing screenings shall be done to help find children's health problems. The nurse oversees these screenings. The usual screening schedule is:

- **Hearing:** Grades Kindergarten, and 1
- **Vision:** Grades Kindergarten, 1, 3

If you do not want your child included in these screenings you must submit a written request to the school each school year. Screening results for hearing and vision are sent home to parents.

Immunizations and Oregon Law:

To protect all children, every student must have a current school immunization record or a medical or non-medical exemption at school. Students not in compliance with immunization requirements may not attend school and will be excluded on state mandated exclusion days (3rd Wednesday in February).

It is important to keep your child's school immunization record up-to-date. Check with your school's office if you need forms.

Upon written request from parents/guardians for release of information (form available at <http://www.mesd.k12.or.us/shs/hss/immunizations/immu1.pdf>), the MESD Immunization Program will provide vaccination dates to clinics as needed to assess immunization histories of their clients. These efforts increase protection of children against vaccine-preventable diseases and promote efforts by parents and schools to comply with school mandated immunization requirements.

School Nurses

The School Nurse is a registered nurse (RN) and is a key person for keeping students safe and well. No appointments or special permission are needed for students to see the nurse. Students must follow the school's rules about having passes to go to the nurse. The hours of the school's nurse may vary. If the

nurse is not available, staff trained in first aid can help children who become sick or injured at school.

The nurse will get necessary information (for example, a health history, medical diagnosis and treatment) to assist students with special medical and mental health needs at school. The nurse may use this information to train school staff how to help your child at school. In order to obtain this information, the nurse may:

- Talk with parents, students,
- Request that you sign a release of information form to discuss your child's health needs with the school staff and health care professionals
- Use questionnaires
- Look at health records
- Check out a body area (examples: listen to the heart, feel the skin, look in the ears)

The nurse may help teach about good health practices (examples: healthy eating, good hand washing, and social skills). You may call the school if you would like to meet with the nurse.

School Health Assistants:

In addition to the School Nurse, some schools have a School Health Assistant (SHA) on site to assist students. The SHA is not a nurse, but works under the direction of the nurse. SHAs provide basic first aid, administer medication, process immunization records, assist with health screenings, and provide delegated health care.

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. Remember to **ask your medical provider if your child's medication can be given outside school hours.** This is safer for your child and easier for you. 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 to update the medication form at the time of the change.

- 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.)
- **All medication must be delivered to school by the parent or responsible adult designated by the parent.** 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 principal to do so. Students may carry only a single day's supply of medication.
- 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.**

Check Acceptance Policy

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, and telephone number. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event your check is returned for non-payment, checks may no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, online payment).

Positive Behavioral Interventions and Support (PBIS)

Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Ron Russell Middle School. The system places an emphasis on clear and consistent expectations, positive reinforcement, and a follow through from all staff to ensure success for all students.

The PBIS process, while district supported, was developed in each school within David Douglas School District to meet the needs of that specific school. The committee at Ron Russell was formed with representation from each grade level and electives, counselors, and administration. This committee took information and feedback from a school wide survey and worked on developing a plan that meets the needs of Ron Russell students. Four school wide clearly defined behavioral expectations were then identified in positive, simple rules. The Ron Russell main rules/expectations are:

**Respectful
Responsible
Making good choices
Safe**

These expectations are broad categories and the matrix that follows in the next section shows the break down of location specific expected behaviors under these categories. We spend the first three weeks of school specifically teaching expectations to all students. We review the rules on an on-going basis throughout the school year. We are committed to developing a positive culture and community at Ron Russell Middle School.



R. R. M. S.

Students at Ron Russell Middle School are
Respectful, Responsible, Making Good Choices, and Safe

Tracker Stamps: “Stamps” are a stamp or signature from student’s Advisory teacher. Students must earn 5 out of 7 stamps in order to attend the Tracker Party at the end of each month; students must show good behavior, attendance, and academics throughout the month in order to receive the stamps. If students earned all Tracker Parties for the year, they are eligible for a special VIP access at the last Tracker Party in June.

Tracker Parties: Consists of music, dancing, games, open gym, open computer lab, outside time as weather permits, free time away from academic classes. Parties occur once a month (must earn 5 out of 6 tracker stamps).

VIP Access to Last Tracker Party (June): Students who have earned all of the Tracker Parties for the year, are eligible for special VIP Access at the last tracker party. If a student had their WPC all year long, they too will be granted special VIP access to the last tracker party.

Student of the Month: Each department selects a Student of the Month each month. Students are recognized at the monthly assemblies, along with having their picture displayed in the main hallway.

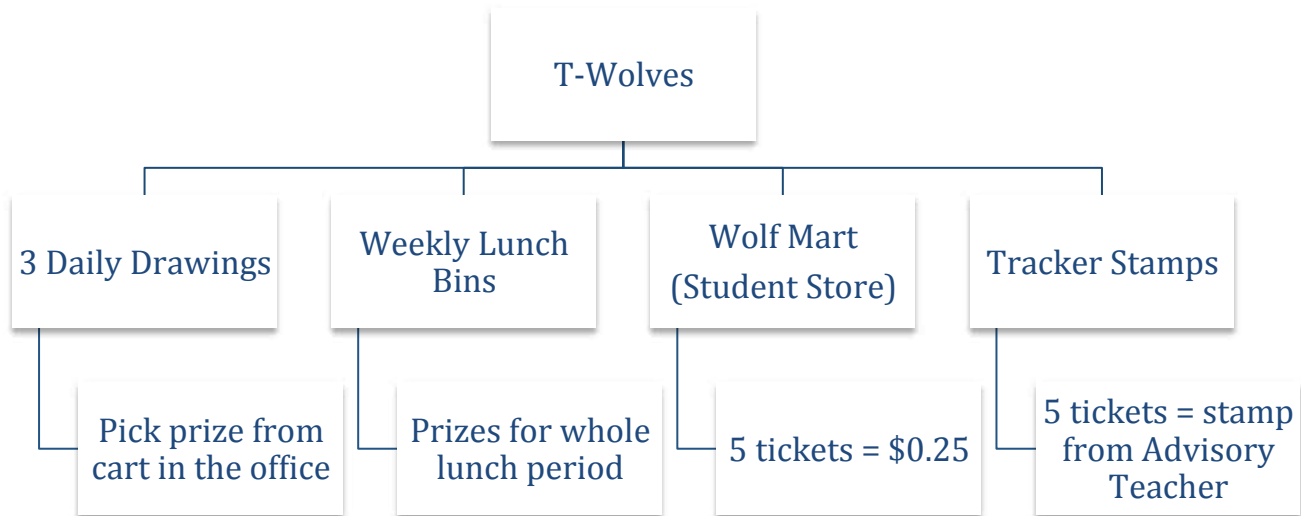
Academic All-Stars: Students can be recognized each month by their teachers for being an ‘All-Star’ in their classes. Students receive a special certificate and VIP seating at the monthly assemblies.

Character Statements/Months: Monthly Character statements are read and taught to students throughout each month to remind students we are a part of a bigger community than just our school.

T-Wolves: When students are seen following RRMS expectations, they will be given a golden orange ticket. The tickets can be used for daily drawings, weekly lunch collection bins, at the student store (5 tickets = 25 cents), and toward their tracker stamps (5 tickets equals a stamp).

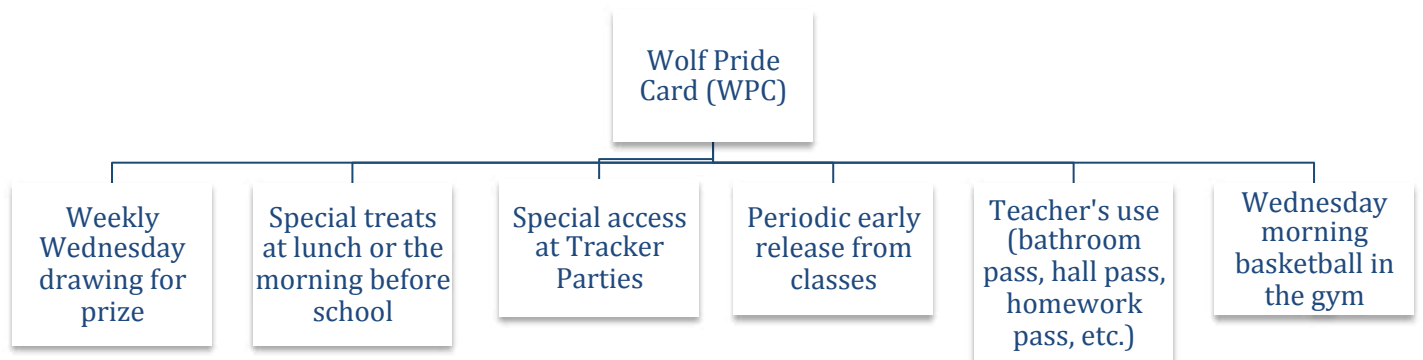
Wolf Pride Cards (WPC): Students can apply for these special cards (stickers that go on student ID cards) each quarter. Advantages to having the quarterly sticker on their student ID card include, special lunch treats, periodic early release from classes, special access at Tracker Parties, teacher designed incentives (each teacher is different in how they use the WPC), weekly Wednesday drawings for student store, etc.

How can students use their T-Wolves?








Other uses are added throughout the year!







What can students use their Wolf Pride Card (WPC) for?








Other uses are added throughout the year!

RRMS Positive Behavior Expectations				
Setting	Respectful	Responsible	Making Good Choices	Safe
School wide 	<ul style="list-style-type: none"> Follow adult directions Use kind words Use quiet voices Use polite language 	<ul style="list-style-type: none"> Follow dress code Come prepared, on time, and ready to learn Clean up after yourself Be accountable for your own actions Always do your best 	<ul style="list-style-type: none"> Get adult help when needed Food and drink in commons only Keep hats and hoods off Keep electronic devices, coats, backpacks, purses, headwear, and sunglasses in locker 	<ul style="list-style-type: none"> Keep hands and feet to yourself Report unsafe behavior Always walk and move safely
Commons 	<ul style="list-style-type: none"> Use hallway expectations upon entering and exiting Honor personal space Listen for the "attention please" prompt and give full attention to speaker Invite others looking for a place to sit to join you Use polite language 	<ul style="list-style-type: none"> Have ID ready Stay seated Use appropriate table manners Wait to be dismissed Recycle Stack trays neatly Clean up after yourself 	<ul style="list-style-type: none"> Monitor voice level and language Keep food and drink in commons Encourage others to follow rules Make healthy food choices Fair share at salad bar 	<ul style="list-style-type: none"> Keep hands and feet to yourself Report spills Walk at all times Stand in single file line and honor the place in line of others
Hallways 	<ul style="list-style-type: none"> Respect Property Use kind words Use quiet voices Honor the personal space of others Use polite language 	<ul style="list-style-type: none"> Be on time to class Walk directly to destination Stay in designated areas Use drinking fountains appropriately 	<ul style="list-style-type: none"> Have a visible hall pass Close lockers gently 	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk on right side Always walk and move safely Open doors safely
Stairs and Railings 	<ul style="list-style-type: none"> Keep moving on right side Move calmly and quietly Use polite language 	<ul style="list-style-type: none"> Walk directly to destination 	<ul style="list-style-type: none"> Walk stairs one step at a time Only hands on handrails 	<ul style="list-style-type: none"> Keep hands and feet to yourself Keep appropriate distance from railings and pillars
Restrooms 	<ul style="list-style-type: none"> Respect privacy Respect property 	<ul style="list-style-type: none"> Go to closest bathroom Keep walls, stalls, and floors clean and free of graffiti Place garbage in trash 	<ul style="list-style-type: none"> Get in, get out Use during passing and lunch 	<ul style="list-style-type: none"> Practice personal hygiene Report problems promptly to an adult






