

EagleRidge

High School



Be who **you** are. Get where **you're** going.

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1.0 Introduction

1.1 EagleRidge High School Vision and Mission

Vision: Graduate inspired students prepared for life-long success.

Mission: We provide a caring, small school environment where students learn to respectfully communicate and collaborate through projects and technology while preparing for a smooth transition to either college or career and service to their community.

Culture:

Relationships –Discover and honor your value and the value of others.

Relevance – Discover how learning connects to life.

Rigor – Learn that everything done should be achieved with great care and accuracy.

EagleRidge High School

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general EagleRidge High School information, rules, and procedures, and is not intended to either enlarge or diminish any Board policy or procedure. Material contained in this handbook may, therefore, be superseded by such Board policy or procedure. Board policies are available at the school's office and the school's website (www.ehsr3.org). Any information contained in this student handbook is subject to unilateral revision or elimination without notice.

Part of our purpose in compiling this handbook is to make all aware of school-wide behavioral and academic expectations. These guiding principles revolve around character and education as the foundation of academics. The assumption is that these values affirm our human dignity; promote the development and welfare of the individual person; serve the common good; are universally acceptable; and they define our rights and responsibilities in a democratic society.

Our belief is that staff and their behavioral expectations must be reflective of the Relationships, Relevance, and Rigor (R³) that we seek to promote in our students. We must first and foremost help students form caring attachments to adults and each other. All adolescents have a basic need to belong, and they are more likely to internalize the values and expectations of those who meet this need.

Our goal is to create a safe, positive learning environment while simultaneously fostering character development in all students. As a result, our hope is that students will become effective learners, future employees and ultimately productive citizens within their communities.

1.2 Equal Education Opportunity Policy

EagleRidge High School prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, religion, gender, color, national

or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, age, pregnancy, familial status, economic status, veterans' status, or genetic information in providing education or access to benefits of education services, activities, and programs in accordance with Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act, as amended; the Americans with Disabilities Act of 1990; the Americans with Disabilities Act Amendments Act of 2008; and Title II of the Genetic Information Nondiscrimination Act of 2008.

Every student of EHS will be given equal educational opportunities regardless of age, sex, sexual orientation, race, religion, color, national origin, disability and marital status.

EHS may not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in English language or athletic ability, but may limit admission to students within a given age group or grade level.

Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by EHS. EHS will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

The EHS Executive Director is designated as the Title IX Coordinator. The EHS Executive Director will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

1.3 Staff Directory

Staff Directory		
Name	Position	Email
Dylan Armstrong	Science	dylan.armstrong@ehsr3.org
Paul Arakelian	IT Administrator	Paul.arakelian@ehsr3.org
Becky Barker	Graduation and Student Success Coach	becky.barker@ehsr3.org
Emilie Benke	Dean of Curriculum and Instruction/Social Studies	Emilie.benke@ehsr3.org
Kimberly Cappel	Executive Director	Kim.cappel@ehsr3.org
Tina Douglas	Business Manager	Tina.douglas@ehsr3.org
Danielle Gonzalez	Special Education	Danielle.gonzalez@ehsr3.org
Amy Gossi	Mathematics	Amy.gossi@ehsr3.org
Hannah Ruiz	Advanced Mathematics	hannah.ruiz@ehsr3.org
Jackie Lancaster	Business, CTE & Theater	jackie.lancaster@ehsr3.org
Carly Lynch	Health, PE, and Electives	carly.lynch@ehsr3.org
Candace Hatley	Administrative Assistant/Registrar	Candace.hatley@ehsr3.org
Chris Howard	CTE and Digital Media Teacher	chris.howard@ehsr3.org
Jeanne LaHaie	Language Arts	Stephanie.murphy@ehsr3.org
Karen Nichols	Foreign Language: Spanish	Karen.nichols@ehsr3.org
Wally Olszowka	Custodian	Wally.olszowka@ehsr3.org
Sari Saluskin	Language Arts/Social Studies	Sari.saluskin@ehsr3.org
Shannon Santillie	Lunch Service	Shannon.santillie@ehsr3.org
Troy Santillie	Music Recording Teacher/Credit Recovery	troy.santillie@ehsr3.org
Fred Smith	Construction	Fred.smith@ehsr3.org
Terra Whitlock	Math Teacher/Interventionist	terra.whitlock@ehsr3.org

1.4 School History

Originally named the Riverside Project in its planning stages, EagleRidge High School is the product of the efforts of community members with a vision for a school that could provide a small school learning environment to no more than 210 students in the Klamath Basin who were not thriving in a larger high school setting. After several years of planning, the school opened its doors in the 2007-2008 school year. In 2009, the school moved into a newly renovated building specially designed to accommodate its students using an emphasis on technology and its project-based learning programs.

EagleRidge High School (EHS) is a free, publicly funded charter high school designed to provide rigorous academics so that students will have a smooth transition to post-secondary education or employment opportunities.

2.0 General Information

2.1 Building Hours

The school building will be open from 8:00 am to 4:00 pm Monday-Friday except for school holidays. The Summer Office Schedule is from 8:00 am to 1:00 pm Monday-Friday during the month of July.

Please see the school website or front office for details.

Regular Weekly Schedule

Mon, Tues, Weds & Thurs		Fri Only	
Breakfast	8:15 - 8:40	Breakfast	8:15 – 8:40
Block 1	8:45 – 9:52	Block 1	8:45 – 9:27
R ³ Studies	9:55 -10:17	Block 2	9:30 – 10:12
Block 2	10:20 – 11:27	Block 3	10:15 – 10:57
Lunch	11:30 – 12:02	Block 4	11:00- 11:42
Block 3	12:05 – 1:12	Block 5	11:45 – 12:27
Block 4	1:15 – 2:22	Lunch to Go	
Block 5	2:25 - 3:32		

Students may come at 8:00 am or stay after school until 4:00 pm to receive extra help from teachers or to complete projects. Organized after hours tutorials will be set on Tuesday and Thursday to receive additional support. Students may also arrange for additional assistance with their teachers on an individual basis.

2.2 Admission

A student seeking enrollment in EHS for the first time must meet all age, health, attendance, immunization, and other eligibility prerequisites for admission as set forth in state law, Board policy, and procedures. Students and their parents should contact the office for admission requirements.

Placement of students at EagleRidge High School is strictly voluntary. Every student who attends EagleRidge has been through our application process. Our school design is to serve approximately 55 students in each grade level. Students are encouraged to apply in the winter of their eighth-grade year. EHS is limited to 210 student's 9th - 12th Grade. Each year we implement a blind lottery system for entry. Note: ORS 338.125 allows a charter school to give priority to: (1) students who were enrolled in the school during the prior year, and (2) siblings of students presently enrolled and who were enrolled in the school during the prior year. EHS may enroll students from other districts only if there are vacancies after all Klamath Falls City School District students who desire to attend have been enrolled. Also, see Section 8 "Admission/Enrollment" of the Charter Contract which also grants priority to students on a waiting list from the prior year who have re-applied for admission. After these priorities, we ensure equity by conducting a blind lottery for remaining seats.

A public charter school may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in the English language, athletic ability, or academic records, but may limit admission within a given age group or grade level.

All students will have an intake prior to entering EagleRidge High School. Many of the expectations outlined in this handbook will be discussed, but parents and students should become familiar with the Student/Parent handbook. When a new student is identified with an IEP, District Special Education representatives from Klamath Falls City Schools will be informed after the intake to help identify services that may be available.

2.3 Student Rights and Responsibilities

Among student rights and responsibilities are the following:

1. Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. Once admitted, the responsibility to attend school regularly and to observe school rules is essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injures their rights.
4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights especially observing plagiarism rules.
5. The right to privacy, which includes privacy with respect to the student's education records.

Students have the right to know the behavior standards expected of them as well as to know the interventions and consequences of misbehavior. Please see Interventions and Consequences Contained in Section 12 within the Handbook. Teachers may set additional standards provided they do not conflict with student rights.

Students' rights and responsibilities, including standards of conduct, will be made available to students, their parents, and employees annually via posting updated handbooks at the EagleRidge website at www.ehsr3.org.

2.4 All Students Belong

Every Student Belongs

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

EHS prohibits the use or display of any symbols of hate on school grounds or in any school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except were used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, EHS will use non-disciplinary remedial action whenever appropriate.

EHS prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of EHS facilities pursuant to a lease or license.

EHS will use BOARD GOVERNANCE PROCEDURE 100.18 – Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

Bias Incident Complaint Procedure

The term “bias incident” is defined in Board Policy 100.18. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the Executive Director.

Step 2: The Executive Director or designee shall acknowledge receipt of the complaint, reduce the complaint to writing and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place.

Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate.
- Procedural components to ensure the safety, healing, and agency of those impacted by hate.
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The Executive Director or designee must consider whether the behavior implicates other EHS policies or civil rights laws, and if so, respond accordingly. The Executive Director or designee will make a decision within 10 days of receiving the complaint. All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated.
- When the investigation has been completed.
- The findings of the investigation and the final determination based on those findings; and

¹ The term “complainant” in this procedure includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²

Step 3: If the complainant or respondent is not satisfied with the decision of the Executive Director or designee, a written appeal may be filed with the Board within five school days of receipt of the Executive Director or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Complaints can be filed with or communicated directly to the Executive Director or designee, in which case Step 1 will be skipped. Complaints against the Executive Director can be directed to the Board and will begin at Step 3. Complaints against a Board member(s) can be directed to the Board and will begin at Step 3. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends EHS, or a student, is not satisfied after exhausting local complaint procedures, EHS fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal³ EHS's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁴

EHS administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences. When necessary, timelines may be adjusted by EHS by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

² Refer to policies STUDENTS 700.21 – Directory Information and STUDENTS 700.22 – Personally Identifiable Information and EHS legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

³ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁴ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

3.0 School Culture



3.1 Culture Code

Relationships – Discover and honor your value and the value of others.

Relevance – Discover how learning connects to life.

Rigor – Learn that everything done should be achieved with great care and accuracy.

At EagleRidge High School, we are committed to positive relationships with our students, teachers, administrators, and community members. Our culture of relationships is manifested in the following six core principles of action:

- **Trustworthiness** – Be honest, reliable, sincere, and truthful in communications and conduct.
- **Respect** – Be culturally aware and responsive of differences regardless of differences regardless of age, race, religion, gender or sexual orientation allowing individuals to be who they are. Be civil, courteous, and decent. Seek to resolve conflict creatively and peaceably.
- **Responsibility** – Be accountable and thoughtful in actions. Pursue excellence (e.g., diligence and perseverance). Lead by example; be loyal, punctual, and keep promises.
- **Fairness** – Be open-minded showing impartiality and consistency in decision-making and implementation.
- **Caring** – Be kind, grateful and show empathy to others. Practice self-care.
- **Citizenship** – Be an active, productive, and contributing citizen in the community.

The culture that we will create and maintain at EagleRidge High School is dependent upon the conduct of all participants. We ask that all students and family understand and agree to the above Culture Code.

3.2 Dress Code

EHS dress code has been developed by both staff and students and is established to promote appropriate grooming and hygiene, prevent disruption, and avoid safety hazards.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the Executive Director and may be denied the opportunity to participate if those standards are not met.

The ABC(D)'s of EagleRidge High School

Acceptable Attire

1. All clothing worn at EagleRidge High School must be religiously and racially tolerant. Nothing containing inappropriate references or symbols may be worn at EHS. All clothing must be appropriate and respectful of the staff, students, and visitors to EagleRidge.
2. Hoodies and Hats: Hoodies may be worn at EHS, but if the shirt underneath does not meet the standards of the EagleRidge ABC's, the hoodie must be worn at all times during the school day. Hats may not have offensive or distracting symbols.

Banned Body Wear

1. No Bottoms, Bellies, Breasts, Backs, Bras, Bagging, Bedwear or Bandanas: None of the items that are listed above may be seen at any time while at school. No exceptions.
2. Dollar Bill Rule: No skin may show above the length of a dollar bill placed at the knee. Solid leggings may be worn under pants or shorts, no fishnet or shredded leggings. Tank top straps must be at least two fingers wide. Tank top arm armholes may only be as wide as the width of a dollar bill placed at the under arm.
3. Footwear: Footwear with solid soles may be worn.

