

# CORBETT SCHOOL DISTRICT

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Student/  
Parent  
Handbook



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## Welcome

Dear Corbett SD Families,

The Corbett School District is committed to putting students first and serving every one of our students. As our vision states, “The Corbett School community connects, engages, inspires and collaborates to support every student.”

We are entering an exciting time in the Corbett School District. We continuously work with multiple community partners to provide many different opportunities for each of our students so they have a plethora of options beyond high school graduation in both college and careers. Our students will reach their highest potential with family support and the collaboration of family and staff. We encourage you to communicate with your child’s teachers and hold your child, their teachers, the district, and me accountable on our promise to provide a safe, welcoming, rigorous learning environment that prepares your child for success beyond the classroom.

This student handbook is a collaboration between all of our buildings and has been updated to include our Every Student Belongs procedures, K-12 dress code, and HS graduation requirements. Please take the time to read through it and discuss it with your child. This handbook was designed to be a roadmap for your child’s success in the Corbett School District this school year.

I look forward to working with you this year. Thank you for your partnership and support.

Dr. Derek Fialkiewicz  
Superintendent

## Family-School Partnership

### Communicating with Students

Our secretary is instructed not to accept phone messages for students from anyone except parents or guardians. Students will not be called from class to the phone. A message will be taken or they will be asked to return your call if necessary.

Direct calls to students through the classroom phones are not allowed. If your child needs to call home, they may have access to the phone located in the front office if they are given permission to do so from a staff member.

Please call prior to 2 p.m. with any changes to after-school routines so school staff can ensure timely delivery of the message to the student and/or the student's teacher. Students are not permitted to use cellphones in class; essential messages should be conveyed through the office to ensure students receive the message.

High school students are not permitted to access cell phones during the school day. Please refrain from communicating with them during class. Students in grades K-8 are not permitted to use cell phones during the school day without permission. Please refrain from communicating via cell phones during the school day via cell phones.

### Parent and Caregiver Concerns

We would like all of our concerns about school to be small ones. However, there are times when family members may have concerns regarding a student, a teacher, or curriculum. In the Corbett School District, we ask that all initial classroom concerns be discussed with the child's teacher. If you have a concern, please email or call the teacher to set up an appointment. Please refrain from impromptu conferences with teachers while they are working. In most cases, the problem can be resolved at this step. A concern that persists beyond this point, or a concern outside of the classroom, should be brought to the attention of the principal.

### Parent and Caregiver Involvement

Education is most successful when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parents to:

- **Encourage** their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides. Ways parents can do this include, but are not limited to:
  - Help your child build a **daily routine** that includes (1) 30 minutes of reading and (2) 30 minutes of math work.
  - Ask your child to tell you about their current projects in school. Use teacher emails, google classroom and Principal updates as a guide for topics to ask

about.

- Ask your child how they keep track of their assignments and work. Have your child tell you how they think they are doing in class and email your child's teacher to follow up. All of our staff are happy to communicate directly with you and answer specific questions about their students.

Stay **informed** by:

- Attending "Back to School" nights, Principal Chats, and Conferences.
- Reading district newsletters on [www.corbett.k12.or.us](http://www.corbett.k12.or.us), Teacher class updates and monthly Principal Updates.
- Logging in with your child to their Big Ideas Math for students in K-12, and checking into your child's work habits and academic progress.
- Checking in on the Google Classroom for your child's core or class teacher.

**Participate and Connect:**

There are a number of different district parent organizations including the PTA and Boosters. An integral part of Corbett School District is the Parent Teacher Association. This group is a service organization that works towards bringing the community and school together. A traditional role of the PTA has been enrichment of school activities. Sponsoring a variety of events, PTA has provided support financially, through volunteerism, and through endorsement. Parents are invited to participate in the many activities sponsored by this group. Please contact the PTA at [corbettcardinalspta@gmail.com](mailto:corbettcardinalspta@gmail.com)

## Academic Honesty

1. Corbett High School tracks academic dishonesty incidents for four years of high school, and are required to report incidents on college applications.
2. Corbett Middle School tracks academic dishonesty incidents.
3. For the first incident, the assignment may be revised in the student's own words or an alternative assignment completed for full credit. The second incident will result in an alternative assignment, and the third incident will result in a grade of "0" on the assignment in question.

## Advanced Placement Courses

1. Corbett High School students are required to take 4 Advanced Placement courses and complete the corresponding assessment in order to graduate with the Corbett Diploma.
2. AP designation will require completion of the corresponding AP assessment. Failure to meet this requirement will result in transcribing the course as a high school level course, not AP. In addition, students who do not take the AP exam will not receive Semester 2 credit. The fee incurred by the College Board for the unused test will be charged to the student's account (for reference, in 24-25, the charge was \$40).
  - a. All courses will start with AP designation, with the option to opt-out of AP designation available in October.
  - b. By the last school day in October, students will have decided if they have opted out of AP by submitting to the principal a digital form completed by their parents.
  - c. AP courses are considered college-level coursework, and therefore, will require significantly higher expectations regarding student effort and learning.
3. Corbett High School is proud to offer AP Capstone Diploma courses, which include AP Seminar and AP Research.

## Alternative Education

1. Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular program. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement. Placement in alternative education programs will be at the discretion of the district.
2. The district may provide alternative education programs for students expelled for

- violation of applicable state or federal weapons law.
3. In-District Alternative Education Programs may include: Professional technical programs; Work experience; Instructional activities provided by other accredited institutions; community service independent study; online school; others as approved by the district. Parents may request additional in-district alternative education programs by submitting a written request to the principal.
  4. Non-district alternative education programs may include: Multnomah Education Service District programs; community college; work-based learning; others as approved by the district.
  5. The district pays the alternative education program cost for placing students in non-district alternative education programs. The student's placement must have the prior approval of the district.
    - a. The district will not assume alternative education costs for any student not placed in an alternative program according to procedures established by the district and Oregon law.
    - b. If a parent receives an exemption on a semi-annual basis to withdraw a student age 16 or 17 from school, the district has no obligation to pay for an alternative education program.
    - c. If a student is not successful in the alternative education program or the alternative education programs are not accepted by the student/and or parent, there is no obligation to propose or fund a second program.
  6. Individual notification to students and parents regarding the availability of alternative education programs will be given under the following situations, as appropriate:
    - a. When two or more severe disciplinary problems occur within a three-year period
    - b. When attendance is so erratic the student is not benefiting from the educational program (Erratic attendance will be defined on a case-by-case basis.);
    - c. When an expulsion is being considered;
    - d. When a student is expelled;
    - e. When a student's parent or emancipated student applies for exemption from attendance on a semi-annual basis.
  7. Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion. Notification shall include:
    - a. The student's action;
    - b. A list of alternative education programs for the student;
    - c. The program recommendation based upon the student's learning styles and needs;
    - d. Procedures for enrolling the student in the recommended program.

## Assignment of Students to Classes

1. Students are assigned to classes based on the individual needs of the student, staffing and scheduling considerations. Final decisions are the responsibility of the building principal or designee.
2. In grades 9-12, online coursework will be used as: a) a credit recovery alternative for those students who are in need of additional coursework in order to graduate; or b) an educational alternative for those students with special health-related or learning circumstances as described within a 504 plan or an Individualized Education Plan (IEP). Online coursework will not be used as an alternative in lieu of existing Corbett High School classes except as allowed in this subsection.
3. In grades 9-12, students can change or drop classes without academic penalty and with approval from the building principal or designee if the change occurs within the first two weeks of the current grading period. After that time period, the student must retain the grade earned in his/her current class, even if the student opts to attend a different class for the remainder of the grading period. Exceptions to this policy can be made at the discretion of the building principal and require submission of such a request in writing to the principal or designee.
4. In grades 9-12, a [course catalog](#) will be updated and available annually.

## Attendance and Absences

1. All students between the ages of 6 and 18, who have not completed grade 12, are required to attend school unless otherwise exempted by law. School staff will monitor and report violations of the state compulsory attendance law.
2. Oregon State Law requires that the district withdraw students who miss ten consecutive days of school. If a student is absent for any reason for 10 consecutive days, they will be withdrawn from school.
3. When returning to school after an absence, a student must bring a note signed by the parent, or an e-mail from the parent, that describes the reason for the absence. Absence from school or class will be excused under the following circumstances:
  - a. Illness of the student;
  - b. Illness of an immediate family member when the student's presence at home is necessary;
  - c. Emergency situations that require the student's absence;
  - d. Field trips and school-approved activities;
  - e. Medical or dental appointments. Confirmation of appointments may be required.
4. To decrease the spread of contagious conditions in schools:
  - a. Tell the school if your child has a contagious condition.
  - b. Do not send your child to school with a rash or fever within the last 24 hours.
  - c. Keep your child at home if he or she has vomited within the last 48 hours.