RRMS Positive Behavior Expectations

Setting	Respectful	Responsible	Making Good Choices	Safe
Lockers 	<ul style="list-style-type: none"> • Open and close quietly • Use temporary and appropriate decorations • Report locker problems to the office 	<ul style="list-style-type: none"> • Keep organized and clean • School supplies only • Use assigned locker only 	<ul style="list-style-type: none"> • Keep combination confidential • If your locker is crowded, wait till there is room • Use polite language ("Excuse me", etc.) 	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Respect students above or below you when using your locker
Office 	<ul style="list-style-type: none"> • Politely state your purpose using please and thank you • Be polite • Use quiet voices • Honor privacy of others 	<ul style="list-style-type: none"> • Wait patiently, orderly, and silently behind the counter • Check in with office staff • Have a hall pass • Ask permission to use the phone 	<ul style="list-style-type: none"> • Wait silently • Ensure your teacher knows where you are 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Be aware of emergency situations and stay clear of responding adults
Media Center 	<ul style="list-style-type: none"> • Enter quietly • Use a quiet voice • Follow library procedures • Wait your turn • Treat books, materials, and computers with care 	<ul style="list-style-type: none"> • Have ID ready • Be on task • Return materials when they are due • Ask before you use computers • Use computers appropriately 	<ul style="list-style-type: none"> • Follow district internet use policy • Leave computer settings as you find them • Food and drink in commons only 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Enter and exit in an orderly manner • Push chairs in when leaving tables and computers
Bus Zone 	<ul style="list-style-type: none"> • Follow adult directions • Be polite to students and adults • Use polite language 	<ul style="list-style-type: none"> • Enter building immediate • Exit to bus promptly 	<ul style="list-style-type: none"> • Speak with appropriate volume 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk your bike and skateboard on school property • Walk at all times
Morning Arrival 	<ul style="list-style-type: none"> • Remove hats and hoods • Walk your bike and skateboard on school property 	<ul style="list-style-type: none"> • Walk directly to scheduled destination 	<ul style="list-style-type: none"> • Be prepared to learn • Put electronic devices away before entering the building • Remove gum from mouth 	<ul style="list-style-type: none"> • Use crosswalks • Keep hands and feet to yourself • Remain on school grounds once you have arrived • Walk at all times
Dismissal 	<ul style="list-style-type: none"> • Use electronic devices outside of the school building only 	<ul style="list-style-type: none"> • Prearrange transportation 	<ul style="list-style-type: none"> • Unless involved in after school activity, exit quickly and orderly by 2:50 PM and remain off school grounds 	<ul style="list-style-type: none"> • Use crosswalks • Keep hands and feet to yourself • Walk at all times

RRMS Positive Behavior Expectations

Setting	Respectful	Responsible	Making Good Choices	Safe
Recess/Outside 	<ul style="list-style-type: none"> Follow adult directions Use polite language Use appropriate manners 	<ul style="list-style-type: none"> Keep food and drink in commons Promptly reenter building when bell rings or when directed by an adult Walk directly to class from recess 	<ul style="list-style-type: none"> Use appropriate language Follow hallway expectations upon entering and exiting 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Stay within school boundaries Report problems to adult right away
Rainy Day Lunch in Commons 	<ul style="list-style-type: none"> Follow adult directions Keep noise level down 	<ul style="list-style-type: none"> Raise your hand if you would like to check out a game or use the restroom Wait for an adult to dismiss you at the end of lunch 	<ul style="list-style-type: none"> Remain at your table the entire lunch period 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Walk at all times
Lunch Detention 	<ul style="list-style-type: none"> Be respectful to staff Follow directions quickly and quietly Remain silent at all times Raise your hand if you have a question 	<ul style="list-style-type: none"> Arrive on time Arrive with appropriate materials and be prepared to work Keep lunch on desk Clean up after yourself 	<ul style="list-style-type: none"> Think before you act Work on homework or practice reading Keep extra food out of lunch detention 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself
ISS & After School Detention 	<ul style="list-style-type: none"> Be respectful to staff Follow directions Remain silent at all times Raise your hand if you have a question 	<ul style="list-style-type: none"> Arrive on time and prepared Work on assigned tasks only Clean up after yourself 	<ul style="list-style-type: none"> Enter room and sit quietly Return all materials before leaving 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Remain seated in assigned seat
Planner 	<ul style="list-style-type: none"> School appropriate decorations Keep pages flat and wrinkle free Leave pages in planner 	<ul style="list-style-type: none"> Fill out your planner for every class Keep it with you at all times Use as a learning tool 	<ul style="list-style-type: none"> Write down assignments Read and use information provided Show regularly to a family member 	<ul style="list-style-type: none"> Keep it in your binder using the 3 rings Keep planner to yourself

RRMS Positive Behavior Expectations

Setting	Respectful	Responsible	Making Good Choices	Safe
After School Events 	<ul style="list-style-type: none"> • Represent RRMS with pride • Be an active, supportive, and appropriate spectator • Practices are for team members only • Display good sportsmanship 	<ul style="list-style-type: none"> • Hallways close at 3:10 PM • Make transportation arrangements prior to the event 	<ul style="list-style-type: none"> • Remain seated in designated spectator area • Parent must accompany spectators to sporting events 	<ul style="list-style-type: none"> • Keep hands and feet to self • Gym open only with supervision
Socials 	<ul style="list-style-type: none"> • Respect personal space of others • Respect staff members 	<ul style="list-style-type: none"> • Use inside voices • Dance appropriately • Follow school dress code • Prearrange transportation • Arrive on time • Keep track of ticket • Have ticket ready 	<ul style="list-style-type: none"> • Clean up after yourself • Food and drinks in commons only • Keep personal belongings in locker • Leave only when social is over 	<ul style="list-style-type: none"> • Report spills • Keep hands, feet and objects to self • Walk at all times • Remain in supervised areas only
Emergency Exits 	<ul style="list-style-type: none"> • Remain silent and listen to adults 	<ul style="list-style-type: none"> • Exit quickly and silently to advisory location • Reenter the building silently, single file, and with your advisory class 	<ul style="list-style-type: none"> • Act as if all drills are real emergencies 	<ul style="list-style-type: none"> • Keep clear of doorways • Stand silently • Face away from building • Remain calm • Keep hands, feet and objects to yourself
Assemblies 	<ul style="list-style-type: none"> • Actively pay attention • Eyes on speaker • Remain silent • Applaud at appropriate times 	<ul style="list-style-type: none"> • Listen for the "attention please" prompt and give full attention to the speaker • Stay seated in assigned area 	<ul style="list-style-type: none"> • Bring only necessary items 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Enter and exit in an orderly manner • Listen for exit instructions
Substitutes & Guests 	<ul style="list-style-type: none"> • Be polite • Give assistance when asked • Represent RRMS with pride 	<ul style="list-style-type: none"> • Follow classroom rules and procedures • Be positive 	<ul style="list-style-type: none"> • Follow seating chart 	<ul style="list-style-type: none"> • Keep hands and feet to yourself

PBIS Definitions of Problem Behaviors

Managing Problem Behaviors	Definition (SWIS)	Examples
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	<p style="text-align: center;"><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> • Student says “I’m going to kill you” to another student or staff member • Student makes a non-verbal threat by punching his own hand or “fake” punching <p style="text-align: center;"><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> • Student is yelling in hall, another student laughs or makes fun
Cheating/ Plagiarism/ Forgery (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else’s property, has signed a person’s name without that person’s permission, or claims someone else’s work as their own.	<p style="text-align: center;"><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> • Student forges name of parent on school documents (referral, permission slip) • Student removes (or tries) an object from the classroom that does not belong to them • Student knowingly is in possession of stolen goods • Student takes items from book fair • Repeated cheating or plagiarizing in class • A student copies text or artwork from a published source for a contest or any assignment <p style="text-align: center;"><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> • Primary student takes candy (teaching moment) • Student borrows a textbook from an absent student without asking • Signs name on reading log for parent • Copying from a book or other student and turning it in as own work • Cheating on a test
Defiance/ Insubordination/ Non-compliance	Student engages in refusal to follow directions or talks back.	<p style="text-align: center;"><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> • Running away, outside building or classroom • Refusal to work with other students due to race, gender, culture, religion, etc. <p style="text-align: center;"><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> • Noncompliance in non-violent/non-verbal way (daydreaming, ignoring, doing nothing, other activities) • Talking back (“You’re not the boss of me” “You can’t make me”)
Disrespect to Authority	Student delivers socially rude or dismissive messages to adults or students.	<p style="text-align: center;"><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> • After being told to do something, student replies with profanity “F--- you!”

		<p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Acting out for peer attention (goofing off, calling out during instruction, "class clown", screaming)
Disruptive Conduct (Disruption)	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Student refuses to work after warnings, then refuses to go to buddy class for time out Student throws an object out of anger (chair, scissors, etc.) During clean up a student is injured when two students are roughhousing <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Student refuses to work after warnings Student throws class work on the floor, refuses to work Two students push each other to get a seat
Fighting	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Student is involved in mutual participation in an incident involving physical violence.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Student punches another in face or body <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Student throws elbow at another student he/she is upset with, with no resulting injury Roughhousing (too physical)/ Play fighting
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Non-verbal/unwanted sexual gestures directed at another student One student writes a note to another student using racial slurs and other discriminatory words (retard, gay, lesbian, 'n' word) Student makes a non-verbal threat by punching his own hand or "fake" punching <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Student is yelling in hall, another student laughs or makes fun Non-verbal sexual gestures among friends in cafeteria or recess
Language-Abusive/ Profane/ Inappropriate	Verbal messages or gestures that include swearing, name calling or use of words in an inappropriate way.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Use of racial slurs and other discriminatory words (retard, gay, lesbian, 'n' word) Encouraging others to use inappropriate words A student does a search for inappropriate content on the computer Disrespectful language directed at an adult <p><u>STAFF MANAGED</u></p>