Clothing Code of Conduct

1. First time ABC offenders will be asked to change. If student complies with the request to change clothing, there will be no consequences. If the student refuses to change their clothing, they will be sent home.
2. Second time offenders will be sent home: No questions, No discussion.

Dress for Success

1. Professional dress is required for all presentations. Dress as you would for a job or college entrance interview.
2. Professional attire includes dresses, professional shirts, skirts (see the dollar bill rule), slacks, collared shirts with or without a tie, loafers, flats, or other dress shoes.

If your clothing offends a staff member, you will be asked to change, to return home to change, or to borrow clothing from the school.

4.0 Graduation

Above and beyond normal graduation requirements required by the Oregon Department of Education, EHS students are requested to complete requirements in these additional areas: four college classes; and forty (40) hours of service learning (internship) in a work environment; forty (40) hours of community service; four credits each of Math, Science, & English; three credits of History and CTE/Applied Fine Arts; one year of Digital Media/Computer Science; and student selected electives. Technology standards, skill development and business standards are embedded into our curriculum.

The Board establishes graduation requirements for the awarding of a high school diploma, a modified diploma, or an extended diploma which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. EHS will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the EHS Board of Directors, Executive Director, the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

Students will have onsite access to the appropriate resources to achieve a diploma, a modified diploma, or an extended diploma. EHS provides age appropriate and developmentally appropriate literacy instruction to all students until graduation.

4.1 Credit Requirements for Graduation

Each student meets with the GSSC to review their transcript, graduation requirements and career goals. A high school diploma will be awarded to students who complete a minimum of 24 credits depending upon when the student first enrolled as a freshman according to the following table:

Credit Requirements for Graduation		
English	4 Credits	Shall include the equivalent of one unit in written comprehension
Math (3 credits required - 4 credits requested)	4 Credits	Algebra 1 (1.0), Geometry (.5), Data Sciences (.5) and 1 (2 requested) additional credit of a math elective.
Science (3 credits required - 4 credits requested)	4 Credits	
Health	1 Credit	
PE	1 Credit	
Career Technical Ed, The Arts or Second Language, Digital Media (in any one or combination)	4Credits	
Social Studies	3 Credits	
Electives	4	
Civic Service / Service Learning- Requested	1 Credit	40 Hours
Internship-Requested	1 Credit	40 Hours
Digital Portfolio / Senior Project	1 Credit	Earned upon completion
Total Credits to Graduate	28 Credits	

Additional Requested Requirements

Four College Classes

Four College Classes are a requested requirement for graduation. The classes can be worth any amount of credit, can be any type of class with the approval of the Graduation and Student Success Coach (GSSC) or the Executive Director. A grade of C or better must be achieved for dual credit and F's are unacceptable towards the four-class requirement.

The Graduation and Student Success Coach can assist students in choosing classes, registering for classes, and renting textbooks. It is strongly encouraged those students take classes that pertain to the career they hope to have, whether for dual credit or on college campuses.

EHS pays for the four classes and the textbooks required; any classes a student is interested in taking after the required four can be discussed with the Executive Director.

All textbooks paid for by EHS are the property of EHS and the students' responsibility to care for. A class/textbook agreement must be signed before any class is registered for or any rented textbook is given out.

Times and dates for college class registration will be monitored and students notified by the GSSC.

DEADLINES WILL BE CLEARLY STATED AND STRICTLY ADHERED TO IN ORDER TO ALLOW TIME TO PROCESS CLASS REQUESTS AND ORDER TEXTBOOKS.

For questions or concerns, please contact Ms. Barker at 541-884-7627 or becky.barker@ehsr3.org

Internship (Service Learning)

EagleRidge High School students will experience firsthand the realities of the workplace by completing a **40-hour internship** during their junior or senior year. This experience enhances their resume, boosts their marketability, and teaches the basic responsibilities of a real-life job. The students are expected to behave in a professional manner, completing their tasks thoroughly and to the best of their ability. Students are required to pick up a "service-learning packet" from the GSSC and have it signed by the supervisor at their internship site.

Students are matched to internship opportunities based on their career interests and abilities. The goal of the career exploration program is to provide students with hands-on experience in a field of interest, helping them narrow-in on their abilities, form opinions about future jobs, and make decisions toward college pursuits, while providing them with a valuable educational experience.

All students will be allowed to complete their internships as soon as they are ready. Students will meet with the GSSC to obtain and review the required paperwork.

Community Service

EagleRidge strives to expose students to as many meaningful community service opportunities as possible. All service hours must be pre-approved by the student's advisor and parent. Students must pick up the community service paperwork from the GSSC and have it signed by the supervisor at their volunteer site.

According to the National Service-Learning Clearinghouse, young people use what they learn in the classroom to solve real-life problems through community service. "They not only learn the practical applications of their studies, but they also become actively contributing citizens and community members through the service they perform."

4.2 Essential Skills

Students will complete the state required assessments during their junior year. EHS will also allow students to use approved assessment options to satisfy the Essential Skills graduation requirements.

EHS will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.

EHS will develop procedures to provide assessment options as described in the *Test Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

EHS may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma. Students who opt out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students and their parents will be notified of graduation and diploma requirements.

4.3 Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards for a high school diploma even with reasonable modifications and accommodations. On or after July 1, 2009, a modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

EHS may award a modified diploma to a student only upon the written consent of the student's parent or guardian. EHS shall receive the written consent during the school year in which the modified diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma is awarded may sign the consent.

A student may satisfy the requirements for a modified diploma in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district's superintendent in which EHS is located, who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade nine, EHS will annually provide information of the availability on a modified diploma and the requirement for the diploma and certificate to the parents or guardians of a student taking an alternate assessment.

A student who receives a modified diploma will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of

instructional hours that is required to be provided to students who are attending a public charter high school, unless reduced by the Individualized Education Program (IEP) team.

EHS will award to students with disabilities a diploma certifying the successful completion of program requirements. When a student who is on a modified diploma track completes high school, EHS provides the student an individualized summary of performance (transcripts).

Eligible students with disabilities are entitled to a Free Appropriate Public Education (“FAPE”) until the age of 21, even if they have earned a modified diploma. The continuance of services for students with disabilities for a modified diploma is contingent on the IEP team determining the student’s continued eligibility and that special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

Subject	Modified Diploma requirements
English	3
Math	2
Science	2
Social Studies	2
Health	1
PE	1
Career Technical Ed, The Arts or Second Language	1
Electives	12
Total credits required for modified diploma:	24
Essential Skills required:	Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education

EHS may make modifications to the assessment for students who seek a **modified diploma** when the following conditions are met:

1. For a student on IEPs, any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard.
2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in which the

student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school by the end of 10th grade.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Additional Graduation Requirements

- Passing of Smarter Balanced Assessment in Math, Reading and Writing or equivalent alternate essential skills assessments
- Algebra II is required to enter a four-year university.
- Two consecutive years of a foreign language are required to enter a four-year university.
- Develop a career pathway and build an education profile.

4.7 Graduation Exercises

Students in good standing who have successfully completed the requirements for a high school diploma, qualifies to receive or receives a modified diploma, or an extended diploma, may participate in graduation exercises. Students who have not met EHS's diploma or certificate requirements will not be permitted to take part in EHS's graduation exercises. Additionally, students may be denied participation in graduation exercises for violation of Board policies, procedures, or school rules.

Crossing the stage is a privilege, not a right. When you complete the graduation requirements set forth by the EagleRidge Board of Directors, you earn a diploma and not necessarily the right to cross the stage at graduation.

The valedictorian, salutatorian, or others may be permitted to speak as part of the graduation exercise program at the discretion of the Executive Director. All speeches will be reviewed and approved in advance by the Executive Director.

5.0 Curriculum

5.1 Assessment

EHS's assessment program shall be designed for the purpose of determining school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Assessments shall be used to measure the academic content standards and Essential Skills and

to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Students may opt out of the statewide summative assessments as provided by state law. EHS shall provide the required notice and necessary forms for opting out of the statewide assessments to the student. EHS shall provide supervised study time for students who are excused from participating in the assessment.

EHS will also provide alternative assessment for students to fulfill the Essential Skills requirements.

5.2 Assignment of Students to Classes

Students are assigned to classes based on the individual needs of the student, staffing, and scheduling considerations. Parent requests to place a student in a particular class may be submitted to the Executive Director or Graduation and Student Success Coach. Requests to change a student's assigned class at other times must be directed to the Executive Director for a final decision that is in the best interest of the student.

5.3 Standards Based Grading

Standards Based Grading is a grading system that requires students to show proficiency in the Common Core Standards (CCSS) adopted by the State of Oregon and other standards on a class-by-class basis. The purpose of Standards Based Grading is to help students master CCSS on state mandated tests which will qualify them for graduation. In project-based learning, CCSS are incorporated into projects. The goal is to have these standards mastered at the "C" or above grade level through proficiency. If a student has NOT mastered the standard at the "C" level, then the ongoing grade is entered as "NP" for "NOT PROFICIENT" for progress checks. This gives the signal to students that they must rework the project to show mastery by the end of the designated time stated by the teacher. If they do not demonstrate proficiency in the standards and other work at 70% during this time, the grade is entered as an "F".

The Project and class standards represent a designated percentage of a student's total grade.

5.4 Course Offerings

EagleRidge High School offers a variety of core and elective classes. The classes listed below are a sample and are subject to change by year.

Mathematics

Math Fundamentals

This course will be a refresher course that allows students to regain mathematical skills they will need to be successful in Algebra I. This is a semester long course that students will take prior to beginning Algebra I.

Algebra I

This course will cover topics including solving equations and inequalities, graphing linear equations, solving systems of equations, algebraic reasoning with an emphasis on application. Students with semester grades of C's or higher will advance to Geometry or Algebra 2.

Geometry

This course provides students with a contextual experience in developing geometry and algebra skills. Problem solving drives the exploration of geometric transformations, constructions and the use of geometric technology. Students learn about special concepts (2 and 3-D), and attributes of shapes and apply concepts of right triangle trigonometry in authentic contexts to solve and interpret.

Algebra 2

This course presents Algebra as a structure of real numbers with an emphasis on functions. Topics covered during the course are linear equations, inequalities in one or two variables, problem solving, systems, quadratic functions, analytic geometry, matrices, and exponential functions.

Data Sciences

Students will become proficient in formulating statistical investigative questions. Students will collect, consider, analyze, summarize, and describe data sets. Students will also interpret and display the data according to the analysis. Understanding of independence and conditional probability will be used to interpret datasets.

CTE Math

Students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will display, explain, or justify mathematical ideas and arguments using precise and applied mathematical language in written or oral communication.

Personal Finance

Students will engage in real-life scenarios about their personal finances in the future. Students will learn how to budget, calculate interest and learn the basics of “Adulting 101”!

English

Creative Writing

This course serves as an exploration of the creative writing process, including idea generation, creation and development of drafts, and basic editing skills.

Language Arts 9

This course will focus on science fiction reading, storytelling, and various types of writing. Students will do creative projects, while learning more about literature and advanced modes of communication.

World History/World Literacy

The World Studies program is an integrated course co-taught by a Language Arts teacher and a Social Studies teacher and allows students to earn credit for both areas. Dual World Literature and World History is integrated into one class which offers students a unique opportunity to examine change and continuity in world culture. The class will cover world history with projects based on various literatures that motivated those cultures. The focus on life and society around the world provides an understanding of world history and the literatures that motivated those cultures. This course fulfills the 10th grade level English Language Arts requirement.

American History/American Literacy

Dual American Literature and American History course which offers students a unique opportunity to examine change and continuity in American culture. The focus on American life and society provides an understanding of our own culture as well as its impact on other countries in the world from the turn of the 20th Century through the 1990s. American Studies uses a multi-disciplinary approach to examine 20th Century Literature and historical content through project-based learning. This course fulfills the 11th grade level English Language Arts requirement.

English 12

Senior English is a dual credit course that allows students to earn high school *and* college credit (If taken as a WRI 121 class). The course emphasizes writing in different forms, including fiction along with a variety of non-fiction writing. The non-fiction writing will focus on types of writing relevant to both the work world and higher education.