5. Students may be excused on a limited basis from a pre-planned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.
6. A student who must leave school during the day must bring a note (or have an email sent in advance) from their parent(s). A student who becomes ill during the school day should, with the teacher's permission, report to the office. Office personnel will decide whether or not the student should be sent home and will notify the student's parent, as appropriate.
7. 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 will be subject to the teacher's late or missing work policy.
8. Absenteeism will not be used as a criterion for the reduction of grades.
9. Absenteeism does not excuse work that was missed during the absence. Students who miss work due to an absence will develop a plan with the classroom teacher to make up the missed work.
10. Students who miss class for athletics or extra-curricular activities will be responsible for communicating with the classroom teacher and developing a plan for making up the missed work.
11. A student who is absent from school for any reason other than a **parent-excused medical appointment will not be allowed to participate** in school-related activities (i.e. athletics, dances, band concerts), on that day or evening.
12. The school may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:
  - a. Employed full-time;
  - b. Enrolled in a community college or other state-registered alternative education program.
13. All such requests must be submitted in writing to the principal and include documentation of the student's employment by the employer, or enrollment status by the school. The school requires notification should the student's employment or enrollment status be terminated.
14. Requests will be considered only following a conference with the student and parent or emancipated student and a review of credits earned for graduation, grades, disability, if applicable, standardized assessment results, teacher evaluations, counselor appraisal, immediate plans, short-range and career goals and any other pertinent information.
15. Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available.
16. A student who is absent from school or from any class without permission will be

considered truant and will be subject to disciplinary action including detention, in school suspension, suspension, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

17. A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures, which is to check-out with the office. Students who do not check-out with the office will be marked absent from their class and may be subject to discipline procedures.
18. The classroom teacher will determine that permission has been granted before allowing the student to leave, (via a Blue Slip or other confirmation from office staff). A student will not be released to any person without the approval of his/her parents or as otherwise provided by law.
19. A student is defined as chronically absent when they miss 10% or more of school days in the year. In Corbett, 10% falls around 13 days per year or between 1 - 2 days per month.

## Admissions

1. A student seeking enrollment in the district for the first time must meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulations. Students and their parents should contact the district office for admission requirements.
2. The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.
3. The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons law and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.
4. In a manner that is consistent with law, alternative education services will be provided to students expelled from another school district for violation of applicable state or federal weapons law and who subsequently become a resident of the district.

## Asbestos

The district 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 district office. The maintenance supervisor serves as the district's asbestos program manager and may be reached for additional information.

## Bus Conduct

Bus conduct and discipline procedures are governed by school board policy EEACC-AR.

While riding a school bus, students will:

1. Obey the driver at all times
2. Not throw objects
3. Not have in their possession any weapon as defined by Board policy JFCJ
4. Not fight, wrestle or scuffle
5. Not stand up and/or move from seats while the bus is in motion
6. Not extend hands, head, feet or objects from windows or doors
7. Not possess matches or other incendiaries and concussion devices
8. Use emergency exits only as directed by the driver
9. Not damage school property or the personal property of others
10. Not threaten or physically harm the driver or other riders
11. Not do any disruptive activity which might cause the driver to stop in order to reestablish order
12. Not make disrespectful or obscene statements
13. Not possess and/or use tobacco, alcohol or illegal drugs
14. Ask for the driver's approval to eat or chew gum
15. Not carry glass containers or other glass objects
16. Not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus
17. Accept assigned seats
18. Stay away from the bus when it is moving
19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses)
20. Answer to coaches, teachers and chaperons who are responsible for maintaining order on trips.

Rules for bus conduct are posted on each bus. These rules shall be followed by all students riding the bus. Students are under the direct authority of the bus driver at all times while riding the bus. Causes of misconduct will be subject to the following action:

- First Citation - Warning\*: The driver verbally restates behavior expectations and issues a warning citation\*. The driver may assign the student to a particular seat.
- Second Citation\*: The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, a parent, the bus driver[, the transportation supervisor] and the principal.
- Third Citation\* of the year: The student receives a 5- to 10-day suspension<sup>1</sup> and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has

been held with the student, a parent, the bus driver, the transportation supervisor and the principal. Further violations of bus regulations will be considered a severe violation.

- Severe Violations: Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion<sup>2</sup>. There will be a hearing arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, a parent and the principal. In all instances, the appeal process may be used if the student and/or parent desires.

\*Misconduct that threatens the safety of others escalates to severe violations immediately.

## Cafeteria and Meal Expectations

1. Students must show respect to lunchroom supervisors, themselves, and others.
2. Students are expected to:
  - a. Walk at all times to, from and in the cafeteria.
  - b. Maintain personal space.
  - c. Make room at the table for others and make them feel welcomed.
  - d. Avoid sharing food with other students.
  - e. Clean up their space, put dishes to be washed, and put litter in the trash cans.
  - f. Ask for help when needed.
  - g. Students are expected to only use their own student meal account.
  - h. Cafeteria trays may not be removed from the cafeteria without permission from building administrators.
  - i. Students and parents may not use food delivery apps or restaurant delivery to have food delivered to any Corbett school.

## Campus Security

1. 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 prearrange visits. The building principal will approve requests to visit, as appropriate.
2. All visitors must sign in at the office and wear a visitor badge.
3. Parents must come to the office and sign out their children if picking up before the regular dismissal time. Staff will retrieve the student from their classroom.
4. Students are to report to their rooms after coming into the building in the morning.
5. Anyone without a visitor or staff badge on the school grounds will be reported to staff or administration.
6. All campus entrances will be locked except during arrival/departure times for students.
7. Classroom doors without an interior locking mechanism will be locked.

## Celebrations

1. Birthday parties or treats cannot be accommodated at school due to diet, allergies, religious, and economic circumstances.
2. When after school parties create a situation where more than four students ride a bus other than their own, parents must be responsible for transportation. Any student going on an unassigned bus will obtain a pass from the office only after the parent/guardian has notified the school office staff at least one school day prior.
3. Dates and times of any school celebrations will be at the discretion of the staff. No food prepared at home will be permitted at parties. Only commercially prepared and packaged food is allowed.
4. Classroom celebrations are related to curriculum and classroom activities.

## Computers, Technology, and Internet Use

1. Students may be permitted to use the district's electronic communications system only to conduct business related to the management or instructional needs of the district or to conduct research related to education consistent with the district's mission or goals.
2. The district retains ownership and control of its computers, hardware, software, user accounts, and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited.
3. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. Files and other information, including e-mail, sent or received using district-sponsored user accounts or hardware are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.
4. Students who violate board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials. For additional information about computer use and other technology see Corbett School Board Policy IIBGA, Electronic Communication System, which is available on the district website.
5. Students who lose or damage school-issued technology will be responsible for replacement costs.

## Clubs, Teams, and Organizations

1. A student club may be formed by students with approval from the building principal. Each club must have a faculty advisor who will be responsible for monitoring the activities of the club and for establishing, in writing, the goals of the club. Events planned by the club must be approved ahead of time by the building principal and faculty advisor.
2. Student clubs and performing groups such as band, choir, drama and athletic teams may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization. Rules of conduct and consequences must be approved by the building principal and/or athletic director.

## Conferences

Regular conferences are scheduled annually to review student progress. Additional conferences may be requested throughout the year by parents, teachers, or students if:

- (1) if the student is not achieving expected level of performance,
- (2) if the student is not maintaining behavior expectations, or
- (3) in any other case considered necessary. The district encourages a student or parent/guardian in need of additional information or questions or concerns to confer with the appropriate teacher. Please email or call to arrange an appointment.

## Credit by Proficiency/Independent Study

1. Any student wishing to earn credit for a specific course through an independent study mechanism must develop a written work plan outlining the steps to be completed by the student which will lead to content proficiency. This work plan must be pre-approved by the building principal and a cooperating Corbett HS faculty member who has the appropriate background content knowledge. Content proficiency will be measured only through approved summative evaluations and not through homework completion. Credit will be awarded only upon completion of the summative evaluations.
2. If a student wishes to earn AP credit through independent study, course credit will be awarded only after the relevant AP scores have been received by the district. An exam score of 3 or higher will result in a grade of A. An exam score of 2 will result in a B. An exam score of 1 or no score will result in no credit being awarded. In the case where no credit is earned, nothing will be recorded on the transcript
3. With prior approval of the building principal or designee, a student may earn up to 1.0 credit to fulfill the physical education credit requirement (not elective credit) through one of the following mechanisms:

- a. Successfully complete two (2) seasons as a member of a Corbett High School athletic team, regardless of playing time or JV/Varsity status.
  - b. Participate for a minimum of 140 hours in an alternative, organized athletic activity. The activity must be formally organized and supervised by a coach or coordinator who can provide a description of the goals of the activity and can document the hours the student is involved. For example, the following out of school activities have been awarded PE credit in the past: competitive gymnastics, ski/snowboard teams, mountain bike race teams. Credit will not be awarded for logs of personal physical activities, including walking, gym workouts, or other similar activities that do not have a coach or competitions.
  - c. In all cases, the alternative activity must be adequately documented and pre-approved by the building principal or designee.
  - d. Students that wish to earn PE credit by proficiency must complete a form (available in the office) and have the coach, athletic director, or designee sign off on the form.
  - e. This credit will be awarded in the student's senior year.
4. The following process allows for students to earn proficiency credits in world languages based on assessments/transcripts from outside the district. A student cannot receive duplicate credits for completing a course and the equivalent proficiency exam. In unique circumstances this can be appealed to a building administrator.
- a. To receive two HS credits (OSU minimum for admission), students need to demonstrate proficiency at the ODE Proficiency Stage 3 level, which is the equivalent to the ACTFL novice-high level for English-cognate languages. Students scoring at a Proficiency Stage 2 will receive one credit.
  - b. Each student must submit his/her official assessment results to the MS/HS Office.
  - c. Students and families are responsible for the costs of an outside assessment. The district can financially support students who qualify for free or reduced lunch.
5. Approved Assessments
- a. SLIP (Second Language Inventory Protocol)
  - b. FLATS - BYU (Foreign Language Achievement Test)
  - c. STAMP (Standards-based Measurement of Proficiency)
  - d. Advanced Placement World Language Test
  - e. SAT Foreign Language Test
  - f. A student who submits a transcript verifying education satisfactorily completed through grade 7 in a school or country where English was not the language of instruction may be awarded two World Language elective credits on his/her official transcript (as per OSU guidelines)

## Daily Expectations of Students

1. Students must remain within their assigned building boundaries.
2. In grades K-12, head coverings must allow for full face visibility.
3. In grades K-8, gum is not permitted on campus.
4. Gym shoes must be worn in the gym.
5. Students can only be in areas that are supervised by a staff member.
6. Students are to go home immediately after school unless other arrangements have been made between parent/guardian and school personnel.
7. Students riding the bus must not walk home. Arrangements may be made between the parent/guardian and school for children to walk home. The child must be at least 12 years old or accompanied by a sibling who is at least 12.
8. Students should bring a refillable water bottle to school labeled with their name.
9. Students are encouraged to use the bathroom before/after school, during classroom transitions, and during break.