		<ul style="list-style-type: none"> Saying disrespectful words or put downs (stupid, dummy, fatso, dork, 4-eyes) Put another student's work down or making fun of teacher's drawings Stubbing toe and saying a bad word
Lying/ Dishonesty	Student delivers message that is untrue and/or deliberately violates rule.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Knowledge of weapon and not sharing information with adult Denying involvement in a fight when they actually were involved False stories about serious issues (abuse, threats) <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Watching students engage in shoving and student denies it when questioned Dealing with minor theft (candy, pencils, stickers, toys) Playing adults against each other (duty teacher, assistants, subs)
Physical Aggression/ Physical Contact	Actions involving physical contact where injury may occur (e.g., wrestling, pushing, etc.)	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Repeated roughhousing/ physical contact after several corrections Throwing item at someone with the intent to harm (throwing a chair across the room) Spitting in someone's face or any biting <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Pushing another student Grabbing or pulling another student Student kicks student in line (mild) Throws small item towards someone (no injury)
Truancy	Student receives an 'unexcused absence' for ½ day or more.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Cutting class without permission Tells staff that they stayed home because he/she wanted to Comes to school, then leaves grounds without permission for extended time
Vandalism/ Property Damage	Student participates in an activity that results in destruction or disfigurement of property.	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Student uses marker on wall Student snips computer cord intentionally Student deliberately clogs toilet Student carves name in furniture <p><u>STAFF MANAGED</u></p> <ul style="list-style-type: none"> Student writes on desk Student breaks pencil Student unscrews desk legs
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of	<p><u>OFFICE MANAGED</u></p> <ul style="list-style-type: none"> Threat of harm with real or pretend (finger guns, fake, drawing) weapons Bringing and showing weapon to kids Use of anything used as a weapon

	causing bodily harm.	<ul style="list-style-type: none"> Student has possession of a knife/weapon and brings it to staff member <p>STAFF MANAGED</p> <ul style="list-style-type: none"> Pretend play with fingers or pictures of weapons Student uses rubber bands, paper clips directed at other student
Indecent Exposure	SWIS will translate this to "other."	<p>OFFICE MANAGED</p> <ul style="list-style-type: none"> Student exposes genitals to another student Student moons another student Student pulls down pants of another student
Violation of School Rules- Other	Problem behavior causing this referral is not listed. Staff using this area will specify the problem behavior observed.	

Place Value of Numbers												
1	,	2	3	4	,	5	6	7	.	6	5	4
millions		hundred thousands	ten thousands	thousands		hundreds	tens	ones		tenths	hundredths	thousandths
											ten thousandths	millionths

Symbols	
<	means less than
>	means greater than
=	means equal to
≈	means approximate
≤	means less than or equal
≥	means greater than or equal

Multiplication Table												
	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Order of Operations	
① Operations within parentheses.	()
② Powers (exponents) and roots.	² √
③ Multiplication and division in order from left to right.	X ÷
④ Addition and subtraction in order from left to right.	+ -

Fractions/Decimals/Percents		
1	= 1.0	= 100%
1/2	= 0.5	= 50%
1/3	= 0.3	= 33.3%
1/4	= 0.25	= 25%
1/5	= 0.2	= 20%
1/6	= 0.16	= 16.6%
1/8	= 0.125	= 12.5%
1/9	= 0.1	= 11.1%
1/10	= 0.1	= 10%
1/12	= 0.083	= 8.3%
2/3	= 0.6	= 66.6%
3/4	= 0.75	= 75%

Fractions/Decimals and Percents

$\frac{1}{2}$ ← numerator
 $\frac{1}{2}$ ← denominator

Addition / Subtraction -

find common denominators

$$\begin{array}{r} \frac{1}{4} (\times 3) = \frac{3}{12} \\ + \frac{2}{3} (\times 4) = \frac{8}{12} \\ \hline \frac{11}{12} \end{array}$$

Multiplication -

multiply straight across

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

Division -

Multiply first fraction by the reciprocal of the second fraction

$$\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \times \frac{4}{3} = \frac{4}{9}$$

Changing fractions to decimals

change denominator to a power of 10

$$\frac{3}{5} (\times 2) = \frac{6}{10} = .6$$

or divide by denominator

$$\frac{3}{5} = 3 \div 5 = 5 \overline{)3.0}$$

Common Fractions, Decimals, and Percents

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.6	=	66.6% or 66 2/3%
1/2	=	0.5	=	50%
1/3	=	0.3	=	33.3% or 33 1/3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/10	=	0.1	=	10%

Algebra

Quadratic Equation

if $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Equations of a Line

(m = slope; b = y intercept)

Slope Intercept Form

$$y = mx + b$$

Slope of a Line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Point - Slope Form

$$(y_2 - y_1) = m(x_2 - x_1)$$

Factoring

$$\begin{aligned} (a - b)^2 &= a^2 - 2ab + b^2 \\ (a + b)^2 &= a^2 + 2ab + b^2 \\ (a - b)(a + b) &= a^2 - b^2 \\ a(b + c) &= ab + ac \\ (a + b)(c + d) &= ac + ad + bc + bd \\ (a + b)(a + c) &= a^2 + ac + ab + bc \end{aligned}$$

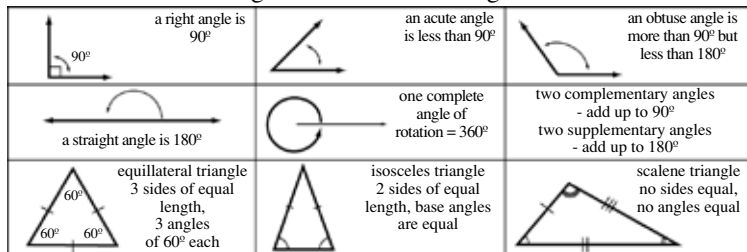
Scientific Notation

Scientific notation is a way to write a number as the product of a number greater than or equal to 1 and less than 10 that is a power of 10.

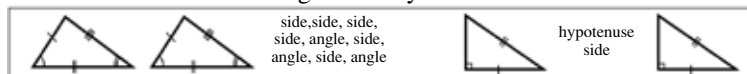
$$98,000,000 = 9.8 \times 10^7$$

$$.000076 = 7.6 \times 10^{-5}$$

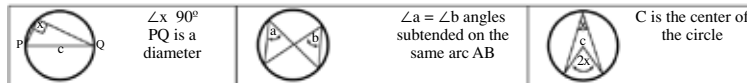
Angles and Triangles



Congruency Cases



Circle Theorems



Conversions

Length / Area					
from	to	multiply by	from	to	multiply by
cm	in	0.3937	mi	km	1.609
in	cm	2.54	m ²	ft ²	10.76
m	ft	3.2808	ft ²	m ²	0.0929
ft	m	0.3048	km ²	mi ²	0.3861
km	mi	0.6214	mi ²	km ²	2.59

Weight / Capacity					
from	to	multiply by	from	to	multiply by
g	oz	0.0353	T	t	0.9072
oz	g	28.35	ml	fl oz	0.0338
kg	lb	2.2046	fl oz	ml	29.575
lb	kg	0.4536	l	gal	0.2642
t	T	1.1023	gal	l	3.785

English System

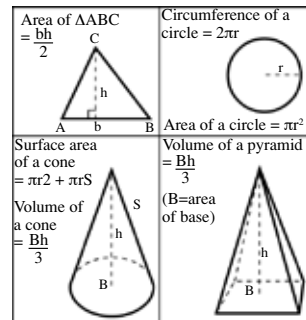
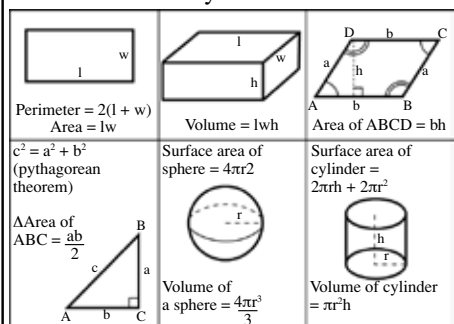
1 foot (ft)	=	12 inches (in)
	=	1' = 12"
1 yard (yd)	=	3 feet
1 mile (mi)	=	1760 yards
1 sq. foot	=	144 sq. inches
1 sq yard	=	9 sq. feet
1 acre	=	4840 sq. yards
	=	43560 ft ²
1 sp. mile	=	640 acres
1 tablespoon (T)	=	3 teaspoons (t)
1 cup (c)	=	16 tablespoons
1 pint (pt)	=	2 cups
1 quart (qt)	=	2 pints
1 gallon (gal)	=	4 quarts
16 ounces (oz)	=	1 pound (lb)
1 ton	=	2000 pounds

Metric System

mm	millimeter	.001 m	dam	decameter	10 m
cm	centimeter	.01 m	hm	hectometer	100 m
dm	decimeter	.1 m	km	kilometer	1000 m
m	meter	1 m			

Note: Prefixes also apply to l(liter) and g(gram). Canadian preferred spelling: metre, litre.

Geometry Formulas



The Periodic Table of Elements

6 ←		Atomic Number = Number of Protons = Number of Electrons	
C		Chemical Symbol	
CARBON		Chemical Name	
12 ←		Atomic Weight = Number of Protons + Number of Neutrons*	

METALS										NON-METALS									
1	H	2	He	3	Li	4	Be	5	B	6	C	7	N	8	O	9	F	10	Ne
	HYDROGEN		HELIUM		LITHIUM		BERYLLIUM		BORON		CARBON		NITROGEN		OXYGEN		FLUORINE		NEON
	1		4		7		9		11		12		14		16		19		20
11	Na	12	Mg	13	Al	14	Si	15	P	16	S	17	Cl	18	Ar				
	SODIUM		MAGNESIUM		ALUMINUM		SILICON		PHOSPHORUS		SULFUR		CHLORINE		ARGON				
	23		24		27		28		31		32		33		34		35		40
19	K	20	Ca	21	Sc	22	Ti	23	V	24	Cr	25	Mn	26	Fe	27	Co	28	Ni
	POTASSIUM		CALCIUM		SCANDIUM		TITANIUM		VANADIUM		CHROMIUM		MANGANESE		IRON		COBALT		NICKEL
	39		40		45		48		51		52		55		56		59		59
37	Rb	38	Sr	39	Y	40	Zr	41	Nb	42	Mo	43	Tc	44	Ru	45	Rh	46	Pd
	RUBIDIUM		STRONTIUM		YTRIUM		ZIRCONIUM		NIOBIUM		MOLYBDENUM		TECHNETIUM		RUTHENIUM		RHODIUM		PALLADIUM
	85		88		89		91		93		96		98		101		103		106
55	Cs	56	Ba			72	Hf	73	Ta	74	W	75	Re	76	Os	77	Ir	78	Pt
	CESIUM		BARIUM				HAFNIUM		TANTALUM		TUNGSTEN		RHENIUM		OSMIUM		IRIDIUM		PLATINUM
	133		137				178		181		184		186		190		192		195
87	Fr		Ra			104	Rf	105	Db	106	Sg	107	Bh	108	Hs	109	Mt	110	Ds
	FRANCIUM		RADIUM				RUTHERFORDIUM		DUBNIUM		SEABORGIUM		BOHRERIUM		HASSIUM		MEITNERIUM		DARMSTADTIUM
	223		226				263		268		271		270		270		278		281
							263		268		271		270		270		278		281
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							263		268		271		270		270		278		281
							263		268		271		270		270		278		281
							263		268		271								