Native American Studies

Native American Literature is a semester-long course that integrates writing for a variety of purposes and audiences with the study of a variety of literary genres that are representative of tribes throughout the United States. Coursework content includes critical reading and thinking, participation in class discussions, composition, and research. Themes are also explored through fiction, non-fiction, and poetry selections.

Social Studies

Economics

This course introduces the structure and operation of the US economy in a global setting. Students will learn basic economic concepts such as scarcity and opportunity costs and will analyze the role of prices and how they are determined in a market economy. They will consider the influence of the federal government on the economy, including the aims and conduct of fiscal and monetary policy. Specific areas of study include: labor markets, personal finance, Gross Domestic Product, Consumer Price Index, international trade, and specialization. Successful completion of this course requires students to demonstrate critical thinking, organizational, and communication skills in the completion and presentation of challenging projects.

American Government

This course serves as an introduction to the three branches of U.S. national government. It is taught with the conviction that a knowledgeable and informed citizenry is best prepared for being active in our participatory democracy. Government is designed to give students an analytical perspective on government, politics and policy making in the United States through project-based learning. It involves both the study of general concepts used to interpret US Politics and the analysis of specific case studies. Specific areas of study include: *The US Constitution*, *the Bill of Rights*, the *Declaration of Independence*, the Presidency, and the Supreme Court.

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Digital Media

Beginning Digital Media

The goal of this class is to introduce the student to art, design, and the technologies of new media. Design principles, color theory, the creation of media, some art history, professional standards and processes will be covered in this course. Students, on their own and in teams, will work on problem-based learning projects to create digital media. Students learn project planning, storyboarding, and working in teams, which mimics the professional world. This course will introduce creative expression, traditional formats and integrate the old with the new.

Intro to Video Production

Beginning to intermediate use of Photoshop, After Effects and Premiere Pro software that is produced by the Adobe Company and is considered the world's standard for video production and animation. Students will gain an in-depth understanding of the Principles of Design as used in video production. Video production is the art and service of creating content, video editing and delivering a finished video product.

Video Production

This course is in alignment with KCC's MMT 260/260L. Introduces students to digital video production with a focus on the fundamentals of project planning, basic camera functions, shooting techniques, lighting principles and audio recording fundamentals.

Digital Photography

This course is in alignment with KCC's MMT 240/240L. Students will learn the basics of digital photography, composition and manipulation of images while using Adobe Photoshop. Examines important photographic themes, lighting and composition.

Digital Drawing

This course is in alignment with KCC's MMT 239/239L. Students will be introduced to the basics of digital illustration working with both vector graphics and photo editing. Applies tablet technology and screen-based drawing to create digitized graphic elements such as an image header, sidebar and banner, logo and other elements commonly used in design.

Introduction to Photoshop

This is an introductory course for students interested in learning Adobe Photoshop. This hands-on, project-oriented course has detailed instruction that will teach you how to edit photos and create basic

images using Photoshop in the Creative Cloud. You will discover the latest techniques for editing out flaws, correcting poor exposure and adding new elements.

Science

Biology

Introduces students to science, biochemistry, the cell and molecular biology and reproduction. Presents protein syntheses, cell divisions, animal reproduction and genetics.

Earth Science

Students will explore various theories and discoveries that surround the history of planet Earth. Students will become acquainted with the lab techniques involved in the gathering and analysis of Earth's components. In addition, students will investigate the impact human activity has on the planet and create methods that are supported by scientific rationale and promote environmental sustainability.

Environment Sciences

Emphasis on Watershed Science and focuses on the structure, processes, patterns, ecology, management and restoration of terrestrial, riparian and aquatic ecosystems. This course also explores the native plants and how these plants and the surrounding environment have been impacted by growth in the Klamath Basin.

Scientific Research and Design

Student research is designed for the motivated, creative, and inquisitive science student. The program was developed to provide interested students with an opportunity to acquire skills and concepts inherent in the science research experience. It is intended to teach students to be creative, careful, patient and exacting in their methods of study and laboratory investigations.

CTE: Business

CGS 100 (Formerly Career Explorations)

This Course is in alignment with KCC's CGS 100. Students will explore career options utilizing employment and community resources, plus online job search resources. Interviewing skills will be stressed with mock interviews. This course can be taken as a Dual Credit course.

Accounting 1

This course is in alignment with KCC's BUS 111 – Intro to Accounting. It provides an understanding of the accounting cycle, debits and credits, and financial statements for businesses. It is a steppingstone for potential career certification and a Dual Credit College class. It incorporates the use of simulations and projects to reinforce the information.

Accounting 2

This course is in alignment with KCC's BUS 211 – Principals of Accounting I. It provides a more in-depth analysis and understanding of accounting concepts than in Accounting 1. It is a steppingstone for potential career certification and a Dual Credit College class. It incorporates the use of simulations and projects to reinforce the information.

Prerequisite: Passing Accounting 1 with a C or better.

Introduction to Business

This course is in alignment with KCC's BUS 101 – Intro to Business. This is a course that explores the areas of Business Law, Business Ethics, Global Business environments, and Finance, as well as the coordination of Business in other areas such as Marketing, Economics and Accounting. There will be discussions, projects, group interaction activities and the study of business terminology. Also, the preparation for employment and career options will be presented. This course can be taken as a Dual Credit course.

Intro to Computer Applications

This introductory course will help students become familiar with the Windows operating system. It also prepares students in being able to type proficiently on a computer keyboard. It is the prerequisite course to Computer Applications.

Computer Applications

This course is in alignment with KCC's CAS 133 – Intro to Computing Skills. Students will gain hands-on experience with software fundamentals, including Windows operation system, web browsers, word processing, spreadsheets, presentation, and database. This course also includes concepts of computer operations and literacy, along with an insight into the broad impact of computers and their uses in today's society. This course can be taken as a Dual Credit course.

Intro to Marketing

This course will explore the promotion and selling of products and services including the market research and advertising. In addition, students will develop the ability to present and market their own personal skills and abilities. This course will be tied in with the FBLA clubs that promote the development of Marketing and Business skills in high school students.

Social Media Marketing

This course will explore the promotion and selling of products and services including market research and advertising. In addition, students will develop the ability to present and market their own personal skills and abilities. This course will be tied in with Skills USA that promotes the development of Marketing and Business skills in high school students.

CTE/Pre-Apprenticeship Construction Tech

Introduction to the Trades - One Semester

Students will be introduced to the trades and entry and educational requirements of specific trades beginning with Construction. Additionally, students will be taught the soft skills expectations of the industry. Topics will include but are not limited to, getting and keeping a job, building strong relationships with peers and the supervisor and diversity issues in the workforce.

Tools for Success – One Semester

Students will be introduced to the skills to be successful in the workplace. It provides students with the skill set to: communicate through listening, speaking and reading, manage job stress, problem solving, resolving conflict, giving and receiving criticism, and combating sexual harassment and substance abuse in the workplace.

Applied Construction Math -Two Semesters

This course provides applied instruction for common mathematical operations that occur in the construction industry and related fields. Heavy emphasis will be placed on the importance of accurate measurement as well as correct utilization of formulas for area and volume. Common formulas for geometry that are used regularly in construction will also be mastered.

Intro to Craft Skills- One Semester

Students, as individuals, will learn general Construction safety and how to identify, and safely use, hand tools, power tools and stationary power tools. This is a creative, hands-on class that involves students learning safety through how to safely operate hand and power tools by building small objects while also being introduced to construction materials and fasteners.

Craft Skills I - One Semester

Students as individuals will learn techniques for reading and applying construction drawings and written specifications. Students will learn specifics on construction drawings and layout pertaining to carpentry. Then teams of students will build projects for themselves or purchase by others.

Craft Skills II- One Semester

Students will learn the OSHA standards related to basic rigging and material handling at a construction site. A significant portion of the class will be dedicated to learning and using common building materials, fasteners and adhesives used in the construction industry. Additionally, the students will be introduced to framing systems for floors, walls and roofs. The students in teams then will take their new knowledge and combine it with their previous knowledge of construction plans, tools and safety to produce objects (projects) for sale or community benefit.

Craft Skills III – One Semesters

Craft Skills III is the capstone course of Construction courses where primary instruction is at EHS. In Craft Skills III, all the skills learned in other EHS Construction classes will be put to the test as the students, in teams, will be building a utility shed to the specifications of a customer (non-building permit limitation) or taking on an off-site project for a customer for the benefit of the community. Heavy emphasis will be on the review and certification of skills needed to get and secure employment in the Construction Industry as well as maintain employment through proper communication, and demonstrating the other knowledge gained in the Introduction to the Trades and Tools for Success courses as a Construction professional who is not only great with practical skills but is a leader and master of the “soft-skills” of the construction industry.

Construction Applications (Internships) - Two Semesters

With program completion and instructor approval, students may participate in internships with local building organizations or related trade organizations. The candidates will interview for employment in the Klamath Basin construction industry. At the discretion of the organization that accepts the student, students will work with their crew to complete construction projects that could include but not be limited to carpentry, concrete work, framing, electrical, plumbing, siding, finishing or tasks that are beneficial to both the student and the organization that accepts the student. This class also serves as the placeholder for Pre-Apprenticeship students to build hours in the Standards needed for

formal application and possible acceptance into the Oregon Bureau of Labor and Industries Registered Construction apprenticeship program at Klamath Community College.

Health/PE

Health I

Health 1 is a freshman level course designed to prepare students to meet the Oregon State Standards in Health education. This one semester class will help students analyze the influences and pressures they face regarding issues of alcohol, tobacco and other drug use, demonstrating refusal skills and setting personal goals to avoid drinking and driving or being a passenger when the driver has been drinking. In addition, students learn to effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors and use the decision-making process to make healthy sexual choices.

Health II

Health 2 is a junior level course designed to prepare students to meet the Oregon State Standards in Health education. This one semester class will help students learn how to critique the adequacy of their own diet and set a goal based on a dietary analysis. Also, they learn to effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors and use the decision-making process to make healthy sexual choices. Students will also work on advocating for the promotion of respect and empathy for individual differences.

Physical Education

PE Class prepares students for the long-term benefits of an active and healthy life. Students will be able to show appropriate and positive behavior management (social skills), respect for all individual differences, including gender, ethnicity, and physical activity. Students will be able to show competency in a variety of skills and be able to communicate and demonstrate the rules and strategies for each of these skills.

Electives

Community InterAction (CIA)

CIA class partially fulfills student's community service credits for graduation. Students will learn why it is important to help out in your school and community. Students will clean the school once a week and clean downtown once a month. They will log their hours of community service in a journal to be graded at the end of each semester.

EHS Leadership

Leadership is a class that helps motivate and teach students how to be a leader within the school and community. Students plan and complete school wide projects and community events, such as dances, fundraisers, blood drives and prom. While in this class, students learn how to work as a team and collaborate with one another on many different types of projects.

Introduction to Theater

Students will learn about the different components of theater and drama. Areas of study will include character development, script analysis, set design, lighting design, makeup design, production and promotional elements.

Meals for Less

Students will learn how to prepare nutritious meals on a budget using common, inexpensive ingredients. This class is designed to help students navigate a lower food bill, especially right out of high school or in college.

Recording with Instruments: Ukulele

Introduction to playing the ukulele and recording songs. Students will practice chords on their ukulele and learn to play various, school appropriate songs for performances. They will learn how notes work together to form chords and how these chords work together to form melodies. Students will learn how to collaboratively play their instruments together for recordings.

Recording with Instruments: Guitar

Introduction to playing guitar and recording instruments. Students will practice chords on the guitar and learn to play various school appropriate songs for performances. They will learn how notes work together to form chords and how chords work together to form melodies. Students will learn how to mix sound for professional recording. Projects include parodies, radio advertisements and recording the Basin Band Festival.

Rock Band

Prerequisite: Students MUST audition for placement.

The elite rock band class will choose school appropriate songs to learn and perform at assemblies and locally in the community. Students must be proficient in the instrument they audition with, to include guitar, bass guitar, keyboard, drums/percussion and vocals. Student will learn how a professional band works and communicate with fellow bandmates. This band is an EagleRidge exclusive and is not available at other area high schools.