## High School-Specific Daily Expectations

1. Students must sign in and out through the main office in the grade school if arriving late or leaving early, with appropriate parent/guardian permission.
2. Students who drive to school must park only in the designated student parking area, which is the back two rows of the grade school parking lot, or in the gravel lot.
3. High school students are responsible for checking school email and online learning platforms daily for assignments, announcements, and communication from staff.
4. Hall passes are required for any student out of class during instructional time.
5. Students must adhere to the school's academic integrity policy; plagiarism, cheating, or falsifying work will result in disciplinary consequences.
6. Appropriate and respectful language and behavior are expected at all times, including in classrooms, hallways, and during school-sponsored events.

## Damage to District Property

A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. The district will notify the student and parent. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and the student's grade reports, diploma and records may be withheld. See Fee, Fines and Charges. The district reserves the right to press civil or criminal charges or pursue other relevant legal action against students for willful destruction of district property.

## Dances/Social Events

1. The rules of good conduct shall be observed for school dances and social events.
2. When guests are permitted at high school events, Corbett students must receive prior approval in writing from the principal or designees in order to bring a guest, no later than two school days before the event. Guests will not be permitted to enter the dance without this process. Guests will be expected to observe the same rules as students attending the events. Guests must be under the age of 21 and in 9th grade or above. The person inviting the guest will share responsibility for the conduct of the guest.
3. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted.
4. Homecoming and Spring Fling are on campus events for students in 9th-12th grade. No outside guests may attend. Winter Formal and Prom are off-campus events for students in 9th-12th grade. Guests are permitted according to the above policy.

## Distribution of Material

1. All aspects of school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval.
2. Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on district property by a student or a non-student without the approval of the administration.
3. Materials posted on school property by a student must have prior approval from a building administrator, and must include the name of the sponsoring group and date of removal. Posting student(s) are responsible for removal of materials by date of removal. Failure to remove materials by date may result in revocation of posting privileges and/or additional consequences.
4. Materials not under the editorial control of the district must be submitted to the principal for review and approval before being distributed to students.
5. Materials shall be reviewed based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.
6. If material is not approved within 24 hours of the time that it was submitted, it

must be considered disapproved. Disapprovals may be appealed by submitting the disapproved materials to the superintendent; material not approved by the superintendent within three days is considered disapproved.

7. The disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

## Dress Code

1. Dress and hygiene are primary responsibilities of students and parents/guardians. However, students may be directed to change dress or improve hygiene if it interferes with the learning process or school climate, is unclean, or threatens the health or safety of the student or others.
2. Clothing, jewelry, or wording/graphics on clothing or on the person (e.g., tattoos) that is sexually suggestive, drug or alcohol-related, vulgar, which depicts violence, insulting, gang membership related, or targets a particular person or group may be prohibited.
3. When a student is participating in school activities, their dress and hygiene shall not disrupt the performance or constitute a health threat to the individual or other students.
4. Dress and/or hygiene standards may be established by school authorities as a requirement for participation in specific school activities.
5. Dress that disrupts the learning process shall not be permitted.
6. Students shall not wear clothing, jewelry, emblems, badges, signs, tattoos or other symbols that are evidence of membership or affiliation in any gang.
7. Dress code decisions may be appealed by submitting the disapproved materials to the superintendent.
8. The superintendent's decision may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

## Emergency Preparedness

1. The school must have a way to reach you in an emergency. Tell the school immediately about changes in work and home addresses and phone numbers for both you and emergency contact persons. It is helpful if phones are set up with a mailbox for non-emergency messages. In the event of a school closure, the automated phone system will call the number that you have on file, so it is imperative that this information is up to date.
2. In addition, you can receive school closure information by registering with [www.FlashAlert.net](http://www.FlashAlert.net)
3. The protocol utilized by Corbett School District for emergencies can be found here: [Emergency Response Protocol](#)

## Every Student Belongs

1. Corbett School District is aligned with Oregon Law (OAR) 581-022-2312 - Every Student Belongs. We prohibit the use or display of any noose, symbol of Neo-Nazi ideology or the battle flag of the Confederacy on school grounds or in any program, service, or school activity. Derogatory language or behavior directed at or about a person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin will not be tolerated. Hate symbols, images or objects that express animus on the basis of race, color, religion, gender identity, or sexual orientation, are strictly prohibited.
2. **Incidents of bias or hate speech that occur between students via digital platforms are subject to school discipline, particularly if they negatively impact or disrupt student learning.** This includes physical, in-person, digital platforms and remote learning spaces. This behavior will be treated as a violation of student conduct subject to disciplinary action and that action will include suspension of up to 10 days at the discretion of the principal.
3. The use of discriminatory language in school will result in disciplinary action, ranging from parent notification to suspension. Repeated violations may result in placement in online school.
4. For additional information, including discipline related policy, see Corbett School Board Policy JFC, found on the district website under "School Board Policies."

## Exchange Students

1. The school may enroll students from other nations from those exchange programs officially recognized by the Board at the discretion of the building principal or designee.
2. Exchange students will be admitted only if hosted by a family with one or more students currently attending Corbett High School. The term of enrollment for the exchange student in Corbett High School must coincide with the term of the enrollment for the host student in Corbett High School.
3. Exchange students are expected to conduct themselves in accordance with the Student Code of Conduct and enjoy the same rights and responsibilities as other Corbett High School students.
4. Exchange students admitted to school under an F-1 Visa status will be required to pay tuition as required by law and at the rate established by the Board. Exchange students attending school under a J-1 Visa will be granted tuition waivers.
5. Exchange students may be awarded an honorary high school diploma upon satisfactory completion of the school's prescribed course of study.

## Extracurricular Activities

1. 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 government, student clubs, organizations, athletics and other activities has to offer. We intend that extracurricular activities will work effectively with the remainder of the school experience to promote the highest possible levels of academic and personal achievement for each student.

2. In addition to OSAA eligibility criteria, Corbett students will be held to the following standards:
  - a. In order to remain academically eligible to participate in OSAA-sponsored activities, Corbett students must be on track to graduate. Accordingly, Corbett students must pass seven classes during the previous semester. In addition, students must accumulate 7 credits by the beginning of their sophomore year, 14 credits by the beginning of their junior year, and 21 credits by the beginning of their senior year. Eligibility will be evaluated at the beginning of each grading term and at midterm progress report time. Incomplete grades may be made up at any time. Teachers have four working days to determine whether newly presented work satisfies course requirements and to replace an Incomplete with a passing grade if appropriate.)
  - b. A consistent pattern of absences, violations of the closed-campus policy or tardies may result in ineligibility.
  - c. Students who are suspended from school may not participate in extracurricular activities during the suspension.
  - d. Drug and alcohol use are not permitted. See Corbett High School Athletic and Activities policy for consequences.
  - e. Extracurricular activities include school-sponsored sports, dances, clubs and other activities that are not part of the school curriculum.

## Fees, Fines, and Charges

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

Club dues;

Security deposits;

Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;

Personal physical education and athletic equipment and apparel;

Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;

Student accident insurance and insurance on school-owned instruments;

Student identification cards;

Fees for damaged library books and school-owned equipment;

Lock or locker deposits;

Field trips considered optional to the district's regular school program;

Admission fees for certain extracurricular activities;

Late add or drop fees for AP exams;

Participation fees or "pay to play" for involvement in activities.

## Field Trips

1. In accordance with board policy IICA, field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be "in school" while participating in district-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.

## Fundraising

1. Student organizations, clubs or classes, athletic teams, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising drives with prior administrator approval.
2. All funds raised or collected by or for school-approved student groups will be given a receipt, deposited and accounted for in accordance with Oregon law and applicable district policy and procedures. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The principal is responsible for administering student activity funds.