RERUN – Engineering Project Analysis

R	RECALL # 1: Describe the problem and list criteria .	<input type="checkbox"/> We built a _____ to _____. The criteria was _____. <input type="checkbox"/> We needed _____ for _____. <input type="checkbox"/> We used _____ to _____. The project needed _____. <input type="checkbox"/> The purpose of the project was _____. <input type="checkbox"/> A _____ was needed to _____. <input type="checkbox"/> The intention of the _____ was _____. <input type="checkbox"/> Our goal was to _____ by _____.
E	EXPLAIN: Explain the constraints or limitations for the project.	<input type="checkbox"/> Our design had to _____ but could not _____. <input type="checkbox"/> Our project must have included _____ but not _____. <input type="checkbox"/> Our budget was _____. <input type="checkbox"/> We could only use _____ to build our _____.
R	RESULTS #1 – briefly describe your project.	<input type="checkbox"/> We constructed our _____ out of _____. <input type="checkbox"/> I decided to use _____ for my _____.
	RESULTS #2 – Describe the strengths and weaknesses of your design solution. What helped and why?	<input type="checkbox"/> The _____ was really good at _____ because _____. <input type="checkbox"/> The _____ was really bad at _____ because _____. <input type="checkbox"/> The _____ did _____ but did not _____ because _____.
	RESULTS #3 – State the results using data and observations.	<input type="checkbox"/> _____ successful because _____. <input type="checkbox"/> _____ unsuccessful because _____. <input type="checkbox"/> The results explain that _____. <input type="checkbox"/> The data shows that _____. <input type="checkbox"/> The average _____ was _____.
U	Unwanted Trade-Offs: Describe the priorities and trade offs of your design and how those decisions affected the results	<input type="checkbox"/> Because our project had to _____ we could not _____. This resulted in _____. <input type="checkbox"/> Because of _____ we decided to _____ instead of _____. <input type="checkbox"/> Our top priority was _____ so we had to _____ which resulted in _____. <input type="checkbox"/> We wanted to _____ but _____ so we had to _____.
N	NEW/NEXT: Write 2 new ways you could improve your project/design and why.	<input type="checkbox"/> The _____ could be improved by _____. This would help because _____. <input type="checkbox"/> I could improve the _____ by _____. This would help because _____. <input type="checkbox"/> If I could try again I would _____ because _____.

RERUN – Science Lab Summary

R	RECALL: Briefly describe what you did. Use 2-3 sentences.	<input type="radio"/> We placed _____. <input type="radio"/> The process started with _____. <input type="radio"/> We put _____ to _____. <input type="radio"/> Write your own.	_____ _____ _____
E	EXPLAIN: Explain the question being tested. Explain what your hypothesis was. Many sentences	<input type="radio"/> *The purpose of the experiment was _____. <input type="radio"/> The intention of the lab was _____. <input type="radio"/> Our goal was to _____. <input type="radio"/> *My hypothesis was _____. <input type="radio"/> Write your own.	_____ _____ _____
R	RESULTS: #1 – “My hypothesis/claim was ... Explain thoroughly using the science content	<input type="radio"/> accepted because _____. <input type="radio"/> rejected because _____. <input type="radio"/> supported because _____. <input type="radio"/> not supported because _____. <input type="radio"/> inconsistent because _____. <input type="radio"/> write your own	_____ _____ _____
	RESULTS #2 – State the results using data (calculated numbers from your data table) or observations that prove/disprove your hypothesis. Use your understanding of the science to explain.	<input type="radio"/> The results explain that _____. <input type="radio"/> The data that supports my hypothesis is _____. <input type="radio"/> The _____ changed from _____ to _____. <input type="radio"/> The average _____ was _____. <input type="radio"/> The evidence is _____. <input type="radio"/> Write your own.	_____ _____ _____
U	UNCERTAINTY: Describe the uncertainties and/or errors that exist- mistakes or possible reasons for weird results.	<input type="radio"/> The data may have been affected by _____. <input type="radio"/> A problem occurred when _____. <input type="radio"/> An error in the experiment _____. <input type="radio"/> On the other hand, the evidence <i>did/did not</i> support _____ because _____. <input type="radio"/> Write your own.	_____ _____ _____
N	NEW: Write 2 new things you learned or would like to further explore on this topic.	<input type="radio"/> Two new things I learned from this lab are _____ and _____. <input type="radio"/> Two new things I would like to investigate further are _____ and _____. <input type="radio"/> I learned _____ and would like to explore further _____. <input type="radio"/> Write your own.	_____ _____ _____

Grammar

What is a **NOUN**?

A common noun is simply a **person**, a **place** or a **thing**.

A proper noun is a specific **person**, **place** or **thing**. The first letter of a proper noun is capitalized.

What is an **ADJECTIVE**?

An adjective is a word that describes a noun. The following are examples of adjectives:

The **young** boy was named Harold.
Chicago is a **windy** city.

What is a **PREPOSITION**?

A preposition shows how a noun or pronoun is related to another word. The following are examples of prepositions:

The dog sleeps **under** the table.
The plane flew **over** the city.

What is an **INTERJECTION**?

An interjection is also called an exclamation. An exclamation mark(!) is used for an interjection. The following are examples of interjections:

Wow! Karma reads quickly!
Hey! Stop that!

What is a **PRONOUN**?

A pronoun is a word that takes the place of a noun. The following are examples of pronouns:

he she it

What is a **VERB**?

A verb shows action or a state of being. The following are examples of verbs:

Karma **reads** books.
Bobby **builds** furniture.

What is an **ADVERB**?

An adverb is a word that describes a verb, an adjective or another adverb. It tells how, when, where and how much. The following are examples of adverbs:

Karma reads **quickly** so she can go and play.
Bobby works **tirelessly** to finish the furniture.

What is a **CONJUNCTION**?

A conjunction joins words, phrases or clauses together. The following are examples of conjunctions:

Karma reads quickly **because** she practices.
Bobby built a table **and** a chair.

Mechanics

This is not a complete list but includes the most common applications.

Capitalization

- Capitalize the first word of every sentence and the first word in a direct quotation. The boy said, "Yes."
- Capitalize all proper nouns and proper adjectives including races, nationalities, languages, religions, days of the week, months, holidays, holy days, periods and events in history, special events, political parties, trade names, geographical names, heavenly bodies, streets, and official titles.
- Capitalize words like father, uncle, and senator when they are proper nouns, when they are parts of titles, or when they are substituted for proper nouns.
- Names of school subjects are not capitalized unless they are followed by a number or are the name of a language: **Biology** 100, **English**.

Abbreviations

- In formal writing, do not abbreviate names of states, countries, months, days, measurements, or school courses.
- When part of a proper name, do not abbreviate Street, Road, Avenue, Company, or similar words.

Plurals

- Most nouns are made plural by adding **s** to the singular - wheels, bikes, girls, pencils, thoughts.
- Nouns ending in **sh**, **ch**, **x**, **s**, and **z** are made plural by adding **es** to the singular - fox**es**, church**es**, wish**es**.
- The plurals of nouns ending in **y** preceded by a consonant are formed by changing the **y** to **i** and adding **es**-sk**ies**, fl**ies**, pup**pies**.
- The plurals of nouns which end in **y** preceded by a vowel are formed by adding only **s**-mon**keys**, tray**s**.



Twelve Power Words

1	Trace	Outline Follow the path
2	Analyze	Break it down into parts Tell about the parts
3	Infer	Read between the lines What is the hidden meaning?
4	Evaluate	Tell the good and the bad Judge it
5	Formulate	Create Put together
6	Describe	Tell me about Paint a picture with words
7	Support	Back up Prove
8	Explain	Teach me or show me Tell the steps
9	Summarize	Tell the main idea Tell the beginning, middle, & end
10	Compare	Tell all the ways they are the same
11	Contrast	Tell all the ways they are different
12	Predict	Make an educated (smart) guess

BOOKMATCH

- B** Book length
 ✓ Is this a good length for me?
 ✓ Is it too little, just right, or too much?
 ✓ Do I feel like committing to this book?
- O** Ordinary language
 ✓ Turn to any page and read aloud.
 ✓ Does it sound natural?
 ✓ Does it flow? Does it make sense?
- O** Organization
 ✓ How is the book structured?
 ✓ Am I comfortable with the print size and number of words on a page?
 ✓ Are chapters short or long?
- K** Knowledge prior to book
 ✓ Read the title, view the cover page, or read the summary on the back of the book.
 ✓ What do I already know about this topic, author, or illustrator?
- M** Manageable text
 ✓ Begin reading the book.
 ✓ Are the words in the book easy, just right, or hard?
 ✓ Do I understand what I read?
- A** Appeal to genre
 ✓ What is the genre?
 ✓ Have I read this genre before?
 ✓ Do I like or expect to like this genre?
- T** Topic appropriateness
 ✓ Am I comfortable with the topic of this book?
 ✓ Do I feel like I am ready to read about this topic?
- C** Connection
 ✓ Can I relate to this book?
 ✓ Does this book remind me of anything or anyone?
- H** High Interest
 ✓ Am I interested in the topic of this book?
 ✓ Am I interested in the author/illustrator?
 ✓ Do others recommend this book?

Ron Russell Middle School

Best Work

Begin sentences with capitals & end with punctuation.

Edit work to catch mistakes.

Spell correctly.

Try a teacher approved heading.

First Name, Last Name
Date
Period
Assignment

Write complete sentences.

Only write assignments in pencil or blue/black ink.

Restate question as you begin writing the answer.

Keep handwriting neat.

MIDDLE SCHOOL HIGH FIVE!

Read Around the Text

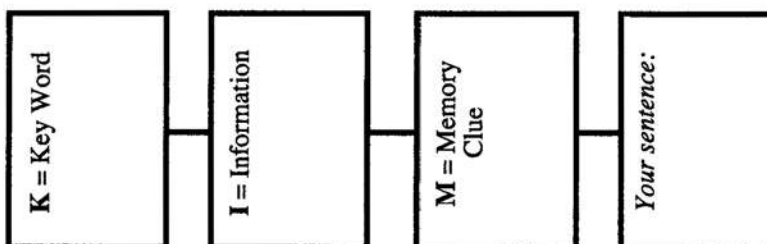


1. Look closely at all the pictures.
2. Read all of the captions.
3. Look at any maps, charts, and graphs.
4. Read all the titles and headings.
5. Read the first and last line of each ¶.
6. Now ask yourself questions so you have a reason to read.



Middle School High Five!

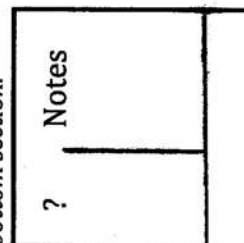
K.I.M. Vocabulary



Middle School High Five!

Cornell Notes

1. Mark off your paper as shown below.
2. Take notes in the main box on the right side. Complete sentences are not necessary.
4. Try to write main ideas, key points, dates, names and other important information.
5. Develop study questions based on your notes. Write them in the left column.
6. Write a summary of the main idea in the bottom section.



Middle School High Five!