Spanish I and II

This is an active class that gives the beginning student the vocabulary necessary to communicate on a basic level with Spanish on a variety of familiar subjects. Spanish II is a continuation of active learning modalities of the Spanish language such as listening, speaking, reading and writing.

Theater Production

Students will study acting theory and improve their acting skills using improvisation as well as memorized, prepared scenes. In addition, students will prepare and present one act plays.

Writing for Publication

Yearbook class is about learning how to work as a team and to capture the important times in the high school experience. Students will work together and have discussions on how to improve and appeal to everyone's likes and dislikes about how the yearbook is created. In yearbook, the expectations are to get the work done and do a good job on the pages that students are assigned. Students must also be present at all the events they have chosen and must try to include everyone in the yearbook.

6.0 HEALTH AND WELLNESS

6.1 Communicable Diseases

Parents of a student with a communicable or contagious disease are asked to telephone the Executive Director or the front office so that other students who have been exposed to the disease can be alerted. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious.

This restriction is removed by the written statement of the physician, physician assistant, nurse practitioner, local health department nurse, or school nurse that the disease is no longer communicable to others in the school setting. The following restriction may be removed by a school nurse: chicken pox, cholera, diphtheria, measles, meningitis, mumps, whooping cough, plague, rubella, scabies, staph infections, strep infections, tuberculosis, and pandemic flu.

Parents with questions should contact the school office.

6.2 Counseling

On-Site mental health counseling is available for all students. Students can have regularly scheduled appointments with our on-site counselor from Klamath Basin Behavioral Health, Klamath Counseling Services, Lutheran Community Services and other designated mental health care providers.

6.3 Drug, Alcohol and Tobacco Prevention Program

The possession, selling, and/or use of illegal and harmful drugs, alcohol, tobacco products, and inhalant delivery systems is strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any public charter school-related activity, regardless of time or location, and while being transported on public charter school-provided transportation. Students in violation of the EHS policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

Since drug, alcohol, and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students, EHS has a fundamental and ethical obligation to prevent drug, alcohol, and tobacco use and to maintain a drug-free educational environment.

An aggressive intervention program to eliminate drug, alcohol and tobacco use has been implemented throughout EHS. As part of this program, an age-appropriate drug, alcohol and tobacco prevention curriculum will be taught annually to all students.

The program also includes staff training in EHS procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of illegal drug, alcohol, and tobacco use.

Parents are encouraged to contact the Executive Director for information on EHS and community resources available to assist students in need.

6.4 Emergency Medical Treatment

A student who becomes ill or is injured at school must notify a teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms submitted by parents. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

6.5 Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for religious, philosophical beliefs, and/or medical exemption, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as the student has met immunization requirements. The student's parents or guardian will be notified of the reason for this exclusion. A hearing will be afforded upon request.

6.6 Infection Control/HIV, HBV and AIDS

Although HIV, AIDS, and HBV are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where non-intact skin or mouth, eye, or other mucous membranes would be exposed to blood, or any body fluids contaminated with blood from an infected person. Since any risk is serious, however, EHS requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV, and/or other infectious diseases.

HIV, HBV, AIDS - Students

A student infected with HIV, HBV, or AIDS is entitled to remain in a regular classroom setting and eligible for all rights, privileges, and services as provided by law and Board policy. EHS recognizes that a student (parent) has no obligation to report an HIV, HBV, or AIDS condition diagnosis to EHS.

If EHS is informed, it is also prohibited by law from releasing information unless the infected person or parent gives permission for such release. If a student (parent) wishes to divulge such information and continues attending school, EHS will meet with the infected individual or representative to develop appropriate procedures.

Individuals with questions regarding these requirements of law or EHS school procedures should contact the Executive Director or the Klamath Falls City School's Nursing Department.

Human Sexuality, HIV/AIDS and Sexually Transmitted Disease Instruction

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV, and Sexually Transmitted Diseases has been included as an integral part of EHS's health curriculum. The plan of instruction will include age-appropriate child sexual abuse prevention instruction for students in grades 9-12. Any parent may request that their student be excused from that portion of the instructional program required by Oregon law by contacting the Executive Director for additional information and procedures.

6.7 Medications

EHS recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis, or a need to manage hypoglycemia, asthma, or diabetes.

Students may be permitted to take medication and/or self-medicate at school, at school-sponsored activities, under the supervision of school personnel, and in transit to or from school or school-sponsored activities in accordance with Board policy, procedures, and the following:

EHS-Administered Medication

Request and parental permission for EHS to administer prescription or nonprescription medication shall be made in writing by the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675.

Written instructions of the prescriber are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration, any other special instructions, and the signature of the prescriber. A prescription label prepared by a pharmacist at the direction of a prescriber meets the requirements for written instructions from the prescriber, if the information above is included.

Written instructions, which include the information above and the reason that the medication is necessary for the student to remain in school, are required for all requests to administer nonprescription medication.

All medication to be administered by EHS is to be brought to school in its original container. Medication not picked up by the parent within five school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by EHS.

In situations when a licensed health care professional is not immediately available, trained personnel, designated by EHS may administer epinephrine, glucagon, or other medications to a student as prescribed and/or allowed by Oregon law.

A process shall be established by which, upon parent written request, a backup prescribed auto-injectable epinephrine be kept at a reasonable, secured location in the student's classroom.

Self-Medication

Students in grades 9-12, who are able to demonstrate the ability, developmentally and behaviorally, to self-medicate, are permitted to self-medicate prescription and nonprescription medication upon:

1. Written request and permission of the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675; and
2. Permission from the Executive Director or other authorized administrative staff, prescriber, or registered nurse practicing in a school setting; and
3. Compliance with age-appropriate guidelines.

In the case of prescription medication, permission from the prescriber is also required. Such permission may be indicated on the prescription label. The instruction for a student to self-medicate will include an assurance that the student has been instructed in the correct and responsible use of the medication from the prescriber.

A student permitted to self-administer medication may be monitored by designated personnel to monitor the student's response to the medication.

All medication must be kept in its appropriately labeled, original container.

A request to EHS to administer or allow a student to self-administer nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosages, the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

Premeasured Doses of Epinephrine

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is

experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

6.8 Pediculosis (Head Lice)

A student with a suspected case of lice shall be referred to the front office for an assessment. The screening will be done in a confidential manner by trained personnel. A student found with live lice or nits (lice eggs) will be excluded from school attendance. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice or nits are present and may be subject to periodic checks.

7.0 STUDENT ACTIVITIES

7.1 Clubs on Campus

Student Clubs on Campus

Student clubs, organizations and extracurricular activities will be established to meet the needs and interests of students and families. Proposals to form student organizations shall be made to the School Executive Director and may be subject to approval of the School’s Board of Directors.

List of Student Clubs

Gamers	Chess Club
Culture Club	DJ Club
Skills USA	National Honor Society
Sources of Strength	Is there a club you would like to begin?

7.2 Extracurricular Activities

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences that involvement in student clubs, dances, tutorials, community service and other activities EHS has to offer.

EHS students may participate in activities that are offered before and after regular school hours. Interested students should contact the office for additional information.

7.3 Field Trips

Field trips may be scheduled for educational, cultural, or other extracurricular purposes. All students are considered to be “in school” while participating in EHS school-sponsored field trips. This means students are subject to the school’s student conduct rules, applicable Board policy, and such other rules as may be deemed appropriate by the field trip supervisor.

7.4 Fund Raising

Student organizations, clubs or classes, outside organizations, and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the Executive Director at least 10 days before the event.

All funds raised or collected by or for school-approved student groups will be receipted, deposited, and accounted for in accordance with Oregon law and applicable EHS school policy and procedures. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The Executive Director and Business Manager are responsible for administering student activity funds.

7.5 Lost and Found

Any articles found in the school or on EHS school grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of each term.

Loss or suspected theft of personal or EHS school property should be reported to the school office. EHS will not be responsible for the loss of, or damage to, personal property.

8.0 STANDARD RULES, CONDUCT AND EXPECTATIONS

8.1 Academic Integrity

Students are expected to put forth their best effort on tests and assignments. Assisting others is prohibited when it would constitute academic dishonesty. Academic dishonesty includes, but is not limited to, using or sharing prohibited study aides or other written materials on tests and assignments; sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor; and knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation may result in discipline as deemed appropriate by the instructor or Executive Director, based on the nature and seriousness of the offense. See Section 12.5 in this handbook.

8.2 Animals in the School

Only service animals, as defined in the Americans with Disabilities Act, serving persons with a disability and animals approved by the Executive Director that are part of an approved EHS curriculum or cocurricular activity are allowed in EHS facilities.

Companion or comfort animals are not considered service animals.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

8.3 Attendance

All students between the ages of 6 and 18, who have not completed grade 12, are required to regularly attend a public, full-time school, unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. (ORS 339.010)

EHS will notify the parent, in writing and in the native language of the parent, that, in accordance with law, the Executive Director will schedule a conference with the nonattending student and their parent(s) to discuss attendance requirements. At this time, parents can discuss with the Executive

Director or the Graduation and Student Success Coach reasons why attendance is falling below the state expectations.

Any person having legal control of a student between the ages of 6 and 18, who has not completed the 12th grade, and who fails to send a student to school within three days of notification by EHS, that their student is not complying with compulsory attendance requirements will be issued a citation by EHS for the student's failure to attend school. Failure to send a student to school is a Class C violation of law and is punishable by a court imposed fine.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

Absences and Excuses

Parents shall call the office (541-884-7627) the morning of their student's absence. Excused Absences can only be given by state law for student sickness, sickness of an immediate family member, or by an emergency.

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. A telephone call from the parent with the reason for the absence is also acceptable. A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student.
2. Illness of an immediate family member when the student's presence at home is necessary.
3. Emergency situations that require the student's absence.
4. Student is a dependent of a member of the U.S. Armed Forces who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year.
5. Field trips and school-approved activities.
6. Medical or dental appointments (confirmation of appointments may be required).
7. Other reasons deemed appropriate by the Executive Director when satisfactory arrangements have been made in advance of the absence.

EHS shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone, or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious, or ethnic considerations.

A student who must leave school during the day, must bring a note from a parent. A student who becomes ill during the school day should, with the teacher's permission, report to the Front Office. The Front Office will decide whether or not the student should be sent home and will notify the student's parent, as appropriate.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment.

Absenteeism will not be used as a sole criterion for the reduction of grades. A student who is absent from school for any reason will not be allowed to participate in school-related activities on that day or evening.

Release Time for Religious Instruction

Students may be excused from school for religious instruction, not to exceed five hours for grades 9 through 12 in any school week.

Tardiness

Teachers will take roll at the beginning of the class period and students who arrive after the designated start time for class will be reported as tardy. If a student arrives to class after the designated start time, they will be escorted by an administrative team member to class.

All tardiness will affect the student's work ethic grade. Work ethic and effort grade reflects the student's ability to regularly turn in assignments that are complete, on time, and with appropriate effort. It is a classroom performance expectation that there will be meaningful classroom activity (e.g., a warm-up) at the beginning of each class session and there will be no make-up opportunity for these activities.

Parents must call the school ahead of time, before a student reaches the school, to excuse a tardy.

Truancy

A student who is absent from school or from any class without permission will be considered truant and may be subject to disciplinary action including community service, suspension, or ineligibility to participate in extracurricular activities.

8.4 Assemblies

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the EHS Student Code of Conduct during an assembly shall be subject to disciplinary action.

8.5 Automobiles and Motorcycles

Students need to understand that driving to school, using the parking lot and surrounding streets, and parking on campus is a privilege afforded to them. The following are conditions attached to this privilege; failure to follow these conditions may mean forfeiture of this privilege.

- Students are required to register their vehicle with the front office, show proof of insurance, and clearly display a parking permit.
- Students parked on campus must be in the assigned spaces according to their permit number.
- Cars should be locked at all times. The school assumes no responsibility for loss, theft or damage.
- The speed limit within the parking lot is 5 mph. Speeding or reckless driving is prohibited.
- Students must obey all traffic signals, signs and markings on campus.
- Students may not litter the parking lot.
- Student vehicles parked on campus and **surrounding areas** can be searched at any time without prior notice to the student. All vehicles parked on EagleRidge property and surrounding areas are subject to inspection but only for reasonable suspicion as specified by law.
- Students may not park in front of any wheelchair ramps or block access to any wheelchair ramps.