## Grades and Grade Recovery

1. In the Corbett School District, grades are assigned for students in grades 9-12. Teachers are responsible for assigning course grades. Modifying course grades after the end of each grading term will occur at the discretion of the student's teachers and with approval from the building principal. Teachers will notify the principal in writing to change the grade.
2. Students who are not earning a passing grade at the end of each grading term will be assigned an incomplete ("I"). The student's teacher(s) will develop a credit recovery plan for each incomplete earned by the student. Students will be responsible for completing the incomplete plan and notifying their instructor and building administrator when the work is completed. Teachers will be responsible for determining whether newly presented work satisfies course requirements and to replace an Incomplete with a passing grade if appropriate. Teachers will notify the principal or designee in writing to change the grade.

3. In every case possible, incompletes that are still pending over the summer will be recovered through online credit recovery. Students will have until a week before the first school day of the following school year. Course enrollments may be adjusted to make up missing credits if online credit recovery is not completed by the deadline. In cases where online credit recovery is not possible, work that is completed during the summer may not be evaluated until teachers return to campus in August.
4. Incomplete grade recovery will result in a C for non-AP courses, and a D in AP courses. A "P" can be given at the teacher's discretion.
5. All classes completed through Corbett's online credit recovery Gradpoint program will be assigned a grade of "P" rather than a letter grade. Completing a credit recovery Gradpoint course and receiving a "P" will not replace the course grade originally received by the student, and will only grant the credits necessary.
6. An unsatisfactory course grade can be replaced on a student's transcript with a higher grade by repeating the same course at Corbett High School. An unsatisfactory grade can also be replaced by taking an AP test for that course and earning a qualifying score of 3 or better.
7. The lowest grade available in a non-AP course will be a "C". The lowest grade available in an AP course will be a "D".
8. Students may request a "P" grade in a course, with a limit of 4 total semester credits. To earn a "P" the student must earn a "C" in a non-AP course, and a "D" in an AP course. A request must be submitted in writing to the principal prior to 3 weeks of the end of the semester, to be approved by the administration team.
9. Late work will not be eligible for full credit. The midterm and the end of the semester will be final deadlines for assignments and assessments.
10. As prescribed by board policy IKA, the school's grading system will be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level, and be based on the student's progress toward becoming proficient in a continuum of knowledge and skills. Absenteeism or misconduct shall not be the criterion for the reduction of a student's grades.
11. At the beginning of the academic year, students and parents will be informed in writing the criteria used to calculate grades. Any changes to grade calculation must be communicated at least 6 weeks prior to the end of the semester.

## Graduation Exercises

1. Students in good standing who have successfully completed the requirements for a high school diploma or a modified diploma may participate in graduation exercises. Students who have not met the credit requirements for a diploma will not be permitted to take part in the district's graduation exercises. Additionally, students may be denied participation in graduation exercises for violation of Board policies, administrative regulations or school rules or as the result of outstanding debt owed by the student to the district in excess of \$250.

2. Students must be enrolled for in five or more classes and on track to graduate during their senior year in order to participate in graduation exercises except in the following situations:
  - a. A student who successfully completes Corbett High School's Middle College program may participate in graduation exercises. Eligibility requirements may be implemented for participation in Middle College, including (but not limited to) minimum credits and/or credit types completed.
  - b. A student who successfully completes a pre-approved internship or work-based learning program may participate in graduation exercises. Eligibility requirements may be implemented for participation in internships, including (but not limited to) minimum credits and/or credit types completed
  - c. A student who successfully completes other internship or educational programs as approved by the building principal may participate in graduation exercises.
3. The valedictorian(s), salutatorian(s) or others may be permitted to speak as part of the graduation exercise program at the discretion of the building principal or designee. All speeches will be reviewed and approved in advance by the building principal or designee.

## Graduation Requirements - Corbett Diploma & Honors Diploma

In order to earn Corbett High School's 28 credit, college-eligible diploma, the following credit units must be completed:

| <b>Category</b>  | <b>Credit Requirement</b> |
|--|---------------------------|
| Language Arts  | 4.0                       |
| Mathematics  | 4.0                       |
| Social Studies<br>(including US History and US Government) | 3.5                       |
| Science  | 4.0                       |
| Fine/Performing Arts/CTE                                   | 3.0                       |
| World Language   | 2.0                       |
| Health   | 1.0                       |
| PE   | 1.0                       |
| College and Career   | 0.5                       |
| Personal Finance   | 0.5                       |
| Elective*  | 4.5                       |
| <b>Total</b>   | <b>28.0</b>               |

In order for students to earn Corbett High School's 28-credit, college-eligible, **honors** diploma, the following credit units must be completed:

| <b>Category</b>   | <b>Credit Requirement</b> |
|---|---------------------------|
| Language Arts (including AP Literature and AP Language and Literature)                            | 4.0                       |
| Mathematics   | 4.0                       |
| Social Studies (including AP Human Geography, AP US History, AP World History, AP US Government)* | 3.5                       |
| Science   | 4.0                       |
| Fine/Performing Arts/CTE  | 3.0                       |
| World Language  | 4.0                       |
| Health  | 1.0                       |
| PE  | 1.0                       |
| AP Seminar and AP Research  | 2.0                       |
| Personal Finance  | 0.5                       |
| College and Career  | 0.5                       |
| Electives   | 0.5                       |
| <b>Total</b>  | <b>28.0</b>               |

Additionally, in order to graduate, students must:

1. Complete 4 Advanced Placement courses and corresponding assessment.
2. Develop an education plan and build an education profile;
3. Be admitted to college, the military, or some other certificated post-secondary program as described in board policy.
4. Build a collection of evidence, or include evidence in existing collections, to demonstrate extended application as defined in OAR 581-022-0102;
5. Demonstrate career-related knowledge and skills as defined in OAR 581-022-1130 (5);
6. Participate in career-related learning experiences as outlined in the student's education plan.

**References:** (OAR 581-022-1134), OAR 581-022-1215, (OAR 581-022-1133), (OAR 581-022-1135)

**Other Diploma Types:** Corbett School District goes beyond Oregon state's minimum 24-credit diploma, and requires all students to earn the Corbett 28-credit diploma, except for students receiving special education services, who may qualify for an Oregon diploma, modified diploma, extended diploma, or an alternative certificate as defined by the Oregon Department of Education.

[Modified Diploma, Extended Diploma and Alternative Certificates](#)

## Homework

Homework is typically only assigned when essential work is not completed during allotted class time. All K-8 students are expected to participate in reading daily at home. Concerns about homework should be addressed to the classroom teacher.

## Instructional Hours

Corbett School District follows a 4 day week. Please see the District Calendar at the bottom of the district website for a full list of school days and holidays in the school year.

- a. Grades K-3 (all), 4-5 (CAPS): 8:00 AM to 3:35 PM
- b. Grades 4-6 (Main Campus): 7:55 AM to 3:40 PM
- c. Grade 7-8: 7:55 AM to 3:45 PM
- d. Grades 9-12: 7:55 AM to 3:47 PM

## Lockers/Cubbies

1. Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. Students should not leave valuable possessions in their lockers/cubbies. Middle School lockers do not have locks on them.
2. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Students do not have the right to open each other's lockers without permission. Students who do will be subject to disciplinary action. School district-provided locks must be used.
3. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present, maintenance of proper sanitation, mechanical condition and safety and to reclaim district property including instructional materials.

## Lost and Found

Unclaimed items are placed in the lost and found area near the grade school gym, in the high school commons, in the middle school foyer, or in the CAPS primary wing. Backpacks and clothing left in the hallways in undesignated locations, and on top of lockers will be

placed in the lost and found. Unclaimed articles are periodically donated. PLEASE LABEL ITEMS TO PREVENT LOSS.

## Lunch and Breakfast Program

All families are encouraged to apply for the federal free and reduced lunch program (FRL) every school year. In addition to providing meals at no charge or a reduced rate to many families, this program also provides other opportunities for our school district. For each student enrolled in this program, the school may also qualify for increased funding for additional staffing, professional development, upgraded instructional technology, and new curriculum materials.

Enrollment in the Federal FRL program is kept strictly confidential. Free and Reduced Application: <https://www.ode.state.or.us/apps/frlapp>

Through the Oregon Community Enrollment Provision (CEP), all Corbett School District students are eligible to receive free breakfast and lunch each school day. Students will be charged \$0.50 for la carte milk or each additional milk outside of the milk included with the breakfast or lunch.

## McKinney-Vento Program Rights and Services.

1. The McKinney-Vento Homeless Education Assistance Act is a federal law that provides certain rights and protections to students who are experiencing homelessness. Under this law, homelessness is defined as lacking a fixed, regular and adequate nighttime residence including:
  - a. Temporarily sharing the housing of other persons due to loss of housing, economic hardship or a similar reason (sometimes called doubled up)
  - b. Living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations.
  - c. Living in emergency, transitional, or domestic violence shelters.
  - d. Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings.
  - e. Unaccompanied youth who are living on their own without a parent or guardian, “couch surfing” or in similar situations may also meet the definition of homeless under the McKinney-Vento Act.
2. Students who are eligible for services under the McKinney-Vento Act have a right to
  - a. Attend the school of residency or the school of origin. The school of origin is where the student was last enrolled or where they attended school when permanently housed.
  - b. Remain enrolled in the child’s school for the duration of homelessness and through the academic year if they become permanently housed, if doing so is in the best interests of the child.
  - c. Access to the same programs and services available to all students.

- d. Receive transportation to and from the school of origin, if requested.