Margin Notes

Respond to what you read by using the following symbols:



Key point



Question



Wow



Middle School High Five!

Sum It Up

1. Preview and read the selection carefully.
2. Highlight three VIPs (very important points).
3. Create an A + B + C topic sentence.

A = identify the text by its title and author
B = select a strong verb (do not use is or was)
C = finish your thought with the big idea

4. Now add on your three VIPs. Be sure to write them as complete sentences and attach "explains" as needed.
5. A closing sentence? None is needed. It might lead to an opinion, which should be avoided.



Middle School High Five!

WRITING EFFECTIVE SUMMARIES

A. Identify!

You can identify what you are summarizing in a variety of ways. The following are okay, better, and best ways to identify what it is you are summarizing.

OK: The book
The film
The article

BETTER: *Painless Public Speaking*
Forrest Gump
"Going Under the Light"

BEST: *Painless Public Speaking* by Sharon Bower
The movie, *Forrest Gump*
"Going Under the Light" from *Newsweek*, October 2, 1995

B. Select a Verb!

acknowledges	evaluates
adds	explains*
advises	explores
answers	expresses
asks	features
asserts	furnishes
assures	gives
blames	identifies
captures	illustrates
clarifies	invites
classifies	judges
compares*	lists*
confirms	misjudges
confronts	names
confuses	offends
contrasts	praises
considers	predicts
critiques	presents*
demonstrates	proposes
defends	provides
defines*	recommends
denounces	shows*
depicts	simplifies
describes*	solves
discourages	suggests
encourages	supports
endorses	teaches
entertains	tells*
entices	traces

*Verbs commonly chosen.

C. Finish Your Thought!

The final part of the topic sentence is easy if you just ask yourself:

- What is the big idea?
- What is the big concept?
- What is the main idea of the item that I am summarizing?

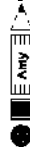
Keep in mind that this is just your topic sentence and that you will be adding all of the facts in the body of your summary paragraph.

Step Up to Writing by Maureen Auman
<http://www.sopriswest.com>

A + B + C = TOPIC SENTENCE *Painless Public Speaking* by Sharon Bower provides a number of practical hints for people who are afraid of speaking in front of a group.

BODY: Create a fact outline. Then add those facts to your paragraph in sentence form.

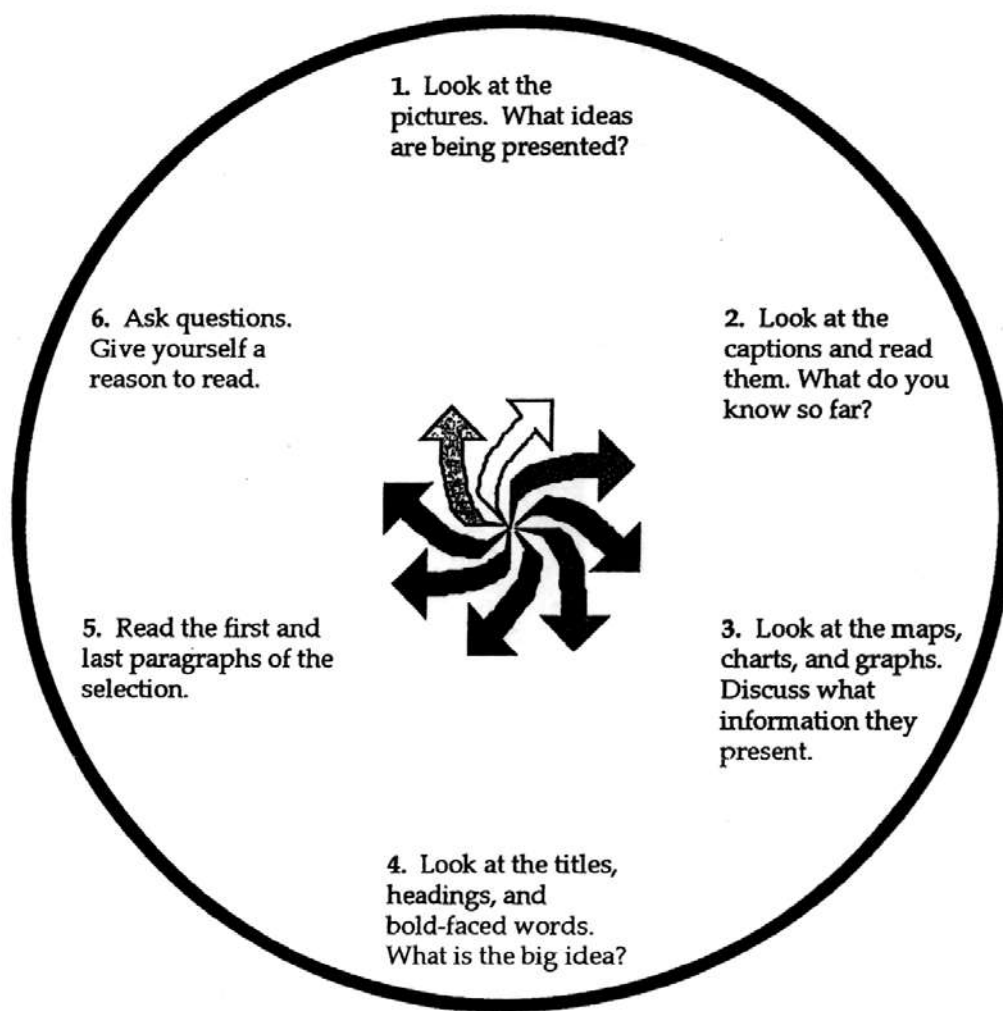
HELPFUL HINTS: Use transitions only if they help. Summaries do not need a formal conclusion. If you force a conclusion, it might sound awkward. Also formal conclusions include opinions - you do not want an opinion in a summary.



DAVID DOUGLAS EDITING MARKS

	Change to a capital letter	Our school is in the city of new york.  
	Punctuation	Its a beautiful day.  The sky was dark.  but it didn't rain. Do you think it's going to rain? 
	Spell out a word or fix spelling mistake	My brother is going to be 16 years old.  ^{sp}
	Change to a lower case letter	My Dad loves to go fishing on Saturday. 
	Insert (words/left out)	Don't forget to ^{check} your work every day. 
	Delete	Going to the zoo was was lots of fun! 
	Change word	The rain ^{fell} followed down.
	Transpose	The dog  black ran away.
	Start new paragraph	"Is that your dog?" she asked. [¶] "Yes" I replied.
	Sentence fragment	Walking down the street. ^{frag}
	Run-on sentence	Our book was funny we read it in a week. ^{RO}
	Verb tense	She ^t run past the house quickly.

Read Around the Text



Louanne Clayton Jacobs
Alabama A&M University
Normal, Alabama

Dee Dee Benefield Jones
Brookhaven Middle School
Decatur, Alabama

Academic Language

Cause and Effect

found revealed led result effect due so

because of as a result of outcome factors discovered influenced since

produced due because resulted in led to had an impact on

found that brought about due to it follows that which in turn

Introduce Topic	<p>___c___ had a significant impact on ___e___ .</p> <p>The major causes of ___e___ can be traced to ___c___ .</p> <p>The critical factors which led to ___e___ were ___c___ .</p>
Discuss Causes and Effects	<p>Due to ___c___, ___e___ .</p> <p>___e___ contributed to ___c___ because of _____</p> <p>___e___ happened when ___c___ .</p> <p>One cause was ___c___ .</p> <p>A reason for ___e___ was ___c___ .</p> <p>When _____</p>
To Conclude	<p>The end result was _____ .</p> <p>This suggests that _____ .</p> <p>Therefore _____ .</p> <p>Subsequently _____ .</p>

Elaboration and Description

Includes explain describe discuss displays illustrates refers

belongs contains consists exhibits indicates defines for example

such as is known for understood as associated with defined by

considered to be is also called demonstrates put another way tends to

Introduce Topic	<p>_____ is best described as _____ .</p> <p>To define _____, it is necessary to _____ .</p> <p>_____ is known for _____ and is important because _____ .</p> <p>_____ can be explained as _____ .</p>
Explain and describe	<p>_____ is an illustration of _____ .</p> <p>_____ is frequently referred to as _____ .</p> <p>Critical attributes of _____ include _____ .</p> <p>The defining characteristic of _____ is _____ .</p> <p>The key components are _____ .</p> <p>One example of _____ is _____ .</p>
To Conclude	<p>The end result was _____ .</p> <p>This suggests that _____ .</p> <p>Therefore _____ .</p> <p>Subsequently _____ .</p>

Compare and Contrast

Like similarly same both share in common

Share the same just like compared to are similar because yet

Share common attributes just as but however unlike whereas

contrary although on the other hand as opposed to a distinction between

in contrast difference between on the other hand by comparison

Introduce Topic	The similarities between _____ and _____ indicate _____. By comparing _____ to _____, it becomes clear that _____. A comparison of _____ to _____ reveals _____.
Tell Similarities	_____ and _____ share the same _____. Both _____ and _____ can be described as _____. Their similarities outweigh their differences because _____. Their common characteristics include _____.
Tell Differences	Although _____ and _____ are _____, _____ is _____. The most obvious difference between _____ and _____ is _____. _____ is _____, whereas _____ is _____. _____ is different that _____ because _____. Their differences outweigh their similarities because _____.
To Conclude	By comparing _____ to _____, it becomes clear that _____. The differences between _____ and _____ are important because _____. The similarities between _____ and _____ are important because _____. Therefore _____. Subsequently _____.

Sequence

First before after then later eventually during

following yet initially meanwhile now today currently within

throughout prior to for the past over time at present it wasn't long before

finally soon thereafter while subsequently simultaneously preceding

Introduce Topic	_____ began when _____. During the _____, _____. First _____.
To sequence	Several (years, decades, days, hours) later, _____. The next (step, phase, stage) was _____. As _____ continued _____. The following (year, day, stage), _____. Immediately after _____, _____.
To Conclude	By the end, _____. _____ finally _____. Thus, _____.

Argumentation

Position assert persuade agree disagree convince believe opinion
 state argue propose prove validate according to as stated by
 in fact strongly supports argues against argues in favor of supports the position
 asserts that makes the claim believe for example in fact suggests states
 evidence defends therefore ultimately nevertheless yet

Introduce Topic	In regards to _____, I believe _____ . My opinion on the issue of _____ is _____ . _____ presents the position that _____ .
State a position or give support	_____ proves the _____ . My views are based on _____ . Many experts claim that _____ . According to _____ , _____ . Further evidence can be found in _____ . An example of this problem is _____ .
To Conclude	There is little doubt that _____ . _____ urges us to _____ . In sum, the evidence suggests that _____ . Thus, _____ . Therefore _____. Subsequently _____ .

Summarization

Examines describes introduces compares emphasizes explains focuses
 discusses is a key detail is a powerful example is essential information
 supports confirms clarifies reinforces recommends argues

This (lesson, reading, article, film, lab), focused on _____ .
 The (lesson, reading, article, film, lab) explained that _____ .
 The author uses (details/dialogue/description/action) to (illustrate, suggest, describe) _____.
 _____ is important information about the topic of _____ .
 A key detail from the (text, book, film) is _____ .
 _____ explains _____ .
 Another important point from the (text, article, film, lecture) is _____ .
 The thesis is _____ .