8.6 Bicycles and Skateboards

Bicycles ridden to school **must** be parked in designated bike racks in the back of the school and locked. Skateboards must be stored in the skateboard racks inside the school. Bicycle use or riding skateboards inside the building is strictly prohibited.

8.7 Campus Mobility

Students must ask permission from their teacher and use a hall pass to leave a classroom during class time.

The campus is NOT open to students from another school, or students who have graduated, without an educational purpose – Hanging out is NOT permitted at any time.

Campus is “open” before school, during lunch, and after school. But visitors must be checked in at all times.

In cases where students have an unassigned period for college classes, work, etc. they must have authorization to be at school in a supervised classroom by a teacher who has agreed to have them and provided they will not cause any kind of disturbance.

8.8 Cell Phone Use

We recognize the importance of students having cell phones which enhance their ability to communicate with parents and their ability to summon help in an emergency. Cell phones may not be used during any class period or activity, whether the student is inside or outside the classroom during class time, the phone will be placed in a predetermined designated area.

Should a staff member confiscate a student's cell phone a second time, students and their parent/guardian will be required to retrieve their phone in the school office after instructional hours. If the phone is becoming a distraction at school for the student or those around them, then parents/students will be asked to not bring the phone to school.

8.9 Electronic Devices (Hand-held devices)

- Phones and Electronic Devices may be used before school, at lunch, and after school IF played at a level that does not disturb others.
- Phones and Electronic Devices may NOT be used in the EagleRidge Classroom.
 - First Offense: Device will be confiscated by the teacher if out in the classroom and given to the office to be picked up at the end of the day.
 - Second Offense: Device will be confiscated by the teacher if out in the classroom and given to the office to be picked up by the parents.
 - If further infractions occur, students may be required to turn in their phone at the beginning of the day and may retrieve it at the end of the day.
- Some students who have an IEP or 504 will have an exception to this rule as provided for in the IEP and 504, and may use the Device accordingly if NOT a distraction to self or others or during direct instruction.

8.10 Excused Absence Make-up Work Policy

Each classroom teacher will establish "Make-up Work" criteria for their class. However, the criteria shall consider the following guidelines.

For every day of **excused absence**, the student will have that day plus one to hand in any work.

Make up work is only for excused absences. If a student fails to turn in an assignment or complete a project by the deadline date, they will be required to attend after-school tutorial and have one week to make up the assignment and receive no more than a 70%.

8.11 Fees, Fines and Charges

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide their own supplies (e.g., pencils, paper, erasers, and notebooks) and may be required to pay certain other fees or deposits, including:

1. Club dues;
2. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
3. Personal physical education and athletic equipment and apparel;
4. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;

5. Student accident insurance and insurance on school-owned instruments;
6. Fees for damaged library books and school-owned equipment;
7. Field trips considered optional to EHS's regular school program;
8. Admission fees for certain extracurricular activities;
9. Participation fees or "pay to play" for involvement in activities.
10. Cost of replacing loaned computers and other assigned technology items.

A written notice will be provided to the student and their parent(s) of EHS's intent to collect fees, fines, and damages owed. Notice will include the reason the student owes money to EHS; an itemization of the fees, fines, or damages owed; and the right of the parent to request a meeting with the Executive Director.

Debts not paid within 10 calendar days of EHS's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid, and possible referral of the debt to a private collection agency or other methods available to EHS.

A request to waive the student's debt must be submitted in writing to the Executive Director or President of the EagleRidge High School Board of Directors. Fees, fines, and charges owed to EHS may be waived at the discretion of the Executive Director or designee if:

1. EHS determines that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owed would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the Executive Director that preclude the collection of the debt.

Such requests must be received no later than 10 calendar days following the school's notice.

All such restrictions and/or penalties shall end upon payment of amount owed.

8.12 Flag Salute

Students shall receive instruction in respect for the national flag and will be provided an opportunity to salute the United States flag at least once a week by reciting *The Pledge of Allegiance*.

8.13 Food and Drink

In order to maintain and promote a professional atmosphere, and protect the equipment and facilities at EagleRidge High School, staff and students have agreed that there is to be NO food and/or drink in any classroom. The only exception is water in a closed container

8.14 Gangs

The presence of gangs and the violent activities and drug abuse that often accompany gang involvement, can cause a substantial disruption of school activities, and a student's ability to meet curriculum and attendance requirements.

A "gang" is defined as any group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.

No student on or about EHS property or at any EHS activity shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, or any other such symbol evidencing gang membership or affiliation. No student shall use any speech, either verbal, or nonverbal (i.e., gestures, handshakes, etc.) signifying gang membership or affiliation.

No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of EHS policies.

Students in violation of the EHS gang policy will be subject to discipline in accordance with the EHS Student Code of Conduct.

8.15 Harassment

EHS is committed to the elimination of harassment at EHS and activities. Harassment by a school employee or a student of a school employee, student, board member or third party will not be tolerated. Harassment by board members or third parties not subject to school control of the school employee or student is also prohibited. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in school business, such as employees of businesses or organizations participating in cooperative work programs with the school and others not directly subject to school control at athletic competitions or other school events. "School" includes school facilities, school premises and non-school property if the person is at any school sponsored, school approved, or school related activity or function, such as field trips or athletic events where students are under the control of the school or where the person is engaged in school business.

Harassment includes, but is not limited to, harassment on the basis of race, religion, sex, national origin, disability, parental or marital status or age. Harassment on the basis of race, religion, sex, national origin, disability, parental or marital status or age means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, employees or other members of the school community. Other types of harassment may include, but are not limited to, jokes, stories, pictures or objects that are offensive, tend to alarm, annoy, abuse or demean certain protected individuals and groups.

Any student or employee who has knowledge of conduct in violation of this policy or feels they are a victim of harassment, must immediately report their concerns to the school Executive Director. Staff shall similarly report any such incidents they may observe, even if the harassed student has not

complained. If the complaint is about conduct of the school Executive Director, the concern should be reported immediately to any school board member. A student may also report concerns to any school staff, who will promptly notify the appropriate school official, unless to do so would violate a communication protected by Oregon Statutes or Oregon Administrative Rules.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the school against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of harassment. The school will not tolerate an employee or a student retaliating against a complainant.

All complaints about behavior that may violate this policy shall be promptly investigated in accordance with the school's Harassment Complaint Procedure. If a violation is found to have occurred, appropriate corrective action will be taken by the school to stop the harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or harassment awareness training, as deemed appropriate. Employees in violation of this policy shall be subject to discipline up to and including dismissal and/or additional harassment awareness training, as deemed appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the school.

The Executive Director or their designee shall ensure that appropriate periodic harassment awareness training and/or information is provided to all supervisors, staff and students.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits.
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff or,
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform their job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to: did the complainant view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age, sex and conduct of the complainant; whether the alleged harasser was in a position of power over the person subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment

occurred; and other incidents of sexual harassment in the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by EHS against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of harassment.

It is the intent of the EHS board that appropriate corrective action will be taken by EHS to stop the harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the EHS Executive Director or EHS board.

Additionally, EHS may report individuals in violation of this policy to law enforcement officials.

The EHS Executive Director shall ensure appropriate periodic harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of school officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available.

8.16 Harassment Complaint Procedure

The EHS Executive Director or designee has responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any harassment information (complaints, rumors, etc.) shall be presented to the EHS Executive Director or designee. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates. If the compliance officer is the subject of the complaint, the complaint will be submitted to the EHS Executive Director. If the Executive Director is the subject of the complaint, the complaint will be submitted to the EHS board.

- Step 2 The EHS official receiving the information or complaint shall promptly initiate an investigation. They will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 10 working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The EHS official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.
- Step 3 If a complainant is not satisfied with the decision at Step 2 they may submit a written appeal to the EHS board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The EHS board shall, within 30 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The EHS board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the EHS Executive Director or compliance officer.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the EHS office.

The EHS Executive Director shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under OAR Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, Community Human Services, as possible child abuse. In the event the EHS Executive Director is the subject of the investigation, reports, when required, shall be made by the EHS board chair.

Bullying & Harassment Complaint Form

Date Reported _____

Person(s) Reporting

Name(s) of the alleged harasser(s)

Date and place of incident or incidents:

Complaint Details

Name of Witnesses

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible:

Any other relevant
information:

Office Use Only: Gender ____ Race ____ Ethnicity ____ Age ____

EagleRidge High School
WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

8.17 Hazing, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, Domestic Violence

Hazing, intimidation, bullying, menacing, cyberbullying, or teen dating violence, by students, staff, or third parties toward students is strictly prohibited and shall not be tolerated at EHS. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of harassment, intimidation, bullying, cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of Board policy – 700.6– Hazing, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student and any accompanying procedures will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials.

“**Hazing**” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any EHS-sponsored activity or grade level attainment.(i.e., personal servitude; sexual stimulation/sexual assault; forced consumption of any drink, alcoholic beverage, drug, or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“**Intimidation, or bullying**” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any EHS-sponsored activity, on school-provided transportation, or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having the effect of:

1. Physically harming a student or damaging a student’s property.
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“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.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse by one or more of the following acts between family and/or household members:

1. Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury.
2. Intentionally, knowingly, or recklessly placing another in fear of imminent bodily injury.
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully.

“Menacing” includes, any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying toward the victim, a person in response to an actual or apparent reporting of or participation in the investigation of hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying, or retaliation.

The Executive Director will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of Board policy 700.6 – Hazing, Harassment, Intimidation/Bullying, Cyberbullying, Menacing, Teen Dating Violence or Domestic Violence – Student - shall immediately report their concerns to the Executive Director who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of Board policy 700.6 or feels they have been subjected to an act of hazing, harassment, intimidation, bullying, menacing, or cyberbullying, or feel they have been a victim of teen dating violence in violation of the policy is encouraged to immediately report concerns to the Executive Director who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or other administrative staff who will be responsible for notifying the Executive Director.

EHS shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 9-12.

All reports will be promptly investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to the Executive Director. Reports against the Executive Director shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The Executive Director receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The Executive Director will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The Executive Director conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Executive Director.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the Executive Director or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Executive Director will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The Executive Director shall provide a written decision to the appeal within 10 working days.

Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or incidents of teen dating violence, and documentation will be maintained as a confidential file in the EHS office.

8.18 Homework

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

Students are encouraged to take advantage of the afterschool programs to complete homework to ensure academic success.

8.19 Public Displays of Affection

Overt public displays of affection are not proper at school. Students should use good judgment in order to avoid embarrassing situations and the possibility of disciplinary action as well as parent contact.

8.20 Release of Students from School

A student shall not be released from school at times other than regular dismissal hours except with the Executive Director's permission or according to school sign-out procedures. The teacher will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of their parent or as otherwise provided by law.

8.21 Restraint or Seclusion

EHS has developed a policy and procedure to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with students (see Board Policy 700.13 – Use of Restraint or Seclusion and any accompanying procedure).

If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.

Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:

1. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
2. Written documentation of the incident within 24 hours that provides:
 - a. A description of the restraint or seclusion including:
 - i. The date of the restraint or seclusion.
 - ii. The times the restraint or seclusion began and ended; and
 - iii. The location of the incident.

- b. A description of the student's activity that prompted the use of restraint or seclusion.
 - c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted.
 - d. The names of staff of EHS who administered the restraint or seclusion.
 - e. A description of the training status of the staff of EHS who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - f. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the Executive Director will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion.
 4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
 5. If restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for EHS must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of EHS will immediately attempt to verbally or electronically notify a parent or guardian.
 6. A Restraint and/or Seclusion Incident Report must be completed, and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student.
 - b. Name of staff member(s) administering the restraint or seclusion.
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended.
 - d. Location of the restraint or seclusion.
 - e. A description of the restraint or seclusion.
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion.
 - g. A description of the behavior that prompted the use of restraint or seclusion.
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted.
 - i. Information documenting parent or guardian contact and notification.
 7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Executive Director within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. EHS will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

8.22 Student Searches and Questioning

Searches

EHS officials may search the student, their personal property, and property assigned by EHS for the student's use at any time on EHS school property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials, and/or others at the school.