**Resources:**

- [McKinney Vento Referral Form Corbett SD](#)
- General information: Navigating Houselessness
- <https://corbett.k12.or.us/schools/student-services/mckinney-vento/>
- 211 Connect/Inform/Empower Community Based Non Profit Resources  
<https://www.211info.org/>
- Oregon Department of Education. How to Determine Residency.  
[https://oregon.public.law/statutes/ors\\_339.133](https://oregon.public.law/statutes/ors_339.133)

## Media Access to Students

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication.

1. Parents who do not want their student interviewed or photographed should direct their student accordingly.
2. District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

## Middle College

1. Juniors and seniors can take classes at Mount Hood Community College through Corbett's Middle College Program. In late winter, sophomores and juniors apply to take classes for the following school year. Students generally take 1-2 classes a quarter at MHCC and the rest of their schedule at Corbett High School. Students participate in Middle College for three reasons. First, they are interested in CTE options not taught at Corbett (welding, automotive, etc). This is especially helpful to get into apprenticeships sooner. Second, students are interested in career-related learning and prerequisites (health sciences, early childhood). Finally, some students need advanced academic options because they have completed all academic levels available in high school for a particular subject.
2. In order to be eligible, students must be on track to graduate (no missing credits), and able to provide transportation. MHCC also requires Middle College students to have appropriate College Placement Test (CPT) scores to participate (RD117, WR121 and MTH95 preferred; RD115, WR115 and MTH65 minimum). Please note that participation in Middle College is a competitive application process, limited by budget constraints.
3. The Middle College Application process has several components.
  - a. Attend an information meeting (held in the winter in homeroom and at a principal chat in the evening)
  - b. Get a MHCC ID by applying to attend MHCC

- c. Take the CPT placement test for MHCC
  - d. Complete Middle College application (due in early March each year)
  - e. Corbett staff review applications, verify transcripts, check with teachers to verify preparedness
  - f. Upon acceptance, parents complete Underage Release & Liability Agreement
  - g. Meet with MHCC Advisor (May/June before fall enrollment)
4. Students must register for classes as agreed to in the application/acceptance. Prior approval for courses must be obtained before registering for classes. In order to maximize opportunities, Corbett will not pay for classes offered at Corbett. Students need to take “the core four” (English, math, science, social studies) at Corbett unless all options have been exhausted.
  5. Students reapply each year; preference is given to students that participated in the program during the prior year. Students that are considering participating should spend time reviewing [MHCC’s course catalog](#) to consider course options.
  6. Credits are awarded as follows.
    - a. 1-2 college credits: 0.25 high school credits
    - b. 3-4 college credits: 0.5 high school credits
    - c. 5 college credits: 1.0 high school credits

## Parent/Guardian Concerns

1. There are times when parents may have concerns regarding a student, their teacher or curriculum. In the Corbett School District, all initial classroom concerns should be discussed with the student’s teacher. Please email or call the teacher to set up an appointment. Unscheduled meetings with teachers or other district staff may not be accommodated. If the concern is not resolved after talking to the classroom teacher, it should be brought to the attention of the principal. For concerns outside the classroom, please contact the building principal.

## Parent-Teacher Association (PTA)

1. An integral part of K-8 in Corbett School District is the Parent-Teachers Association (PTA). This group is a service organization that works towards bringing the community and school together. A traditional role of the PTA has been enrichment of school activities. Sponsoring a variety of events, PTA has provided support financially through volunteerism and endorsement. Parents are invited to participate in the many activities sponsored by this group. The PTA email is [corbettcardinalspta@gmail.com](mailto:corbettcardinalspta@gmail.com).

## ParentVUE Student Information System

1. Corbett School District utilizes the Synergy student information system to register students in grades K-12. Parents should request login information from the building secretary.
2. Corbett High School also uses Synergy to report course progress and attendance. High school parents and students have access to information about grades, attendance, personal information, and participation in student programs through ParentVUE/StudentVUE. Students should request login information from the building secretary or academic counselor.
3. Attendance data in ParentVue should be considered accurate on a daily basis.
4. Grade information and scores on student work should not be considered “live”. There is a natural processing time from when a teacher assigns work, the student completes and turns in the work, the teacher grades the work, and when the teacher records the work in Synergy. Late work may also take longer to process.

## Personal Electronic Devices

1. A Personal Electronic Device is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data. In the context of this policy, this includes cellular phones, wearable computers such as smartwatches, and wired/wireless earbuds or headphones. This does not include devices used for assistive technology.
2. Personal Electronic Devices must be “off and away,” **not on your person**, during the entire school day including passing periods, break, and lunch.
  - a. High School - 7:55-3:47 devices are prohibited.
  - b. Middle School - 7:55-3:47 devices are prohibited.
  - c. Grade School - 7:40-4:15 devices are prohibited.
  - d. CAPS - 7:30-4:15 devices are prohibited.
3. This also applies to locker rooms and bathrooms. This does not include district transportation to and from school.
4. Personal Electronic Devices can be stored in lockers, backpacks, or in a locked cabinet in the building office. The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.
5. Exceptions will be made in approved spaces for academic or administrative purposes. (e.g. College Board authentication, dish pit, physics experiments).
6. Students found in violation of the personal communication device use and possession prohibitions of the student handbook will be subject to disciplinary action. The device may be confiscated.
7. Disciplinary actions may include:
  - a. **First Instance of Noncompliance:** Staff will confiscate the device, and return to the student at the end of the instructional school day.
  - b. **Second Instance of Noncompliance:** Staff will confiscate the device, and return it to the student at the end of the instructional school day, and notify parents and/or guardians.

- c. **Third Instance of Noncompliance:** Staff will confiscate the device, and parents/guardians will need to pick up the device from the building office.
- d. **Beyond Third Instance of Noncompliance:** Staff will confiscate the device, and parents/guardians will need to participate in a conference with the building principal. Consequences could include daily check-in of the personal electronic device to the school office.
  - i. HS - 4th Instance - two weeks in office cell phone lock box daily
  - ii. HS - 5th Instance - four weeks in office cell phone lock box daily
  - iii. HS - 6th Instance - eight weeks in office cell phone lock box daily

## Playground/Break Expectations

1. Be responsible, respectful, and safe. Use respectful language with students and staff.
2. Follow directions of all staff.
3. Corbett practices inclusion. This means all are welcome to join in games and activities.
4. Ask permission from a playground/break supervisor to leave the playground for any reason, including first-aid needs or use of the restroom.
5. If there is a conflict, seek to resolve and if needed ask for support from a playground/break supervisor.
6. Use all playground equipment safely and appropriately. Return all balls after playing.
7. Return to class or lunch when the whistle blows.
8. No tackle or contact sports.
9. Only play in designated areas with adult supervision.

## Progress Reports and Report Cards

1. In grades K-8, a progress report for each student will be sent home three times a year after each trimester in November, March and June. Reports will address continuous progress an individual student has made in the areas of reading, writing, math, and other topics.
2. In grades 9-12, a midterm progress report will be available after the nine week mark in each semester (see this year's district calendar for midterm dates) through ParentVUE/StudentVUE. A parent-teacher conference will take place after midterm progress report grades are posted. A report card with final semester grades will be available in ParentVUE/StudentVUE approximately a week after the end of each semester in January and June (see this year's district calendar for end of semester dates).

## Prohibited Items

1. Students shall not bring, possess, conceal or use a weapon on or at any property under the jurisdiction of the district, any activities under the jurisdiction of the

- district or any interscholastic activities administered by a voluntary organization.
2. Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.
  3. Additionally, students shall not bring, possess, conceal or use tobacco, drug, alcohol products on or at any property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization. Other items may be prohibited because they cause a disruption to school. Prohibition of such items will be communicated to students and families.
  4. No latex balloons or other latex materials are allowed on school property.
  5. Prohibited items are subject to seizure or forfeiture.

## Student Services

1. **Health and First Aid** Corbett has a full time Multnomah ESD (MESD) School Health Nurse and a trained school health assistant (SHA), both located at Corbett Grade School in the front office. Both the nurse and the school health assistant support the medical needs of students grades K-12 across campuses.
  - a. **The nurse's office.** Students are to report to class before seeking medical attention from the school nurse except in an emergency situation. Individual students excused to the health room must bring a health room pass with them. Students who are not feeling well may come to the school health office for evaluation. Students who are too ill to attend class will be kept in the health room temporarily and will need to be picked up and taken home by a parent/guardian. In addition, students who are too ill to attend class must report to the Nurses office *prior* to leaving school.
  - b. **Medication administration at school.** The school's nurse provides consultation about medication administration that must occur at school. Only medication that is necessary to be given during the school day will be kept at school.
    - i. Parents/ guardians should remember to ask their medical provider if a student's medication could be given outside school hours. This is safer for the student and easier for the parent/guardian.
    - ii. By Oregon Law, if medication must be given at school, a parent/guardian must: Provide written permission (forms are available at school in the front office). Any change to the medication will require the parent to update the medication form at the time of the change. The school nurse can assist in this process.
    - iii. All medication (prescription and over-the-counter) must be in its original container and marked with the student's name. (Ask the pharmacist for an extra bottle for school when getting prescriptions.)
    - iv. All medication must be delivered to school by the parent or

responsible adult designated by the parent. Students may not keep medications with them unless they are age-appropriate for the responsibility, have been identified as self manager by the school nurse and principal must have written parent/guardian permission turned into the school nurse. The school nurse will inform each building secretary and administrator of any student who has been identified as a self manager.