To Pose a Question

Simple	*Do you think __? *What was it important that __?	*What if __? *What do you mean by __?	*Can you explain __?
Average	*What was meant by __? *Can you give an example of __?	*What did (you/the author) mean by __? *Can you restate that in another way?	
Advanced	*How is __ related to __? *Why did the author mention __?	*What is the connection between __ and __? *What is mean by __?	

To Introduce an Idea

Simple	*I think __. *I didn't realize that __.	*In my opinion __. *I was struck by __.	*I believe __. *It occurred to me that __.	*I noticed that __.
Average	*I found it interesting that __. *I didn't realize that __.	*One way to look at it is __. *I am convinced that __.		
Advanced	*I was struck by __. *It occurred to me that __.	*Something to consider is __. *To begin, I propose __.		

To Build on an Idea

Simple	*I agree that __ because __. *Yes! I agree and can add __.	*I also think that __.	*That reminds me of __.
Average	*Another example of __ is __. *Yes! I agree and can add __.	*To add that your idea, __.	*A similar point is __.
Advanced	*To take it one step further, consider __. *So if we already know __, we can predict __.	*Along those lines, __.	*Based on your idea, I'd like to add __.

To Challenge an Idea Respectfully

Simple	*How do you know __? *Have you considered __?	*I disagree because __.	*Another way to look at it is __.
Average	*That's not how I see it, in my opinion __. *Have you considered __?	*On the other hand, __.	*The (author/data/evidence) also suggest(s) __.
Advanced	*Isn't it possible that __? *Another way of looking at it is __.*	*An opposing viewpoint might be __.	

To Seek a Better Understanding

Simple	*I need help with __. *I continue to be confused by __.	*Can you help me __?	*I still need help with __.
Average	*I continue to be confused by __.	*I'm still wondering about __.	
Advanced	*I need more information regarding __.	I'm having a hard time understanding __.	

To Give Helpful Feedback

Simple	*I liked __. * __ worked well. * You did a good job (when/with) __. *I was confused by __. *Maybe you should __. *I suggest __.
Average	* I liked how you __ because __. * __ worked well because __. *You should consider __. *I suggest __ because __. *I was confused by __ because __.
Advanced	* I was impressed by __ because __. *You should be proud of __ because __. *To make your __ even better, I suggest __. *I think you should revise __ because __.

To Paraphrase and Check for Understanding

Simple	*I think __ said __. *Do you mean __? *Are you saying __?
Average	* I think __ means __. *I'm not sure I understood your point. Do you mean __? *What do you mean when you say __? *Can someone rephrase that for me?
Advanced	* When you said __, I understood it as __. *Can you restate that, please? *When you said __, it helped me (understand/realize) __.

To Support your Thinking with Evidence & Reasoning

Simple Evidence	*According to __, __. *On (line 10/page 22), it says __. *The author says __.
Simple Reasoning	* __ is an example of __. *This shows that __. * __ proves __.
Average Evidence	*In __, the author states __. *According to __, __. * __ proposes __.
Average Reasoning	* __ is (evidence/proof of) that __. * __ (validates/suggests) __.
Advanced Evidence	* An important quotation found on __, is __. *Critical evidence includes __.
Advanced Reasoning	*From __ and __, I infer __. * __ strongly supports __ because __.

Paraphrasing a source

What: Using an idea from the source but not using the exact words of the source by putting the idea into **your own unique words**.

How: Since you put the idea in your own words, you do not need to put quotation marks around the idea. You **must** still give credit to the source and say where the idea came from.

Example: In *No Sweet Tooth*, the author suggests Americans should eat less sugar.

Directly Quoting a source

What: Using an idea from the source by using the **exact words** of the source. You must give credit the source.

How: Use quotation marks around the source's original words. You must say where the words came from to give the source credit.

Example: In *No Sweet Tooth*, the author suggests, "People living in the US and Europe should cut their average sugar intake by about two-thirds."

CER: Evidence-Based Response

CER = Claim + Evidence + Reasoning

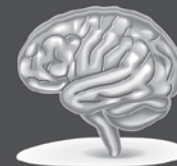
Answer questions like an expert by providing your claim, evidence and reasoning.



Claim
Your answer drawn from your observations



Evidence
Information from a reliable source / text



Reasoning
Your explanation of how evidence supports claim

How to Use CER

CLAIM (WHAT)

- Simple statement based on observations or evidence
- Often open for discussion
- Can answer specific questions

SENTENCE STARTERS

- It is widely believed that...
- Evidence/research suggests that...
- Many experts agree...
- (Or – Just state the claim as a complete sentence!)

EXAMPLES

- Examples:
 1. Evidence suggests that fleece is the best insulator.
 2. Opportunities for community service create improved learning environments.
 3. It is widely believed that China may eventually surpass the United States as a global superpower.

EVIDENCE (WHY)

- Data or facts supporting a claim
- Logically connected to a claim
- More than one source

SENTENCE STARTERS

- The information in source number three states that...
- Based on the article/table...
- According to...
- The data presented indicates that...
- The study shows...

EXAMPLES

- Examples:
 1. According to the experiment, the water insulated by the fleece had the least temperature change.
 2. The study shows that students who participate in community service perform better in school.
 3. According to the Foreign Affairs article, China will be economically dominant in twenty years.

REASONING (HOW)

- Offers an explanation as to why the evidence supports the claim
- Logically connected to evidence
- Can address the strengths of the claim

SENTENCE STARTERS

- This supports the claim because...
- The evidence strengthens the claim by...
- Based on this evidence, the most logical conclusion is that...
- This is significant/important because...

EXAMPLES

- Examples:
 1. This supports the claim because the fleece was able to maintain the temperature of the water.
 2. Based on this evidence, academic achievement is tied to involvement in community service.
 3. This is significant because currently, the economy of the United States is stronger than China's.



DAVID DOUGLAS SCHOOL DISTRICT

Student Rights and Responsibility

• A CODE OF CONDUCT •

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 the schools. The David Douglas School Board believes that every individual must share the rights, the duties, and the responsibilities in the operation of an efficient public school institution.

Careful attention has been given to procedures and methods that have the goal of being fair and consistent to all students. The objective of disciplining any student is to help the student realize the connection between his/her actions and the appropriate consequences in an attempt to teach personal responsibility, work ethic, and responsibility toward others. Students and parents/guardians need to be aware that students may be denied participation in extracurricular activities as a result of disciplinary action. 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.

TABLE OF CONTENTS

Rights and Responsibilities	1
Attendance.....	3
Buses	5
Dress and Grooming.....	6
Drugs, Alcohol and Tobacco.....	8
Duty of Pupils	9
Freedom of Expression and Assembly	12
Harassment, Bullying, Sexual Harassment	15
Internet Abuse/Electronic Devices.....	17
Threats	18
Weapons	19
 Discipline	 21
Elementary Discipline Matrix	22
Secondary Discipline Matrix.....	23
Suspension Procedures	24
Expulsion Procedures.....	25



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.

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, bring appropriate materials, 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 fair discipline 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) Behave properly 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 appropriate guidelines.	5) Follow classroom, school, and district rules.
6) Receive discipline information in a language they can understand in accordance with the district translation policy.	6) Read and understand the Student Rights and Responsibilities Handbook.
7) A safe learning environment.	
8) An environment free from discrimination and harassment.	



Parents/Guardians have a <u>right</u> to:	Parents/Guardians have a <u>responsibility</u> to:
<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 student's grades.5) Read all school records pertaining to their students, within appropriate guidelines.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.	<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) Help enforce student compliance with school rules.5) Provide appropriate 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.



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 he or she is 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\(11\)\(c\)](#))

Good 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 good 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 parents 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 action. Students not attending at least 90% of the time may be notified of irregular attendance via letters, phone calls, home visits, or possible truancy letters outlines 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. Parent/guardians are asked to call the students' school if he/she knows 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, by the sickness of some member of the pupil's family, or by an emergency. 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 present a written excuse from a parent or guardian describing the reason for the absence within **one school day** after returning to school.

Emergencies will be classified as those situations of major importance that affect family and home. It is the school's responsibility to determine if the absence was due to an emergency.

Absences other than those listed above will be unexcused. Students receiving unexcused absences may not be given credit for the schoolwork missed during that time. Although credit may not be given, students are expected to 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 bring a written excuse by a parent/guardian within **one** school day following the absence;
- leaving school during the day without properly checking out in the office;



- baby-sitting or home duties;
- 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;
- arriving for class **five minutes after the bell** is rung, and/or
- working on class projects instead of attending a regularly scheduled class.

If a student is absent two days or less, he/she can pick up his/her make-up work upon his/her 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, **he/she 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 his/her 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 Suspension.

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



BUSES

RULES FOR STUDENTS RIDING THE BUSES:

- Students being transported are under authority of the bus driver.
- Fighting, wrestling or boisterous activity is 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 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 not extend their hands, arms, or heads through 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 in normal tones; loud or vulgar language is prohibited aboard the bus.
- Students shall not open or close windows without permission of the bus driver.
- Students shall be courteous to the driver, to fellow pupils, and to passersby.
- Students who refuse to obey promptly the directions of the driver or refuse to obey 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 misbehavior on the bus and at the bus stop will be administered at the school by the school principal or principal's designee (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 suspension from riding privileges for up to ten consecutive school days at a time. Expulsion from 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 proper conduct.

**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, marijuana, 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/any head covering unless connected with a religious belief are not allowed in the building during the school day.
- Sunglasses, masks, or other disguises may not inhibit the identification of an individual during all school activities.



RIGHTS AND RESPONSIBILITIES

Dress Code

PARENT/GUARDIAN RESPONSIBILITY:

The responsibility for the dress and grooming of a student rests primarily with the student and his or her 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:

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 appropriate clothing (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.



RIGHTS AND RESPONSIBILITIES

Drugs, Alcohol, and Tobacco

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 475.999)

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

- The possession, sale or supply of any alcohol, narcotic, dangerous 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 or about 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, marijuana, 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:

No student shall possess, use, or distribute any tobacco products on David Douglas School 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 will result in a referral to a David Douglas School Resource Officer for possible legal action. 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.



RIGHTS AND RESPONSIBILITIES

Duty of Pupils

DUTY OF PUPILS

"Public school pupils 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 teacher's authority, 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.

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 discipline sanctions up to, and including, suspension or expulsion.

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

Bomb Threats - Telephoned or written threats of bombing.

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

Criminal Acts - The commission of, or participation in, the following activities, or any other 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, will take disciplinary action.

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.

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 parents and shall be reported to the police. As required by law (under V.S.F. 921, ORS 161.015, 339.115, 809.410 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.



RIGHTS AND RESPONSIBILITIES

Duty of Pupils

Displays of Affection - A public display of affection beyond common social gestures in any David Douglas School building or anywhere on campus are not acceptable behavior. Students may receive warnings about excessive displays of affection. If the unacceptable behavior continues, he/she may be referred to an administrator for further disciplinary action.