Searches shall be "reasonable in scope," that is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student, and nature of the infraction. Strip searches are prohibited by EHS.

EHS officials may seize any item which is evidence of a violation of law, Board policy, procedure, or school rule, or which the possession or use of is prohibited by such law, policy, procedure, or rule.

EHS officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

EHS school-owned storage areas assigned for student use, such as activity spaces and desks, may be routinely inspected at any time. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions, and safety, and to reclaim overdue library books, texts, or other instructional materials, property, or equipment belonging to EHS. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, or procedure may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

Questioning of Students

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the Executive Director or designee will be present, when possible. An effort will be made to notify the parent of the situation.

When an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of child abuse, the investigator may exclude EHS from the investigation and may prohibit personnel from contacting parents.

8.23 Threats

EagleRidge High School prohibits student violence or threats of violence in any form. Student conduct that threatens or intimidates and disrupts the educational environment, **whether on or off school property**, will not be tolerated. A student may not verbally or physically threaten or intimidate another student, staff member, or third party on school property. A student may not use any electronic equipment to threaten, harass, or intimidate another. Additionally, false threats to damage school property, will not be tolerated.

Students in violation of the EHS's Board policy 700.10– Threats of Violence will be subject to discipline under the Student Code of Conduct and may be subject to civil or criminal liability.

8.24 Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems

Student possession, use, sale, or distribution of any tobacco product or inhalant delivery system on or near EHS school property or grounds, including parking lots, or while participating in school-sponsored activities is strictly prohibited. Any form of promotion or advertisement related to any tobacco product or inhalant delivery system is also strictly prohibited.

“Tobacco product” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco also known as smokeless, dip, chew, or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

“Inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device, or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

8.25 Drug / Alcohol Possession and Consumption

EagleRidge has a responsibility to its students, parents, employees and the public to ensure safe educational conditions and productive school environment unimpaired by chemical substance abuse. To satisfy these responsibilities, EagleRidge must provide an environment free from tobacco, drugs, alcohol, or other performance impairing substances.

EagleRidge prohibits the sale, use and possession of tobacco products by students using school facilities to include all buildings, grounds and vehicles for which EagleRidge has jurisdiction. This policy is in effect 24 hours per day and is meant to include all school activities whether on school grounds or not.

EagleRidge prohibits the sale, use and/or possession of alcoholic beverages by students, parents, and all other people using school facilities to include all buildings, grounds and vehicles for which EagleRidge has jurisdiction. This policy is in effect 24 hours per day and is meant to include all school activities whether on school property or not. Possession of alcoholic beverages shall be defined as the acceptance or consumption of a container of alcoholic liquor, or any portion thereof, or a drink of such liquor. This means students may not consume alcoholic beverages at home while under a parent or guardian's jurisdiction, or otherwise, and then return to school property or school activities while a detectable level of said alcoholic beverage remains in the student's body.

EagleRidge prohibits the sale, use and/or possession of all controlled substances by students, parents, and other people using school facilities to include all buildings, grounds and vehicles for which EagleRidge has jurisdiction. This policy is in effect 24 hours per day and is meant to include all school activities whether on school grounds or not. Students found in possession of any controlled substance and/or related drug paraphernalia will have such items confiscated and turned over to appropriate authorities. Possession of controlled substances, as it applies to students, shall be defined as the acceptance or ingestion by swallowing, inhaling, or injecting into a person's body a controlled substance. This means students may not accept controlled substances or ingest controlled substances and then return to school property or school activities while a detectable level of said substances remain in their body.

Parents or other visitors to the school or school activities in possession of, or under the influence of alcohol or controlled substances, will be excluded from the school or school activity.

Definitions: For the purpose of this policy, the following definition of terms is provided.

“Controlled substances” are identified in schedules I through V of Section 202 of the Controlled Substance Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15, as incorporated into Oregon law at ORS 475.005(6) and OAR 955-80-020. Controlled substances do not include medically authorized drugs in the possession of the person named on the prescription when that person is using the medication as prescribed.

“Medically authorized drugs” are defined as those drugs that are used in the course of medical treatment and have been prescribed and authorized for use by a licensed practitioner/physician or dentist.

“Under the influence” is defined as any detectable level of alcohol or drugs in blood or urine or any noticeable or perceptible impairment of a person's mental or physical faculties.

EagleRidge has a strong policy relating to any drug or alcohol possession and consumption. An offending student will not be allowed to participate in any teams, club activities, or field trips. Students will be held accountable during school hours and at school activities, both during and after school hours, both on and off campus.

Seniors (12th graders): If tobacco, drug or alcohol consumption/possession occurs during the last trimester of your senior year of school, in addition to other discipline, you may lose the privilege of crossing the stage at graduation. Serious injury to others, vandalism to the school or its property, inappropriate behavior and other actions may also result in the loss of this privilege. If anything, you do brings embarrassment to our school, this may also result in you not crossing the stage at graduation as determined by the Executive Director. **Crossing the stage is a privilege, not a right.** When you complete the graduation requirements set forth by the EagleRidge Board of Directors, you earn a diploma and not necessarily the right to cross the stage at graduation.

8.26 Academic Integrity

Plagiarism is the act of appropriating the ideas, language, or work of another and passing them off as one's own product. As used here, it includes the act of "cheating," when a student obtains or assists others in obtaining credit for work that is not their own. The following are examples of failure to maintain academic integrity:

- Submitting another person's work as one's own.
- Presenting/including materials taken from sources, such as books, periodicals, newspapers, or the Internet without appropriate documentation.
- Downloading an essay, or part of an essay, from an Internet source and submitting it as one's own.
- Copying from another student's tests or helping another student during a test/providing or accepting information regarding specific test content.
- Copying another student's homework, test, quiz, book report, assignment, or take-home test.
- Allowing another student to copy a test, homework, quiz, project, book report, assignment, or take-home test.
- Using programmable calculations in a manner not specified by the teacher.

Consequences of Plagiarism and Other Acts of Academic Dishonesty

First Offense during the student's tenure at EagleRidge:

- Mandatory zero credit will be given for the educational product and the student will be required to replace the product with appropriate content.
- Notification by teacher to Graduation and Student Success Coach (GSSC) and Executive Director.
- Immediate parent contact by Executive Director, GSSC or Dean of Instruction.
- Reteaching of expectations of Academic Honesty

Second Offense during the student's tenure at EagleRidge:

- Mandatory zero credit will be given for the educational product.

- Student will be given a formal reprimand.
- Community service hours as assigned by the Executive Director.

8.27 Transportation of Students

EagleRidge High students are provided public transportation passes which allow access to transportation to and from school on the Klamath Basin Transit System at no cost to the student. The student is expected to follow the Student Code of Conduct. Any student who fails to comply with the Code of Conduct may be denied transportation services and shall be subject to disciplinary action.

8.28 Visitors at the School

Parents and other visitors are encouraged to visit EHS. To ensure the safety and welfare of students, that schoolwork is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the EHS facility. The Executive Director will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the Executive Director.

Parent/Guardians are considered “Invited Guests” anytime but must be cleared by the office. If a parent wants to visit a class they may do so, but they are NOT allowed to have interaction with students or teachers or disrupt the class in any manner without Teacher permission. If you find a parent disrupting a class or there without a Visitors Pass, please notify the office immediately.

.9.0 School Compliance and Procedures

9.1 Asbestos

EHS has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

The management plan is available for public inspection in the school office.

The Executive Director and Custodian serve as the school's asbestos program managers and may be reached for additional information.

9.2 Emergency Drills: Fire, Earthquake, Safety Threats and Other Emergency Drills

Instruction on fire, earthquake dangers, safety threats, or drills for students shall be conducted for at least 30 minutes each school month.

At least one fire drill, which includes routes and methods of exiting the school building, will be conducted each month for students in grades 9-12. At least one fire drill will be conducted within the first 10 days of the school year.

At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades 9-12. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation, and other actions to take when there is a threat to safety.

A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly, and in an orderly fashion.

9.3 Emergency School Closing Information

In case of hazardous or emergency conditions, the Executive Director may alter EHS schedules, as are appropriate to the particular condition. Such alterations include closure of school, delayed openings of school, and early dismissal of students.

10.0 Student and Parent General Information

10.1 Directory Information

Directory information means those items of personally identifiable information contained in a student's education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name.

2. Student's address including electronic address.
3. Student's telephone listing.
4. Student's photograph.
5. Date and place of birth.
6. Major field of study.
7. Participation in officially recognized sports and activities.
8. Weight and height of athletic team members.
9. Dates of attendance.
10. Degrees or awards received.
11. Most recent previous school or program attended.

10.2 Food Service

EHS participates in the National School Lunch, School Breakfast, Child and Adult Care Food Program (CACFP) and Commodity Programs.

EHS provides breakfast and lunch to all student at no cost to the families. Parents or guardians may provide written permission to EHS to withhold a meal from a student.

10.3 Parental Involvement

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, EHS asks parents to:

1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities EHS provides.
2. Keep informed on EHS activities and issues. The EHS newsletter published quarterly, Open Houses in the fall and spring, and Parent Support group meetings provide opportunities for learning more about EHS.
3. Become a EagleRidge High school volunteer. For further information contact the Executive Director
4. Participate in EHS school parent organizations and activities. The activities are varied, ranging from graduation activities to the building's site council, with its emphasis on instructional improvement.

10.4 Parental Rights

The following definitions and procedures will be used to implement the parental rights requirements of Every Student Succeeds Act of 2015:

Definitions

1. "Survey," as defined by federal law and as used in Board policy and this procedure, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act.
2. "Covered survey items" means one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating

or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;

3. "Covered activities" requiring notification under ESSA means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification.
4. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in EHS business, such as employees of businesses or organizations participating in cooperative work programs with EHS, and others not directly subject to EHS control;
5. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.
6. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); telephone number; or a social security identification number.
7. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.

Requests to Inspect Materials

Parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by EHS containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's parent.

3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships such as those of lawyers, physicians, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parents.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (e.g., name, address, telephone number, or social security number) will not be collected, disclosed, or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s). Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination, or screenings administered by the school and not otherwise permitted or required by state law, should be directed to the office during regular school hours.

Requests to Excuse Student from Covered Activities

A parent may request that their student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others.
2. Any EHS or third party survey.
3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the EHS Executive Director in writing.
2. Received by EHS no later than five working days following receipt of notification by EHS of its intent to administer or distribute such items.

Student Privacy

EHS recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. EHS will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom EHS discloses personally identifiable information from educational records.

Notification

The EHS Executive Director shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this procedure. Accordingly, notification will:

1. Be made at least annually at the beginning of the EHS school year or at other times during the EHS school year when enrolling students for the first time in school.
2. Include the specific or approximate dates during the EHS school year when covered activities are scheduled or expected to be scheduled.

10.5 Public Notice

EHS will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, EHS's option to release such information and the requirement that EHS must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request EHS withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the EHS Executive Director by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or emancipated student may not opt out of directory information to prevent EHS from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by EHS in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by EHS to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information.

10.6 Reports to Student and Parents

Written reports of a student's progress and grades shall be issued to parents several times throughout the year, informing parents of their student's progress toward achieving the academic content standards. Parents will receive reports on their student's absences. Progress reports and Report Cards will be based on many factors including assignments, both oral and written, class participation, special assignments, research activities, and other identified criteria.

At the end of the first six weeks of a reporting period, EHS will report the student's progress to the student and parent. Parents and students will be notified prior to this reporting period when the student's performance is below average or below the expected level.

10.7 Special Programs

Bilingual Students (English Language Learners)

The school provides special programs for bilingual (English language learning) students. A student or parent with questions about these programs should contact the Executive Director.

Students with Disabilities

The Klamath Falls City School District provides programs and services for students with disabilities. These programs and services are delivered on the EagleRidge High School Campus. A student or parent with questions should contact the Executive Director at EHS.

10.8 Student Services

Please make an appointment with the Graduation and Student Success Coach (GSSC) for assistance in the Career Pathways programs. You may also drop in to speak to the GSSC or Executive Director for assistance with planning for your child's future post-graduation.

10.9 Student/Parent Complaints

Discrimination Complaints

A student and/or parent with a complaint regarding possible discrimination of a student on any basis protected by law should contact the Executive Director.