- v. Make sure the school always has an adequate supply of all medications required by the student.
- vi. All medication not picked up by the end of the school year will be destroyed.

2. **Self-medication agreement.** Students who are developmentally and/or behaviorally able, and have permission from the parent/guardian, school principal, and school nurse, will be allowed to self-administer prescription and non-prescription medication, subject to the following:
- a. A permission form must be submitted to the school nurse for all self-medication of all prescription and non-prescription medication. Self-administration of prescription medication requires permission from parent/guardian, school administrator, school nurse, and physician.
  - b. Physician's consent is to be included on the prescription label or on the medical consent form. All prescription and non-prescription medication, including inhalers, must be kept in its appropriately labeled, original container. Non-prescription medication must have the student's name affixed to the original container.
  - c. The student may have in their possession only the amount of medication needed for that school day.
  - d. Sharing and/or borrowing of medication with another student is strictly prohibited.
  - e. Permission to self-medicate may be revoked if the student violates school district policy governing administration of non-injectable medication and/or these regulations. Students with inhalers are encouraged to have their inhaler with them at all times when parent/guardian has provided permission to the school to personally administer the medication.

## PLEASE KEEP ILL STUDENTS OUT OF SCHOOL

The list below gives school instructions, not medical advice. Please contact your health care provider with health concerns.

| SYMPTOMS OF ILLNESS  | THE STUDENT MAY RETURN AFTER...   |
|--|---|
|  <b>Fever:</b> temperature of 100.4°F (38°C) or greater   | <p>*The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.</p> <p><b>*Fever-free for 24 hours</b> without taking fever-reducing medicine <b>AND per guidance for primary COVID-19 symptoms.</b></p>  |
|  <b>New cough illness OR New difficulty breathing</b>   | <p><b>* Symptoms improving for 24 hours (no cough or cough is well-controlled) AND per guidance for primary COVID-19 symptoms.</b> If diagnosed with pertussis (whooping cough), the student must take 5 days of prescribed antibiotics before returning.</p> |
|  <b>Headache</b> with stiff neck or with fever  | <p><b>*Symptom-free OR</b> with orders from doctor to school nurse. Follow fever instructions if fever is present.</p>  |
|  <b>Diarrhea:</b> 3 loose or watery stools in a day <b>OR</b> not able to control bowel movements | <p><b>*Symptom-free for 48 hours OR</b> with orders from doctor to school nurse.</p>  |
|  <b>Vomiting:</b> one or more episode that is unexplained   | <p><b>*Symptom-free for 48 hours OR</b> with orders from doctor to school nurse.</p>  |
| <b>Skin rash or open sores</b>   | <p><b>*Symptom free</b>, which means rash is gone <b>OR</b> sores are dry or can be completely covered by a bandage <b>OR</b> with orders from doctor to school nurse.</p>  |
| <b>Red eyes with eye discharge:</b> yellow or brown drainage from the eyes   | <p><b>*Symptom-free</b>, which means redness and discharge are gone <b>OR</b> with orders from doctor to school nurse.</p>  |
| <b>Jaundice:</b> new yellow color in eyes or skin  | <p><b>*After the school has orders</b> from doctor or local public health authority to school nurse.</p>  |
| <b>Acting differently without a reason:</b> unusually sleepy, grumpy, or confused.   | <p><b>*Symptom-free</b>, which means return to normal behavior <b>OR</b> with orders from doctor to school nurse.</p>   |
| <b>Major health event,</b> like an illness lasting 2 or more weeks <b>OR</b> a hospital stay, <b>OR</b> health condition requires more care than school staff can safely provide.  | <p><b>*After the school has orders</b> from doctor to school nurse <b>AND</b> after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.</p>                  |



For questions regarding school health go to the Multnomah Education Service District School Health Services website <https://www.multnomahesd.org/services/shs>  
 Community Health Resources <https://www.multnomahesd.org/services/shs/community>  
 Student Health Centers <https://healthcenter.multco.us/current-patients/our-services/kids-and-teens> and or [School Based Health Centers-student information](#)  
 Multnomah Crisis Center <https://multco.us/services/behavioral-health-crisis-services>

### 3. Counseling and Mental Health Services

- a. Students have access to counseling and mental health services through

Corbett School District. Referrals for services can be made by parents, students, teachers, and/or staff.

- b. The following services, programs, and resources are available to all families for their student/s by request:
  - i. Counselors who are qualified-mental health professionals have specific licensure, background, and training for social-emotional, mental health, and academic support in relation to wellness.
  - ii. Counselors can assist families in finding community resources including mental health, housing, and financial support.
  - iii. Counselors work in collaboration with other helping agencies, such as the Department of Human Services (DHS), Juvenile Department, Mental Health Division, Wraparound, local diversity groups, behavioral clinics, and additional agencies.
  - iv. Counselors meet with students individually and in small groups. Small groups are organized for group counseling on an “as needed” basis, addressing specific areas of need provided through the student assistance team (SAT) or other type of referral with the support of the building administrator. (See SAT definition below). These referrals may be made by teachers, students, parents, administrators, and other staff.
  - v. Counselors organize and facilitate conferences upon request and provide mediation involving students, teachers, and parents under the Principal’s supervision.
- c. If your student is under the age of 14 and is identified for group or individual counseling, a consent form will be sent to parent/guardian by your school counselor.
- d. Corbett SD implements the Wayfinder social emotional learning curriculum K-12. <https://www.withwayfinder.com/>

#### 4. CHILD FIND

Child Find is a federal mandate under [the Individuals with Disabilities Education Act \(IDEA\)](#) requiring states to identify, locate, and evaluate all children (birth to 21) suspected of having disabilities. It ensures free, appropriate public education (FAPE) via early intervention or special education services, regardless of severity, in public, private, or homeless situations. Contact your building principal or Student Services Director if you have any questions.

#### 5. Student Assistance Team (SAT)

- a. The Student Assistance Team (SAT) consists of specialists, teachers and an administrator who meet to discuss the specific needs of a child. This team will provide recommendations regarding the most appropriate services for referred students or may give suggestions to teachers on how to work with these students in the regular classroom using classroom based data (e.g. academic, behavioral, social emotional) depending upon the student’s needs.
- b. The committee meets on regularly scheduled intervals and reviews the

progress of previously referred students. The purpose is early intervention and support for classroom success in the areas of reading, writing, math, and social and emotional well-being. It also serves as a clearinghouse for available support services and it is the initial step for special education referrals.

- c. Before referring students to the committee, teachers must have informed the parent/guardian(s) of their concerns and documented all modifications they have made to the student's program over data points in time.
- d. The following is an overview of the procedure used to meet the special needs of students:
  - i. General education classroom academic/behavioral/social emotional interventions or modifications are applied within the general education classroom setting.
  - ii. The classroom teacher modifies instructional and or classroom management methods in an effort to help the student. Parents are notified and encouraged to collaborate during the implementation of an academic plan when traditional classroom supports are not providing a level of support for the student to successfully access instruction.
  - iii. The building Student Assistance Team (SAT) brainstorm ideas and resources to support the students who have been referred. Interventions are put into place and modified over a period of time.
  - iv. Parents continue to participate in plan updates as the SAT school team meets to review student progress.
  - v. If systematic intervention supports are not providing positive changes for the student, a potential referral for an evaluation for a 504 Plan or Special Education Services may be considered.
  - vi. The SAT team may decide to refer the student for a Special Education planning meeting. Parents will be provided email written notification in order to attend the meeting and will be provided information on Parental Rights. [Right to Receive a Complete Explanation of IDEA's Procedural Safeguards](#)

## 6. Section 504 Accommodation Plans

[Oregon Department of Education : Section 504 : Civil Rights](#)

- a. Section 504 of the Rehabilitation Act protects all eligible students, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning).
- b. There are three ways a student may be protected from discrimination under Section 504. A person is considered to be protected from discrimination under Section 504 if the student:
  - i. Has a physical or mental impairment, which substantially limits one or more major life activities. (The term does not cover children solely disadvantaged by cultural, environmental or

- economic factors).
- ii. Has a record or history of such impairment. *This term includes children who have been misclassified (e.g. a non-English speaking student who was mistakenly classified as having an intellectual disability); or*
  - iii. Is regarded as having such an impairment. A student would be “regarded” as having a disability under Section 504.

*For example, a nondisabled student frequently receives services from a learning center or general education intervention and is perceived as having a learning disability. An accommodation plan is written in collaboration with parents, the student, when appropriate, regular education staff, and the building administrator. Parents who feel their child may qualify for Special Education or Section 504 should contact their building principal and request a team meeting to discuss the potential referral. (Refer to CHILD FIND).*

- iv. Complaint Process: The US Department of Education’s Office for Civil Rights (OCR) is the agency responsible for enforcement of Section 504. An individual person or an organization may file a written complaint of disability discrimination with OCR, including a complaint that a district is not providing a student with a disability a FAPE. If a parent or guardian disagrees with the team’s decision, the proper forum would be a Section 504 due process hearing. The contact information for the local Office for Civil Rights is: US Department of Education Office for Civil Rights; Seattle Office Jackson Federal Building 915 Second Avenue, Room 3310 Seattle, WA 98174-1099 Telephone: (206) 607-1600 TDD: (800)-877-8339 Email: OCR.Seattle@ed.gov OCR Website: <https://www2.ed.gov/about/offices/list/ocr>
- v. [34 CFR 104.8](#)\* requires public school districts and public charter schools to post a notice that the district or school does not discriminate on the basis of disability and the contact information of the designated 504 Coordinator. The current 504 Coordinator is Jeanne Swift, Student Services Director. [jswift@corbett.k12.or.us](mailto:jswift@corbett.k12.or.us).