Disruptive Conduct - Disruptive or abusive conduct that deprives other students of their right to learn is prohibited.

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 is a victim of inappropriate touching he/she should tell an adult as soon as possible. A student who is accused of inappropriate touching will be subject to discipline outlined on the Discipline Matrix (see pages 22 and 23). 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. A student who is accused of physical aggression will be subject to discipline outlined on the Discipline Matrix (see pages 22 and 23). 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 (12))
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 and 581-021-0062)

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.



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 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;



RIGHTS AND RESPONSIBILITIES

Freedom of Expression and Assembly

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

4. Determination of Appropriateness -

- a. The advisor shall review and approve each article prior to its publication to determine if it satisfies the conditions of these guidelines.
- b. No copy may be censored except for reasons specifically listed in these guidelines.
- c. 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, 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 -

Knowing violation of this policy by any student is sufficient cause for suitable disciplinary action to be taken.

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, in violation of school policy, or in disregard for community standards of taste;
- b. promote actions that would disrupt the orderly operation of the school or threaten the health and safety of students or staff;



RIGHTS AND RESPONSIBILITIES

Freedom of Expression and Assembly

- c. contain material which is libelous, deceptive, or offensively lewd, indecent, or obscene, and/or
- d. promote use of alcohol 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 believes very strongly that we must be vigilant and proactive in defining, identifying, and instituting techniques to prevent harassment. We take this issue very seriously, and **we 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, 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 well-being 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 174.100 and 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, 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; this may include suspension or expulsion.
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;



RIGHTS AND RESPONSIBILITIES

Harassment, Bullying, Sexual Harassment

- graphic verbal or written commentaries about an individual's body or attire (i.e. 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 inappropriate parts of the anatomy;
- 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.

HARASSMENT COMPLAINT PROCEDURE:

Any student who believes he/she has been subjected to harassment as defined above 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, he/she should report it to an administrator. The administrator will investigate the complaint and respond to the student making the complaint at a conference held within five (5) days of being notified.

At the request of the student or the student's parent, confidentiality will be maintained. However, it is often more difficult to investigate a complaint thoroughly without disclosing the name of the complaining student. If the name of the victim of the harassment is disclosed, the administration will take steps to ensure that no retaliation or reprisals occur against that person. Appropriate disciplinary action will be taken against the harasser. (Changes to the above procedure may be made if an administrator is named in the complaint.)

It must be emphasized that harassment of any kind will be dealt with to the fullest extent, meaning that a long suspension and/or expulsion is possible. Students should not rationalize any behavior fringing on harassment as "just having fun" – there is no such thing as having fun at another person's expense.



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 World Wide 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 will 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. 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, radios, CD/MP3/iPods or other amplified devices, laser pointers, or cameras are considered a distraction to the learning process when displayed during school hours, credit recovery, or summer school.

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. Also, 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 and school resource officers are not responsible for lost or stolen electronic devices.

**THREATS TO DISTRICT EMPLOYEES OR STUDENTS**

David Douglas School District Board of Education 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 threat assessment protocols and will notify the superintendent's office, student services office, a school resource officer, and parent(s)/guardian(s) of the student if the threat is deemed credible.
6. A credible threat of violence will 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 his/her 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. Regardless, a written follow-up notification shall be sent within 24 hours of learning of the threat.



WEAPONS

Weapons, facsimiles, and weapon-related activities are prohibited in the schools, on school grounds, at school activities, and school sponsored activities. 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 and the following items are also violations of David Douglas School rules and subject to all consequences including expulsion.

- **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; the student may be expelled.

Oregon Federal Law requires 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;
- 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
- using, attempting to use, or threatening to use dangerous weapons at school or at school-sponsored activities.

Any weapon or facsimile 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 parents/legal guardian and may be reported to the Portland Police Bureau. Appropriate disciplinary and/or legal action will be taken against students who possess weapons and students who assist weapons 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 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.

FEDERAL AND STATE LAWS:

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:
 - a. bomb;
 - b. grenade;
 - c. rocket having a propellant charge of more than four ounces;
 - d. missile having an explosive or incendiary charge of more than one-quarter ounce;
 - e. mine, or
 - f. 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.

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

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.



DISCIPLINE IN THE DAVID DOUGLAS SCHOOLS

David Douglas schools have a fine tradition of good discipline. However, parents, teachers, and administrators have asked that the rules governing discipline and conduct be documented so that each group may know what is required. They feel, by working together under clearly stated and consistently enforced regulations, we can continue David Douglas' tradition for firm and fair discipline.

DEFINITION:

Discipline is the positive direction of behavior toward established standards of conduct, fully understood, and based upon reason, judgment, and the rights of others.

Ideal discipline is self-directed and self-controlled. Schools, community, and parents/guardians share the responsibility for helping students develop self-discipline.

Discipline is necessary to assure an orderly environment in which each person may live and learn to his/her full capabilities in harmony with others.

When self-control falters and self-discipline fails, disciplinary forces outside the individual must be imposed to protect the right of others.

In David Douglas schools, as in the community at large, certain rules and procedures are established to guide students through constructive growth and into mature adulthood.

The rules and procedures are basically the same from pre-kindergarten through grade 12. Parents/guardians, teachers, and others responsible for the welfare and education of these students must cooperate to interpret and enforce these rules.



Elementary Discipline Matrix for Major Behaviors

	Conference with student	Parent contact	Loss of Privilege	Time out in office	Detention	In School Suspension	Restitution	Screening / Counseling / Treatment	Out of School Suspension	Suspension Pending Expulsion
Alcohol	•	•				•	•	•	☐	☐
Arson	•	•					•		☐	☐
Cheating/Plagiarism	•	•	•	•	•	•				
Chronic Minor Behavior	•	•	•	•	•	•				
Closed Campus Violation	•	•	•		•	•				
Computer/Internet Abuse	•	•	•	•	•	•	•			
Disruptive Conduct	•	•	•	•	•	•				
Drugs	•	•				•	•	•	☐	☐
Fighting	•	•				•			☐	☐
Harassment: intimidation/sexual/racial/bullying	•	•			•	•				
Inappropriate Touching/display of affection	•	•	•		•	•				
Insubordination	•	•	•	•	•	•				
Language	•	•	•	•	•	•				
Physical Aggression	•	•				•			☐	☐
Theft	•	•			•	•	•			
Threat of violence to individuals	•	•						•	☐	☐
Threat to school	•	•						•	☐	☐
Tobacco	•	•				•	•	•	☐	☐
Truancy/Skipping/Leaving	•	•	•	•	•	•				
Vandalism	•	•			•	•	•			
Weapons	•	•							☐	☐
Other	•	•		•	•	•	•		☐	☐
For all violations										
Note: 1. • Signifies the progression of consequences for violations from the minimum to the maximum. 2. The District will report any illegal activity to the proper authorities. 3. ☐ All suspensions and expulsions in Grades PK-5 must follow requirements of SB 553.										

For a student who is fifth grade or lower, the district must limit the use of out-of-school suspension or of expulsion to the following circumstances:

- (A) For non-accidental conduct causing serious physical harm to a student or school employee;
- (B) When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students or school employees; or
- (C) When the suspension or expulsion is required by law.



Secondary Discipline Matrix for Major Behaviors

	Conf. w/ student	Parent contact	Loss of Privilege	Time out in office	Detention	In School Suspension	Out of School Suspension	Suspension Pending Expulsion	Restitution	Screening/Counseling/Treatment
Alcohol	•	•				•	•	•	•	•
Arson	•	•					•	•	•	
Cheating/Plagiarism	•	•	•	•	•	•	•	•		
Chronic Minor Behavior	•	•	•	•	•	•	•			
Closed Campus Violation	•	•	•		•	•	•			
Computer/Internet Abuse	•	•	•	•	•	•	•	•	•	
Disruptive Conduct	•	•	•	•	•	•	•			
Drugs	•	•				•	•	•	•	•
Fighting	•	•				•	•	•		
Harassment: intimidation/sexual/racial/bullying	•	•			•	•	•	•		
Inappropriate Touching/display of affection	•	•	•		•	•	•			
Insubordination	•	•	•	•	•	•	•	•		
Language	•	•	•	•	•	•	•			
Physical Aggression	•	•				•	•	•		
Theft	•	•			•	•	•	•	•	
Threat of violence to individuals	•	•					•	•		•
Threat to school	•	•					•	•		•
Tobacco	•	•				•	•	•	•	•
Truancy/Skipping/Leaving	•	•	•	•	•	•	•			
Vandalism	•	•			•	•	•	•	•	
Weapons	•	•					•	•		
Other	•	•		•	•	•	•	•	•	
For all violations										

- Note:**
- Signifies the progression of consequences for violations from the minimum to the maximum.
 - The District will report any illegal activity to the proper authorities.

**SUSPENSION**

Suspension temporarily removes from a student the privilege of attending school, school activities, or being on any David Douglas School 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, 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 SB 553.

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 his or her side of the issue.
3. If the principal or vice-principal feels the suspension is warranted after hearing the student's explanation, the student is informed he or she is suspended, the time the suspension will start, and the length of the suspension.
4. The parents are notified (if possible) of the suspension and the reasons for the action.
5. A letter is mailed or given to the parents/guardians stating the specific reasons for, and the length of, the suspension. The letter will also request that the parents/guardians 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 parents/guardians 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 SB 553.