Division 22 Education Standards Complaints

Any resident of the district in which the EHS is located, parent of a student attending EHS, or a student attending EHS may express a concern alleging violation of EHS's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, the complainant will follow the complaint process outlined in Board policy 800.4 – Public Complaints and any accompanying procedures.

After exhausting local procedures or if EHS has not resolved the complaint within 90 days of the initial filing of a written complaint with EHS (whichever occurs first), any complainant may make a direct appeal to the Deputy Superintendent of Public Instruction.

Instructional Materials Complaints

Complaints by students or parents about instructional materials should follow Board policy KL - Public Complaints and any accompanying procedures.

Public Complaints

Any member of the public, including parents and students, who wishes to express a concern should discuss the matter with the EHS employee involved. The EHS complaint procedure is on the school's website and listed below.

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the Executive Director clearly stating the nature of the complaint

and a suggested remedy The Executive Director shall investigate the complaint and provide a report of the findings and conclusions to the complainant within five working days of receipt of the written complaint.

If the complainant is dissatisfied with the Executive Director's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the Executive Director's decision. The Board may hold a hearing to review the findings and conclusion of the Executive Director, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. All parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the Executive Director's decision is final. The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal to the Board. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision.

Complete procedures for filing a complaint can be found on EHS's home page at www.ehsr3.org.

Complaints against the Executive Director should be referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or individual Board members should be made to the Board chair on behalf of the Board.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Students or parents with complaints not covered by this student handbook should contact the Executive Director.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if a student, a parent or guardian of a student who attends the school, or a person who resides in the district where the school is located, may appeal the school's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023(see KL- Appeal to the Deputy Superintendent of Public Instruction).

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through procedure 800.4- Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

Suspected Sexual Conduct with Students by Employees, Contractors, Agents and Volunteers of EHS

Sexual conduct by EHS school employees, contractors, agents, and volunteers is not tolerated. All EHS employees, contractors, agents, and volunteers are subject to Board policy 700.19 – Reporting Requirements Regarding Sexual Conduct with Students.

“Sexual conduct,” means verbal or physical conduct; or verbal, written, or electronic communications by a school employee, a contractor, an agent, or a volunteer that involve a student and that are:

1. Sexual advances or requests for sexual favors directed toward the student; or
2. Of a sexual nature that are directed toward the student, have the effect of unreasonably interfering with a student’s educational performance, or create an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

EHS posts in each school building the name and contact information of the Executive Director designated for each school building to receive sexual conduct reports and the procedures the designated Executive Director will follow upon receipt of a report.

The designated licensed administrator to receive sexual conduct reports at EagleRidge High School is the Executive Director. In the event this person is the suspected perpetrator, the Business Manager shall receive the report. When the Business Manager acts on the report, the person who initiated the report must be notified. EHS will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the school as a result of the report.

EHS shall make available each school year the training described below to volunteers and parents of students attending EHS. This training will be offered separately from the training provided to EHS employees.

1. Prevention and identification of sexual conduct.
2. Obligations of school employees under ORS 339.388 and 419B.005 – 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

Students with Disabilities Complaints

A complaint or concern regarding the identification, evaluation, or placement of a student with disabilities or the accessibility of EHS’s services, activities, or programs to a student, should be directed to the Executive Director.

Students with Sexual Harassment Complaints

Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students by staff members, other students, or third parties; of staff members by students, other staff members, or third parties; and of third parties by staff members and students. Board policy 700.2 –

Sexual Harassment applies to third parties who are on or immediately adjacent to school grounds or EHS property, are at any school-sponsored activity or program, or are off school property, if a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or a school-sponsored activity or program.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in EHS business, such as employees of businesses or organizations participating in cooperative work programs with EHS, and others not directly subject to school control at school events.

“EHS” includes public charter school facilities, public charter school premises and non-public charter school property if the student or employee is at any public charter school-sponsored, public charter school-approved or public charter school-related activity or function, such as field trips where students are under the jurisdiction of the public charter school or where the employee is engaged in public charter school business.

EHS’s sexual harassment policy is posted on the EagleRidge High website and in the school.

All staff members, students, and third parties are subject to Board policy 700.2 – Sexual Harassment.

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits.
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member’s ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and
3. Assault when sexual contact occurs without the students, staff members or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to:

1. physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings.
2. pictures and written materials; sexual gestures or obscene jokes.
3. touching oneself sexually or talking about one’s sexuality in front of others; or
4. spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints or reports about behavior that may violate Board policy 700.2 – Sexual Harassment shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate Board policy 700.2 (Student) 500.15(Staff) – Sexual Harassment shall immediately report to the Executive Director so that the Executive Director and the reporting staff member, when the victim of the harassment is a student or third party, may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment.
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the Executive Director.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to the Executive Director. Students may also report concerns to a teacher, counselor or other administrator who will promptly notify the Executive Director.

Upon receipt of a complaint from a student or the student's parents, a staff member or a third-party alleging behavior that may violate Board policy 700.2(Student) and 500.15 (Staff) – Sexual Harassment, EHS shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student's parents or person's parents shall be notified when the investigation is initiated and concluded and as to whether a violation of Board Policy 700.2 – Sexual Harassment policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate 700.2 Sexual Harassment may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the school or district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by EHS to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of Board policy 700.2 – Sexual Harassment shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of Board policy 700.2 – Sexual Harassment shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of Board policy 700.2 – Sexual Harassment shall be subject to appropriate sanctions as determined and imposed by the Board.

Additionally, EHS may report individuals in violation of Board policy 700.2 (– Sexual Harassment to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The Executive Director shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of EHS officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. Board policy 700.2 – Sexual Harassment as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the EHS website and published in student/parent and staff handbooks. The EHS policy shall be posted on a sign in the school and posted on the EHS website. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

The Executive Director and the Business Manager have responsibility for complaints and investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to the Executive Director. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The Executive Director receiving the complaint shall cause the school to provide written notice from the school to the complainant that includes:

1. The rights of the student, student's parents, staff member, person or person's parents who filed the complaint.
2. Information about the internal complaint processes available through EHS that the student, student's parents, staff member, person or person's parents may pursue, including the person designated for the school for receiving complaints.
3. Notice that civil and criminal remedies that are not provided by the school may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation.
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services or peer advising.
5. Information about the privacy rights of the student, student's parents, staff member, person or person's parents and legally recognized exceptions to those rights for internal complaint processes and services available through EHS.
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment; and
7. Notice that students who report information about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of EHS's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without

the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

This written notification must:

1. Be written in plain language that is easy to understand.
2. Use print that is of the color, size, and font that allow the notification to be easily read; and
3. Include that this information is made available to students, students' parents, staff members, and members of the public at the office, and on the school website.

Step 2 The EHS Executive Director receiving the information or complaint shall promptly initiate an investigation. The Executive Director will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The Executive Director conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in Step 1 and the date and details of notification to the complainant of the result of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be kept on file in the office.

Step 3 If a complainant is not satisfied with the decision at Step 2, they may submit a written appeal to the Executive Director. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The administrator or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Executive Director shall provide a written decision to the complainant within 10 working days.

Step 4 If a complainant is not satisfied with the decision at Step 3, they may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the Executive Director may be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in Step 1 to be completed. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint may be obtained from the EHS administrator or compliance officer.

Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment.

10.10 Student Education Records

The information contained below shall serve as EHS's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location, and EHS official responsible for education records.

"Education records" are those records related to a student maintained by EHS. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records, with and without parent and eligible student notice and consent, will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student.
2. Name and address of educational agency or institution.
3. Student birth date and place of birth.
4. Name of parent/guardian.
5. Date of entry into school.
6. Name of school previously attended.
7. Course of study and marks received.
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results.
9. Credits earned.
10. Attendance.
11. Date of withdrawal from school.
12. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.
13. Copy of diploma upon graduation.

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent. EHS will notify the eligible student or parent as to the purposes a social security number will be used. At no point will a student's social security number or student identification number be considered directory information.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Access/Release of Education Records

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 years of age unless EHS is provided evidence that there is a court order or parental plan, state statute, or legally-binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

Parents of a minor or an eligible student (if 18 years of age or older) may inspect and review education records during regular school hours.

Provision for Hearing to Challenge Content of Education Records

Parents of a minor or eligible student (if 18 years of age or older) may inspect and review the student's education records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If EHS refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parents shall make request for hearing in which the objections are specified in writing to the Executive Director.
2. The Executive Director shall establish a date and location for the hearing agreeable to both parties.
3. The hearings panel shall consist of the following:
 - a. The Executive Director or designated representative.
 - b. A member chosen by the parent.
 - c. A disinterested, qualified third party appointed by the Executive Director.
4. The hearing shall be private. Persons other than the student, parents or guardians, witnesses, and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. They shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.

If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed, or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington D.C., 20202.

A copy of EHS's education records, Board policy and procedures may be obtained by contacting the office or be found on the school's website.

Requests for Education Records

EHS shall, within 10 days of a student seeking initial enrollment in or services from the school, notify the public or private school, education service district, public charter school, institution, agency,

detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education record.

Transfer of Education Records

EHS shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to EHS. The transfer shall be made no later than 10 days after receipt of the request. EHS shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.

Records requested by another public charter school or district to determine the student's placement may not be withheld.

11.0 EagleRidge High School Student Technology Agreement

Computer User Account

1. User Account Activity
 - a. User account is the responsibility of the student. Student must ensure when working they properly sign out of their computer or laptop.
 - b. Any breach of the technology agreement perpetrated while using the student's login information will be the student's responsibility.
2. Tampering
 - a. Any attempt to alter data that is not the student's will be considered tampering.
 - b. Any attempts to alter computer and/or laptop configuration both physically and logically will be considered tampering.
3. Viruses
 - a. EagleRidge High School takes extensive measures to ensure your personal information, data and coursework remain secure.
 - b. Any virus and/or malicious software traced to the student's user account will be the student's responsibility. Student's must ensure personal devices are clear of viruses.

Student Computer Activity

1. Microsoft 365
 - a. Each student will be provided with an individual Microsoft 365 account linked to EagleRidge High School
 - b. Each student is provided with a unique student username and password to access Microsoft 365, computers and CANVAS.
 - c. Student's account should only contain school related content.
 - d. Student's responses to teachers should be school appropriate.
2. Allowed Data
 - a. Any school related document, picture, etc. needed for academic purposes.
3. Unauthorized Data
 - a. Music of any kind will not be allowed on EHS accounts.

- b. Games
- c. Applications or executables are not allowed.
 - i. Flash games
 - ii. Virtual applications
 - iii. Malicious software

Internet Usage

1. School related research and internet access is permitted.
2. Content Filter
 - a. Content filter is in place for student safety.
 - b. Any attempt to circumvent our content filter will be considered a breach in this technology agreement.

EHS Clubs

1. EHS allows extracurricular computer usage for club activities.
2. Club members and activities shall adhere to established technology agreements.
3. Gamer's Club will follow the age-appropriate Video Game Ratings system.

Phone Usage

1. Phones may not be used in EHS classrooms unless used in a teacher-oriented activity.
2. Phones will be confiscated if visible for any reason.
 - a. First offense: phone will be confiscated and returned at end of day and a meeting with the Executive Director about EHS expectations.
 - b. Second offense: phone will be confiscated and returned if and only if a parent or guardian retrieves the phone.
 - c. Third offense: students may be required to turn in their phone at the beginning of the day and may retrieve it at the end of the day.

Electronic Devices

1. Electronic Devices may NOT be used in classrooms.

Reprimand

1. Warnings
 - a. Students will receive 1 warning of a technology violation.
 - b. Student's activities will be monitored and updated with IT personnel.
 - c. Disregard of warning will result in further consequences.
2. Alternative Placement
 - a. Students who show blatant disregard for technology use and failure to comply with the above technology agreement at EHS will be recommended for alternative placement.

12.0 Standard Discipline Policy

12.1 General Policy Statement

EagleRidge High School values individual responsibility, respect, and self-management. One of the clearest ways to demonstrate this is working within the boundaries of behavior set by the staff and the student governance body at EagleRidge through the Restorative Justice process. EagleRidge High School will implement restorative systems which encourage students and their families to support these values. The use of out-of-school suspensions, expulsions and the involvement of law enforcement will be limited to only the most serious conduct.