## 7. English Language Learner (ELL) Program

The Corbett School District provides ELs with a language instruction educational program (LIEP) that supports their English language development while also providing meaningful opportunities to engage in rigorous, grade-appropriate academic content instruction.

- a. Corbett English Learners are provided grade-level instruction and access to demonstrating academic achievement in English language arts (ELA), mathematics, and science as measured by Smarter Balanced Assessments (SBA)/statewide assessments (ELPA screener and ELPA 21) in order to succeed academically and graduate on time in order to be college and career ready.
- b. Parents are notified if their child is identified for participation in the ELL Program. They will be informed of the reasons for the identification of their student as limited English proficient (LEP) and in need of placement in a language instruction educational program facilitated by the ESOL endorsed teacher. Other information provided to the parent will include the student's level of English proficiency, how such level was assessed and the status of the student's academic achievement, the methods of instruction used in the program, instructional goals, and how their child will be participating.
- c. A home language screener is provided to families during the school year in order to determine if a student may qualify for EL support, following Oregon Department of Education (ODE) guidelines. Corbett is currently using the ELPA 21 screener to assess and identify new ELs to be served in the ELL Program. Title III federal grant funds are also used to support English Learners (ELs) at Corbett School District for the purpose of training teachers to use language embedded instruction within the general education setting (i.e. SIOP).
- d. The purpose of Title III is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement. Title III promotes family and community participation by supporting schools providing written translations or interpreters in the student's home language.
- e. Corbett currently participates in a Title III collaborative with Gresham Barlow School District by accessing outside resources (i.e. teacher training or professional development focused on language acquisition).
- f. Corbett administrators and staff promote a safe and welcoming inclusive environment that implements a culturally responsive and equity focused lens, support for hiring culturally and linguistically proficient staff who provide meaningful ways for providing families information and resources to access their children's education in languages parents can understand. Corbett staff ensure families are notified when community engagement takes place within their buildings (i.e. Open House, Reading Night, Conferences, etc.) so they might participate as well.

## 8. Special Education

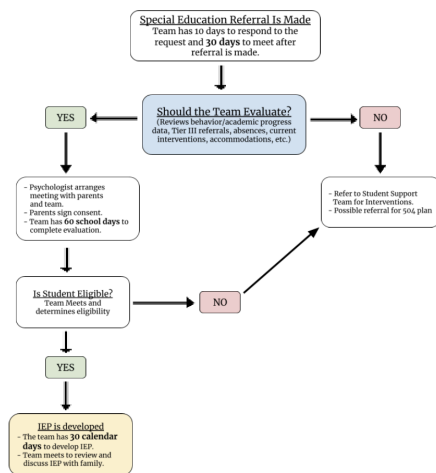
<https://www.ed.gov/laws-and-policy/individuals-disabilities/idea>

- a. IDEA 2004 The Individuals with Disabilities Education Act (IDEA) of 2004 is the federal law that guarantees Free Appropriate Public Education (FAPE ) to be provided to eligible students with disabilities.
- b. Special education is the specially designed instruction (SDI) that addresses the unique needs of a student eligible to receive special education services. Special education is provided at no cost to parents and includes related services (i.e. speech, occupational therapy, behavior supports, physical therapy), which are built into a student's educational program called an Individual Education Program (IEP). Students may receive special education services in a small group, individually, or outside the general education classroom depending upon the child's skill level and their IEP placement determination. After an IEP is completed, data collection and progress monitoring take place regularly in order to determine students have met their annual goals. Progress reports are provided by the student's special education learning specialist. Annually, data is reviewed at an IEP Meeting. Progress reports are provided at the completion of school grading periods to parents/guardians, aligning to a school building's grading period. If you are not receiving progress reports, please contact your building principal.
- c. Individual Education Program (IEP) goals are determined annually by the child's team including the classroom teacher, special education teacher (learning specialist), parent/guardian(s), specialist(s) and the student when they are able to participate.
- d. **Who is eligible for special education services?** Public schools ensure that all students with disabilities who are eligible for kindergarten to 21 years of age, have available to them a free and appropriate public (FAPE) education in the least restrictive environment (LRE). The rights of children with disabilities and their parents will be protected in accordance with state and federal law.
- e. **Where do students receive their special education services and supports?** Most students are educated in their neighborhood school in the general education classroom. Corbett supports an inclusive environment that secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Students may also receive small group instruction, individualized supports, or whole group classroom instruction, per their IEP.
- f. **What do I do if I am concerned about my child?** If parents are concerned about their child's academic and/or behavioral progress, they should first contact their child's teacher. Every effort is made to assess all students for level of need and to provide appropriate instruction and intervention based on that identified need. Some students who do not respond to initial instruction over time may need additional interventions. If at any time, the school or parent has reason to suspect a disability, a referral for a special evaluation may be initiated. Contact your student's principal. (See CHILD FIND).
- g. **Special Education Process.** Corbett School District follows the IDEA 2004 process for identifying a student for special education services. A school team

will begin with a (1) referral process initiated if a child is possibly needing special education and related services, (2) school team reviews results of the SAT or Student Intervention Team (SIT) action plan for accommodations/interventions that have been implemented with fidelity over 6-8 weeks, (3) team refers to Special Ed Team for evaluation planning, with a school psychologist consulting (4) learning specialist is communicating with the parent/guardian and obtains parental consent for special ed evaluation and parental rights are shared, (5) IEP Team completes the evaluation within the 60 school-day timeline and determines eligibility or ineligibility (initial evaluation or 3 year re-evaluation), (6) Special Ed eligibility is determined (or not determined) followed with a written parent notice or PWN provided by the learning specialist. The IDEA eligible student receives services from a learning specialist (special education teacher). The IEP is reviewed annually to determine if IEP is still required or if revisions are needed. Re-evaluation of eligibility occurs every three years. The building learning specialist measures progress when school grades are issued and provides the parent/guardian(s) a copy of the progress report based upon the IEP goals. Any questions about student progress should be directed to the learning specialist and building principal.

- h. What is an IEP? <https://factoregon.org/toolkits>. An IEP is a written document created for each student that is eligible for special education. The IEP document describes the child's strengths and unique needs, parent concerns, goals, special education services, and other important information. A team creates the IEP document during an IEP meeting, and parents are members of the team.
- i. What is Corbett School District's Special Education Referral Process? At Corbett School District, each school building has a learning specialist who is a special education teacher. If a student/parent/guardian has a question about special education, they should email the special education teacher and principal to request a meeting to discuss questions/concerns for their student. Licensed specialists associated with the special education process may include speech, occupational therapy, physical therapy, Autism, behavior support, or the school psychologist.
- j. Special Education Referral Process

### Special Education Referral Process



## Transfer Credits

At Corbett High School, transfer credits may be accepted or rejected at the discretion of the district consistent with Oregon Administrative Rules and established district policy, administrative regulation and/or school rules.

## Work-Based Learning

1. Juniors and seniors can earn (up to) 2 elective credits per academic year by participating in an internship or job that has meaningful applications to their future.
2. An application in advance is required. While this program is not competitive, requirements must be met to participate, including passing grades and 95% attendance in current classes, presentation to the school board during semester 2, and adequate progress towards graduation (must be on track to graduate). The application has 5 components: program requirements acknowledgement & agreement, written response to questions, transcript verification, parent approval (completed separately by parent(s)/guardians(s)), internship/employment partner (completed separately by supervisor).
3. Failure to maintain appropriate grades, attendance, or complete the school board presentation as assigned will result in a return to full day enrollment at Corbett High School.
4. Applications are due a week prior to the beginning of the semester.

## Valedictorian, Salutatorian, and Oregon Honors Diploma Seal

1. Senior class valedictorians will be selected according to the following criteria:
  - a. In order to be eligible for Valedictorian or Salutatorian status, a student must earn a Corbett Honors Diploma.

- b. Valedictorians and Salutatorians cannot have any “P” (pass) grades in courses besides study hall, homeroom, or TA.
2. Valedictorian status will be measured according to unweighted GPA. All students that complete the Honors diploma and earn the highest unweighted GPA in their class will be named Valedictorian.
3. Salutatorian status will be measured according to unweighted GPA. All students that complete the Honors diploma and earn the second highest unweighted GPA will be named Salutatorian.
4. Oregon Honors Diploma Seal is awarded to all students who earn a 3.5 unweighted GPA and participate in 11th-grade state testing.

## Volunteers

Parents and community members are encouraged to volunteer to support a variety of needs. All volunteers must complete the district’s criminal background check and confidentiality statement forms two weeks prior to volunteering, in addition to any other required forms from the State of Oregon. [Help Counter](#) online volunteer forms.

Volunteers are to check-in at the office and pick up a volunteer badge. Wearing a volunteer badge is part of Corbett School District’s campus safety protocol. **Younger children may not accompany an adult that volunteers.**

## APPENDIX I: Code of Conduct

### PURPOSE OF THE DOCUMENT

The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. This document contains incident type definitions and potential discipline resolution(s) associated with various behavior incidents.