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 parents/guardians will also state that expulsion is being considered.
3. If the administrator is considering expulsion, the parents/guardians and student will be notified by letter. This letter will explain that the parents 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 parents/guardians and student may provide a person of their choice to administer advice and counsel at the expulsion hearing.
5. At the expulsion hearing, the parents/guardians 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 parents/guardians 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 his handbook for 2009-2010 are:

Kathy Edmondson – Teacher, Cherry Park

Cari Harris – Teacher, David Douglas High School

Debbie Hagen – OSEA Representative

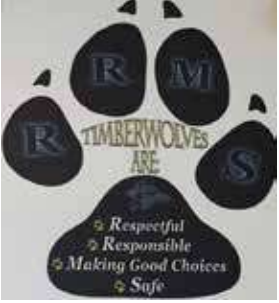







Ericka Guynes – Principal, Earl Boyles Elementary

Duane Larson – Assistant Principal, Alice Ott Middle School









Sharon Webster – Assistant Principal, David Douglas High School

Natalie Osburn – Assistant Superintendent, Secondary

MY TIMBERWOLF PASSPORT - PAGE 1

<p style="text-align: center;">SCHOOL-WIDE PBIS</p> 	<p style="text-align: center;">RRMS Matrix</p> 	<p style="text-align: center;">HALLWAYS</p> 	<p style="text-align: center;">RESTROOMS</p> 
<p>Students are expected to be...</p> <p>R - _____</p> <p>R - _____</p> <p>M - _____</p> <p>S - _____</p> <p>at Ron Russell Middle School.</p>	<p>Give an example for each expectation:</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p>	<p>What does RRMS look like in HALLWAYS?</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p>	<p>What does RRMS look like in the RESTROOMS?</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p> <p><i>Bathrooms are <u>closed</u> the <u>first and last</u> 10 minutes of each class period.</i></p>
<p style="text-align: center;">ASSEMBLIES</p> 	<p style="text-align: center;">LIBRARY</p> 	<p style="text-align: center;">OFFICE</p> 	<p style="text-align: center;">RECESS/OUTSIDE</p> 
<p>What does RRMS look like at ASSEMBLIES?</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p>	<p>What does RRMS look like in the LIBRARY?</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p>	<p>What does RRMS look like in the OFFICE?</p> <p>R =</p> <p>R =</p> <p>M =</p> <p>S =</p>	<p>Give an example and a non-example of recess expectations:</p> <p>Example =</p> <p>Non-example =</p>

MY TIMBERWOLF PASSPORT - PAGE 2

COMMONS 	AFTER SCHOOL EVENTS 	LOCKERS 	ARRIVAL/DISMISSAL 
<p>What does RRMS look like in the COMMONS?</p> <p>R = _____</p> <p>R = _____</p> <p>M = _____</p> <p>S = _____</p>	<p>What does RRMS look like during AFTER SCHOOL EVENTS?</p> <p>R = _____</p> <p>R = _____</p> <p>M = _____</p> <p>S = _____</p>	<p>I can share my combination: Yes or No</p> <p>I can put stickers on my locker: Yes or No</p> <p>My phone gets turned off and put in my locker every morning: Yes or No</p> <p>I can store my friend's things in my locker: Yes or No</p>	<p>What does RRMS look like at Arrival/Dismissal?</p> <p>R = _____</p> <p>R = _____</p> <p>M = _____</p> <p>S = _____</p> <p style="text-align: center;"><i>Campus is closed 15 minutes after school lets out each day.</i></p>
CELL PHONES/EAR BUDS/GUM/HOODS/HATS 	PLANNERS 	HALLPASSES 	EMERGENCY EXITS/PROCEDURES 
<p>Sign name below....</p> <p>*I agree to turn off my phone and put it in my locker (not have it on me). x _____</p> <p>*I agree to put my headphones/earbuds away (out of sight) when I am not using them. x _____</p> <p>*I agree to be respectful and take my hood/hat off when I enter the school building. x _____</p>	<p>I am expected to use the planner <u>daily</u>: Yes or No</p> <p>If I lose my planner, I must replace it. Yes or No</p> <p>It my responsibility to know the rules listed in the planner. Yes or No</p>	<p>If I am leaving the classroom for ANY reason I must have a hall pass first. I might get sent back to class if I do not have a hall pass. I understand I need a hall pass at ALL times (unless during passing time). X _____</p>	<p>My voice is _____ at all times. I walk _____ and _____ to my _____ teacher's spot out on the _____. My back is facing _____ from the school. My voice remains _____ all the way back into the building.</p>

MY TIMBERWOLF PASSPORT - PAGE 3

Rewards: We reward students at RRMS daily! Here are a few of our rewards students may earn: T-Wolves, Wolf Pride Cards, Tracker Stamps for Tracker Parties, Honor Roll Parties, Special daily and monthly drawings, Grade level and Advisory competitions for following school-wide expectations.

Name 3 ways in which you can “spend” your T-Wolves at RRMS:

- 1.) _____
- 2.) _____
- 3.) _____

Discipline: Students who are not meeting RRMS expectations can be written a minor or major referral. Three minors equal a major referral. In some cases students may earn a major referral with no warning (minors) as the infraction may be worth a major referral. All referrals come with a parent phone call and disciplinary action. Students can earn, but are not limited to earning, lunch detention, after-school detention, in-school suspension, or out of school suspension for not meeting the expectations at RRMS.

True or false: Referrals stay on my permanent school record and follow me to high school. **T or F**

True or false: If I receive one referral in a month, I am no longer eligible to attend the Tracker Party at the end of the month. **T or F**

True or false: I can earn Lunch Detention for being late to a class. **T or F**

True or false: I can earn After School Detention for chewing gum at school. **T or F**

Detention/ISS:

If I am sent to detention or ISS I know I must bring work with me to complete. I know it is my responsibility to show up for my consequences. I will be respectful, responsible, make good choices, and stay safe if I am assigned detention or ISS.

Student Signature: _____

Attendance Policy - Ron Russell's daily attendance goal is **95%**. Students who fall below 90% attendance rate in middle school have a harder time graduating high school on time. It is important that all of our students are on time to school and to classes. If students are unexcused to school or to any class during the day, consequences will be assigned by the teachers and/or the administrators.

❖ Last year, I missed *approximately* _____ days of school.

❖ This year, my attendance goal is

_____.

















RRMS	Attendance: - Perfect Attendance: no absences or tardies for the entire month.	Behavior: *YOU MUST HAVE THIS STAMP TO ATTEND PARTY - Will receive stamp IF student does not have more than 3 Lunch Detentions in a month, 1 after school detention, and zero referrals.	Academics: - See below for specific requirements pertaining to this academic stamp.	Responsibilities: - Responsible students who take care of the below necessary obligations will receive this stamp.	Character Trait: - Students participating in monthly character trait lessons provided through Advisory will receive this stamp.	5 Tickets: - Students who have earned 5 T-Wolf tickets for the month will receive this stamp. Once students have used their 5 T-wolves for this stamp, those T-Wolves are void.	Advisory Participation: - Students who complete Advisory activity below will earn this stamp.	PBIS Assembly/ Tracker Party - End of the month celebration of students who stay in the GREEN ZONE and follow RRMS expectations. - Students who earn 5 out of 7 stamps each month may attend the party.
SEPT	Attendance	Behavior	Log into StudentVue	Parent Signature at the bottom of this page	PBIS at RRMS Completed PBIS Contract AND Passport	5 Tickets	Organized binder and planner	PBIS Assembly/ Tracker Party 9/28/18 *Last day to earn stamps 9/27/18
OCT	Attendance	Behavior	Progress Report Goal Sheet (From October Progress Reporting)	No Missing Assignments	Respect/ Bully Prevention Month Bully Prevention Activity	5 Tickets	Bully Prevention Lesson	PBIS Assembly/ Tracker Party 11/2/18 *Last day to earn stamps 11/1/18
NOV/DEC	Attendance	Behavior	Q1 GPA 2.5+	+8/16 Bathroom Passes left in Planner (End of Q1)	Caring/Giving Volunteer Opportunity	5 Tickets	PBIS Booster Lesson Topic: _____	PBIS Assembly/ Tracker Party 12/21/17 *Last day to earn stamps 12/20/18
JAN	Attendance	Behavior	Progress Report Goal Sheet (From December Progress Reporting)	No Missing or Overdue Library Books	Responsibility Binder, Planner, Locker *All three must be organized to earn stamp	5 Tickets	PBIS Booster Lesson Topic: _____	PBIS Assembly/ Tracker Party 2/1/19 *Last day to earn stamps 1/31/19
FEB/MAR	Attendance	Behavior	Q2 GPA 2.5+	+8/16 Bathroom Passes left in Planner (End of Q2)	Kindness Advisory Activity	5 Tickets	Progress Reports Goal Sheet (between Q2 – Q3)	PBIS Assembly/ Tracker Party 3/22/19 *Last day to earn stamps 3/21/19
APR	Attendance	Behavior	Q3 GPA 2.5+	No Missing or Overdue Library Books	Perseverance Advisory Activity	5 Tickets	PBIS Booster Lesson Topic: _____	PBIS Assembly/ Tracker Party 4/26/19 *Last day to earn stamps 4/25/19
MAY	Attendance	Behavior	Progress Report Goal Sheet	No Missing Assignments	Integrity Advisory Activity	5 Tickets	Advisory Lesson	PBIS Assembly/ Tracker & VIP Party 5/31/19 *Last day to earn stamps 5/30/19

















Students are responsible for keeping this TRACKER page all year long. Students who earn all of the tracker parties for the year, will earn special VIP access to the tracker party. Students who earn their Wolf Pride Card all year long, will also earn the special VIP access at the last tracker party. All students are eligible for the last party, not all will be eligible for the VIP access.

















September Tracker Stamp: PARENT/GUARDIAN SIGNATURE: _____

















DATE: _____

MY TIMBERWOLF TRACKER

 HALL PASS <i>Q1</i> Name _____ Date _____ Time _____ Teacher's Signature _____ <input type="checkbox"/> RR <input type="checkbox"/> LIB <input type="checkbox"/> OFFICE <input type="checkbox"/> OTHER	 HALL PASS <i>Q1</i> Name _____ Date _____ Time _____ Teacher's Signature _____ <input type="checkbox"/> RR <input type="checkbox"/> LIB <input type="checkbox"/> OFFICE <input type="checkbox"/> OTHER	 HALL PASS <i>Q1</i> Name _____ Date _____ Time _____ Teacher's Signature _____ <input type="checkbox"/> RR <input type="checkbox"/> LIB <input type="checkbox"/> OFFICE <input type="checkbox"/> OTHER	 HALL PASS <i>Q1</i> Name _____ Date _____ Time _____ Teacher's Signature _____ <input type="checkbox"/> RR <input type="checkbox"/> LIB <input type="checkbox"/> OFFICE <input type="checkbox"/> OTHER
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David Douglas School District

Middle School Calendar 2018 - 19

September 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
August						
26 WIPD	27 WIPD	28 WIPD	29 WIPD	30 X	31	1
2 H	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	A	B	★	A	B	A
	1	2	3	4	5	6
7	8	9	10	11 PD	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
				A	B	
				1	2	3
4	5	6	7	8 W	9	10
11 H	12	13	14	15	16	17
18	19	20	21	22 X	23	24
25	26	27	28	29	30	

December 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 X	24 X	25 X	26 X	27 X	28	29
30 X	31					

January 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		X	1	X	2	3
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20 X	21	22	23	24 W	25	26
27	28	29	30	31		

February 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					A	1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 H	18	19	20	21	22	23
24	25	26	27	28	29	30

March 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					▲ Conferences	1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 X	25 X	26 X	27 X	28 X	29	30

April 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	B	A	★	B	A	
	1	2	3	4 W	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			★	A	B	A
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26 H	27	28	29	30	31	

June 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	

◆ 6th Grade Students' 1st Day: Sept. 04, 2018 7th & 8th Grade Students' 1st Day: Sept. 05, 2018

Teachers' First Day	August 27, 2018
Winter Break	Dec. 24, 2018 - Jan. 4, 2019
Spring Break	March 25, 2019
Students' Last Day	June 13, 2019
Teachers' Last Day	June 14, 2019

- H Holiday
- X Non-school day
- W Teacher work day - No school
- PD Teacher Professional Development - No school
- ▼ Parent Communication - Early release
- End of grading period
- ★ PLT - 9:40 am Start time
- ◆ 1:00 pm Dismissal - PM conferences
- ▲ Conferences - No school



Timberwolves are:

R*espectful*



R*esponsible*

M*aking good choices*



S*afe*