Students are expected to exhibit proper behavior at all school sponsored activities. This includes no fighting, smoking, booing or heckling, throwing or dropping of refuse, loitering in the immediate area before or after an event, inappropriate use of signs, posters, gestures, postures, etc. All school rules and procedures apply at any school-sponsored activity, regardless of site.

These policies have been written to inform all concerned with the expectations. Our goal is to create a safe environment that is conducive to learning for all students. This goal requires open communication between parents and the school. To help foster open communication, we encourage you to contact EHS staff and/or the Executive Director at any time if you have questions or concerns.

12.2 Establishing an Educational & Professional Environment

Students and staff must follow professional conduct guidelines. This effort also demands a fair, firm, and consistent application of interventions. Students who approach our unique environment in a mature and responsible manner enjoy maximum flexibility and responsibility.

At EagleRidge High School, we believe in a Restorative Justice process that will help the school to build and expand personal relationships. This process encourages relationship and culture building while building a supportive environment that is fair consistent, safe, and inclusive. The focus remains on repair and individual accountability over punitive consequences. Interventions increase if unacceptable behavior is repeated.

12.3 Discipline Interventions and Restorative Process

The school Executive Director will determine the necessary interventions applicable for most inappropriate behaviors. After an incident where there is harm, the issue is addressed in a way that all students (or other individuals that may be involved) are given the opportunity to be heard.

The Restorative Process is as follows:

- ❖ Interview Process: Each individual will be interviewed separately to discuss what happened, their thoughts and feelings, how they were impacted and how things can be made right.
- ❖ Person(s) Who Caused Harm: These individuals will be asked to think about their actions and how it affected others. They will then be asked how they believe they can make it right.

- ❖ People who were harmed: We will focus on meeting their needs. Emphasis will be placed on accountability and repair.
- ❖ Accountability and Repair: After interviewing all parties involved, an individualized plan will be developed for accountability and repair. All components of the plan will be met.

If the Executive Director determines that expulsion from school may be justified, the student will be referred to the Klamath Falls City School District for a disciplinary hearing. If a student is expelled from EagleRidge, the student may be allowed to attend school at an alternative setting in their home district, Klamath Falls City or Klamath County School District, during the term of the expulsion.

12.4 Reasonable Consequences and Interventions

Reasonable Consequences:

Consequences should be reasonable, fair and should match the severity of the student’s misbehavior. Consequences may be a part of the restorative justice process, specifically the individualized plan for accountability and repair. This will be paired with meaningful instruction and guidance (corrective feedback and re-teaching) and offer students an opportunity to learn from their mistakes, contribute back to the school community, and get the student re-engaged in learning.

Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that their behavior is unacceptable and should not occur again.

Interventions:

When misconduct occurs, a restorative assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning. Such interventions should address the needs of the student, those directly affected by the behavior, and the overall school.

There are three types of intervention strategies: Administrative, Restorative and Skill-based/Therapeutic.

1. Administrative Strategies are legal and rule-based interventions done ‘to’ the offender such as community service, In-school suspension, and expulsion (as a last resort or when legally bound to do so).
2. Restorative Strategies are problem solving interventions done ‘with’ the offender. They are driven by the victim as much as is possible and focus on the harm caused and how it will be repaired. An assessment of the situation will be done, and a determination will be made whether a face-to-face meeting with all parties is appropriate. Examples include family group conferencing, victim-offender mediation, or classroom restorative circles.
3. Therapeutic/Resource Strategies are done ‘by’ the offender and require intrinsic motivational behavior change. Such interventions include mental health counseling, anger management classes, mentoring and behavior coaching.

Interventions can range from reminders, redirection, student/teacher conferences, and community supports to suspensions and recommendations for alternative placement.

12.5 Discipline Ladder

Level A – Teacher/Student

- The student is provided an opportunity to tell their version of the incident.
- The teacher or designated staff counsels with student.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

Level B – Teacher/Student/Parent

- The student is provided an opportunity to tell their version of the incident.
- The teacher or designated staff notifies the student’s parent/guardian.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

Level C – Teacher/Administrative or Support Staff/Student/Parent

- If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, counselor or any other member of the school’s administrative or support staff.
- The student is provided an opportunity to tell their version of the incident in a restorative process.
- The parent/guardian is notified.
- The teacher and any member of the support staff who has been involved will meet with the student in the restorative process, and if possible, the parent/guardian, to provide support for correcting the misbehavior. If possible, all of the student’s teachers will be included in the process.
- One or more interventions are initiated as appropriate.
- Develop School Intervention Plan.
- Any referrals or interventions will be documented.

Level D – In-School suspension

- The student is referred to appropriate administrator.
- Documentation of the steps taken to intervene and change the student’s behavior is provided.
- The student is provided an opportunity to tell their version of the incident.
- The administrator schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the Executive Director or appointed administrative staff may issue a 1-3 day in-school suspension.
- Upon return to school after suspension, steps for re-engagement to encourage positive behavior are to be considered.

- Persistent misconduct can result in the student being declared ‘habitually disruptive,’ for which the student will be recommended for alternative placement.

12.6 Behavior Intervention Plan

The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student’s disruptive behavior and educational needs and emphasize the importance of maintaining the child’s enrollment in school.

To develop the plan, the Executive Director or other administrative staff will arrange for a meeting with the student, the student’s parent/guardian and any members of the staff whom the Executive Director believes should attend. The purpose of the meeting will be to address the reasons for the student’s disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.

A written restorative plan for accountability and repair will be prepared that addresses the student’s disruptive behavior, educational needs, and steps necessary to keep the student in school. The plan shall include a description of the support and educational service that will be provided by the school to help the student avoid future infractions. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education. The parent/guardian, student and Executive Director will sign the plan. Every effort will be made to ensure the plan of services is in place and acted upon.

The following is a list of disciplinary offenses and the consequences and/or interventions that shall result from them. Every infraction of the school rules will be dealt with on an individual basis.

12.7 Disciplinary Offenses and Consequence/Intervention

When choosing consequences for student’s misbehavior, teachers, administrators, and staff must balance the school’s goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following mitigating factors shall be considered:

1. Health and disability or special education status of the student
2. Student’s prior conduct and record of behavior
3. Student’s attitude
4. Level of parent/guardian’s cooperation and involvement
5. Student’s willingness to repair the harm
6. Seriousness of the offense and the degree of harm caused
8. Impact of the incident on overall school community.

The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning. Such interventions should address the needs of the student, those directly affected by the behavior, and the overall school community.

The following is a list of disciplinary offenses and the consequences and/or interventions that shall result from them. Every infraction of the school rules will be dealt with on an individual basis.

DICIPLINARY OFFENSE	CONSEQUENCE/INTERVENTION
<p>Type One Offenses</p> <ul style="list-style-type: none"> • Classroom disruption · Excessive tardiness · Picking on, bothering, or distracting other students. • Use of profanity or vulgarity. • Dress code violation • Minor disruption of school activity • Insubordination of authority/disobedience (e.g., purposefully not following directions) • Use of cell phones, gaming, and similar electronic devices at unauthorized times. • Minor damage or defacement of school property • Unauthorized use of school equipment • Gambling • Scholastic dishonesty (cheating, plagiarism, forgery) • Auto-parking violations • Tardy (Start-On Time Protocols to be followed) • Internet/Computer Misuse • Truancy • Consensual but inappropriate physical contact (PDA) • Other minor school-based misconduct 	<p>For Type One offenses, school officials shall refer to Level A of the Discipline Ladder (see 12.8 of this section). If similar violations occur during the same school year, the intervention moves to the next level on the ladder (e.g., from Level A to Level B, and so on).</p> <p>Students shall not be recommended for expulsion for Type One offenses. The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared ‘habitually disruptive,’ (see 12.5 of this section) for which the student will be recommended for alternative placement.</p>
<p>Type Two Offenses</p> <ul style="list-style-type: none"> • False activation of a fire alarm (mandatory referral to fire department) • Possession of fireworks/firecrackers • Bullying: Level I (e.g., verbal, and written aggression or intimidation) 	<p>For Type Two offenses, school officials shall refer to Level C of the Discipline Ladder (see part 12.5 of this section).</p> <p>If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D). Students shall not be recommended for alternative placement for Type</p>

<ul style="list-style-type: none"> • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level I (e.g., verbal, and written harassment) • Sexual harassment: Level I (e.g., verbal, and written harassment) • Destruction or theft of school property, including graffiti (under \$500) • Severe defiance of authority/disobedience (e.g., demonstrating gross disrespect for school personnel) • Trespassing • Theft from an individual (under \$500) • Other school-based misconduct that disrupts the school environment. • Recurring Type One offenses (after going through Levels A through C of the Discipline Ladder (see Part 12.9 of this section) 	<p>Two offenses. The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared "habitually disruptive," for which the student will be recommended for alternative placement. A student may be referred to law enforcement for the offense of "trespassing" but only if, after being asked to leave the school campus, the trespassing student refuses.</p>
<p>Type Three Offenses</p> <ul style="list-style-type: none"> • Bullying: Level II (e.g., physical acts of aggression or intimidation and repeat Level I behavior) • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level II (e.g., acts of physical harassment and repeat Level I behavior) In Accordance with Board Policy 700.6 • Sexual harassment: Level II (e.g., acts of physical harassment and repeat Level I behavior) In Accordance with Board Policy 700.2 • Fighting: Level I (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses) • Being under the influence of drugs or alcohol. In accordance with Board Policy 700.7 • Possession of alcohol, tobacco or unauthorized (but legal) drugs • Possession of illegal drugs • Destruction or theft of school property, including graffiti (\$500 - \$5000) • Theft from an individual (\$500 - \$5000) • Willfully causing damage to the property of a school employee • Hazing activities (e.g., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an 	<p>For Type Three offenses, school officials shall refer to Level D of the Discipline Ladder.</p> <p>If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level B to Level C). Students shall not be recommended for alternative placement for Type Three offenses. The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared "habitually disruptive," for which the student will be recommended for expulsion. See part 12.5 of this section for more information.</p> <p>Persistent misconduct resulting in suspensions can lead to the student being declared "habitually disruptive." "Habitual disruption" is not an independent offense, but rather refers to a classification which persistent misconduct at any level can result in the student being declared "habitually disruptive," for which the student may be recommended for alternative placement.</p> <p>A student may be referred to law enforcement for the offense of possessing alcohol or illegal drugs while on school campus.</p>

<p>individual for purposes of initiation into any student group)</p> <ul style="list-style-type: none"> • Ongoing Witness Intimidation or Retaliation • Other school-based misconduct that substantially disrupts the school environment. • Habitual disruption (see part 12.8 of this section; habitually disruptive students are eligible for alternative placement, though not for referral to law enforcement. • Recurring Type Two offenses 	
<p>Type Four Offenses</p> <ul style="list-style-type: none"> • Arson · Fighting: Level II (including incidents with significant injuries, but which do not rise to the level of the Type Five offense "1st or 2nd degree assault") (Note: will be classified as 3rd degree assault for reporting purposes) • Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or District (including firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocketknives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury) • Destruction or theft of school property, including graffiti (over \$5000) • First or second-degree assault, and sexual assault • Theft from an individual (over \$5000) • Possession of an explosive (non-fireworks/firecrackers) that seriously endangers the welfare or safety of other students or school personnel. • Assault, harassment, or false allegation of abuse against a school employee • Child Abuse • Robbery • Sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances. • Unlawful Sexual Behavior and/or Unlawful Sexual Contact, and/or Indecent Exposure • Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants. • Recurring Type Three offenses 	<p>The Discipline Ladder does not apply to Type Four Offenses.</p> <p>When the misconduct has seriously endangered the welfare or safety of other students and/or school personnel and the student's continued presence in the school constitutes a safety risk, the student who commits these offenses are to be given a 3-10 day out of school suspension and law enforcement shall be notified as required by state law. Schools shall request an expulsion hearing and/or alternative placement.</p>

Thank you for choosing.



Questions? Comments? Call us at (541) 884-7627

Thank you for reading through the EHS Student Handbook!

Be who *you* are. Get where *you're* going.