The District shall not discriminate against a qualified student with a disability (IEP or 504 Plan) in their programs and activities, including in connection with policies, procedures, and practices related to student discipline.

The material covered within this K-12 Consequence Matrix is intended as a method of communicating to students and parents regarding general student incidents and possible resolutions, and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Any information contained in this consequence matrix is subject to unilateral revision or elimination from time to time without notice.

### INCIDENT TYPE DEFINITIONS

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define all types of disciplinary incidents.

#### LEVEL 1 BEHAVIOR INCIDENTS

Level 1 Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable. Level 1 Behavior Incidents violate school or classroom rules or procedures.

#### LEVEL 2 BEHAVIOR INCIDENTS

Level 2 Behavior Incidents are managed by staff or administrators. The aim is to correct the behavior by keeping the student in school. Appropriate support has been put in place but the behavior has continued to negatively affect the learning environment.

### LEVEL 3 BEHAVIOR INCIDENTS

Level 3 Behavior Incidents are administrator-managed. They are severe in nature or habitually repeated. Level 3 Behavior Incidents that violate Corbett School District Policies and Regulations, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Level 3 Behavior Incidents include discretionary expellable offenses.

### LEVEL 4 BEHAVIOR INCIDENTS

Level 4 Behavior Incidents are administrator-managed with an immediate response. Level 4 Behavior Incidents are identified as expellable offenses per Corbett School District Policies and Regulations.

## BEHAVIOR RESOLUTIONS

### LEVEL 1 BEHAVIOR

Classroom Management

This is a list of possible incidents and resolutions

| POSSIBLE INCIDENTS  | POSSIBLE RESOLUTIONS   |
|---|--|
| <ul style="list-style-type: none"> <li>● Dishonesty</li> <li>● Nuisance Item/Personal Communication Device</li> <li>● Graffiti</li> <li>● Tardies</li> <li>● Profanity</li> </ul> | <ul style="list-style-type: none"> <li>● Confiscation</li> <li>● Non-Verbal Cue</li> <li>● Parent/Guardian Notification</li> <li>● Proximity</li> <li>● Conference with Parent</li> <li>● Redirection</li> <li>● Peer Mediation</li> <li>● Student/Teacher Conference</li> <li>● Individual Counseling Services</li> <li>● Warning</li> <li>● Restorative Disciplinary Practices</li> <li>● Access to a Calming Space or Movement Break</li> </ul> |

## LEVEL 2 BEHAVIOR

Based on incident severity and/or repeated incidents classroom or administration management

This is a list of possible incidents and resolutions

| POSSIBLE INCIDENTS  | POSSIBLE RESOLUTIONS  |
|---|---|
| <ul style="list-style-type: none"> <li>● Physical Altercation</li> <li>● Peer Conflict</li> <li>● Acceptable Use Policy</li> <li>● Dress Code</li> <li>● Aggressive Behavior</li> <li>● Theft/Robbery</li> <li>● Cheating/Forgery/Plagiarism</li> <li>● Non-violent threat</li> <li>● Inappropriate Technology Use</li> <li>● Class Disruption</li> <li>● Unacceptable School Behavior</li> <li>● Inappropriate Touching</li> <li>● Verbal Abuse</li> <li>● Hate Speech</li> <li>● Truancy or Tardiness</li> <li>● Insubordination</li> <li>● No-Show Detention</li> <li>● Public Display of Affection</li> </ul> | <p><b>Classroom Managed</b></p> <ul style="list-style-type: none"> <li>● Proximity</li> <li>● Review, Re-teach, and Practice Expectations</li> <li>● Redirection</li> <li>● Goal Setting</li> <li>● Short-term Behavior Progress Reports</li> <li>● Warning</li> <li>● Student/Teacher Conference</li> <li>● Confiscation</li> <li>● Parent/Guardian Notification</li> <li>● Redo Assignment</li> <li>● Reschedule Detention</li> <li>● Conference with Parent/Guardian</li> <li>● Peer Mediation</li> <li>● Conflict Resolution</li> <li>● Individual Counseling</li> <li>● Restorative Disciplinary Practices</li> <li>● Restitution</li> </ul> |
|   | <p><b>Administrator Managed</b></p> <p>First-time Offenses and/or Less Severe Incidents<br/>(Classroom resolutions may be used.)</p> <ul style="list-style-type: none"> <li>● Parent/Guardian Notification</li> <li>● Individual Counseling Services</li> <li>● Restorative Disciplinary Practices</li> <li>● Individual Behavior-Intervention Plan</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Detention</li> <li>• In-school Suspension</li> </ul> <p>Repeated or More Severe Incidents</p> <ul style="list-style-type: none"> <li>• Conference With Parent/Guardian</li> <li>• Suspension</li> <li>• In-school Suspension</li> <li>• Recommendation for Expulsion</li> </ul> |
|--|--|

### LEVEL 3 BEHAVIOR

This is a list of possible incidents and resolutions

| <b>POSSIBLE INCIDENTS</b>   | <b>POSSIBLE RESOLUTIONS</b><br>Based on incident severity and/or repeated incidents  |
|---|--|
| <ul style="list-style-type: none"> <li>• Arson</li> <li>• Battery</li> <li>• Bullying</li> <li>• Medication Misuse</li> <li>• Possession/Use of Tobacco/Electronic Cigarettes</li> <li>• Major Bus Infraction</li> <li>• Possession/Use of Controlled Substance</li> <li>• Campus Disruption</li> <li>• Threat of Violence</li> <li>• Leaving Campus Without Permission</li> <li>• Cyberbullying</li> <li>• Possession of Controlled</li> </ul> | <ul style="list-style-type: none"> <li>• Conference with Parent/Guardian</li> <li>• Parent/Guardian Notification</li> <li>• Suspension</li> <li>• Restitution</li> <li>• Referral to Individual Counseling Services</li> <li>• Individual Behavior-Intervention Plan</li> <li>• Training on Cultural Sensitivity</li> <li>• Restorative Disciplinary Practices</li> <li>• Discretionary Expulsion Referral</li> <li>• Assignment of a Mentor/Coach</li> <li>• Recommended Expulsion</li> </ul> |

|  |  |
|--|--|
| <p>Substance with Intent to distribute or distribution</p> <ul style="list-style-type: none"> <li>● Racially Motivated Incident</li> <li>● Drug Paraphernalia</li> <li>● Trespassing</li> <li>● Fighting</li> <li>● Truancy</li> <li>● Gang Involvement</li> <li>● Habitual Disciplinary Problem</li> <li>● Vandalism</li> <li>● Possession of dangerous weapon</li> </ul> |  |
|--|--|

### LEVEL 4 BEHAVIOR

This is a list of possible incidents and resolutions

| POSSIBLE INCIDENTS   | POSSIBLE RESOLUTIONS  |
|--|---|
| <ul style="list-style-type: none"> <li>● Assault</li> <li>● Battery</li> <li>● Coercion</li> <li>● Disorderly Conduct</li> <li>● Distribution of Controlled Substance</li> <li>● Harassment</li> <li>● Intimidation</li> <li>● Possession of Deadly Weapon(s)</li> <li>● Possession/Use of Weapon(s) with Injury</li> <li>● Possession/Use of Weapon(s) with Threat</li> </ul> | <ul style="list-style-type: none"> <li>● Suspension</li> <li>● Recommended Expulsion</li> <li>● Parent/Guardian Notification</li> <li>● Restorative Disciplinary Practices</li> <li>● Referral to Individual Counseling Services</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Teen Dating Violence</li> <li>● Threats of Violence</li> <li>● Sexual Assault</li> <li>● Sexual Harassment</li> </ul> |  |
|--|--|

**Note: See board policy JGD: Suspension**

The use of out-of-school suspension for discipline of a student in the fifth grade or below, is limited to: (1) Non accidental student conduct leading to injury, (2) When an administrator determines student conduct to pose a threat to student or staff safety or (3) when suspension or exclusion is required by law.

**Resources**

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 U.S. Department of Education Office for Civil Rights July 2022

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Oregon Department of Education

[Addressing Informal Removals of Students Experiencing Disability: A Guide for ESD, District, and School Personnel and IEP Teams](#)

Questions and answers: addressing the needs of children with disabilities and IDEA's discipline provisions, OSEP Q&A 22-02

<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

FACT Oregon Special Education Tools for Parents

<https://factoregon.org/education-tools>

Title III. Overview of Legal Protections for English Learners and Immigrant Students: What State and Local Educational Agencies Must Do.

[https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Documents/Fact%20Sheet\\_Overview%20of%20Legal%20Protections%20for%20ELs.pdf](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Documents/Fact%20Sheet_Overview%20of%20Legal%20Protections%20for%20ELs.pdf)

## APPENDIX II: School Health Centers in Oregon

Services are available to students regardless of their ability to pay, insurance status, race, color, national origin, religion, sex, gender identity and/or gender expression/presentation, immigration status, sexual orientation, disability or marital status. In some instances, centers provide services to siblings, families, and community members as well. For more information see the below information and link.

<https://www.oregon.gov/oha/ph/healthypeoplefamilies/youth/healthschool/schoolbasedhealthcenters/pages/index.aspx>

