



EagleRidge
High School

Parent / Student Handbook



Relationships. Relevance. Rigor.

Revised Aug. 2017

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Introduction

EagleRidge High School Vision and Mission

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

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

Culture:

Relationships - I will discover and honor my value and the value of others.

Relevance - I will discover how my learning connects to my life.

Rigor - I will make sure everything I do is achieved with great care and accuracy.

EagleRidge High School

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

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

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

EagleRidge High School
 677 South 7th Street
 Klamath Falls, OR 97601
 www.EagleRidgeHigh.com
 541-884-7627
 541-887-8054 fax

Staff Directory

Name	Position	Email
Donald Petersen	Director	dpetersen@eagleridgehigh.com
Tina Douglas	Business Manager	tdouglas@eagleridgehigh.com
Shannon Santillie	Receptionist/Registrar	ssantillie@eagleridgehigh.com
Kim Cappel	Student Advisor/ Assistant Director	kcappel@eagleridgehigh.com
Brent Palmer	IT Manager/ Computer Coding	bpalmer@eagleridgehigh.com
Emilie Benke	Social Studies	ebenke@eagleridgehigh.com
Sari Saluskin	Language Arts Teacher	ssaluskin@EagleRidgeHigh.com
Mike VanLoon	Math Teacher	mvanloon@eagleridgehigh.com
Michael Metts	Math Teacher	mmetts@eagleridgehigh.com
Bob Galindo	Science Teacher	bgalindo@eagleridgehigh.com
Ila Amos	PE, Health, & Leadership Teacher	iamos@EagleRidgeHigh.com
Ric Medina	Digital Media Teacher	rmedina@EagleRidgeHigh.com
Troy Santillie	Music Recording Teacher	tsantillie@eagleridgehigh.com
Jackie Lancaster	Business & Drama Teacher	jlancaster@eagleirdgehigh.com
Laura Jaskiewicz	Language Arts and Reading	ljaskiewicz@eagleridgehigh.com
Wally Olszowka	Custodian	wally@EagleRidgeHigh.com

School History

EagleRidge High School (EHS) is a free, publicly funded charter high school designed to provide rigorous academics so that students will have a smooth transition to post-secondary education or employment opportunities. Above and beyond normal graduation requirements, EHS students are required to complete requirements in these additional areas: four college classes; and 40 hours of career exploration (internship) in a work environment; 40 hours of community service; four credits each of Math, Science, & English, three credits of History, one year of Digital Media; and perform to industry standards (on software products) before high school graduation. Technology standards and skill development as well as business standards are embedded into our curriculum.

Grant and Other Funding

Besides State funding to run the school budget, EHS relies on fund raising efforts of students and staff to operate clubs and other extracurricular activities. Small fees are also charged at the beginning of the school year for technology and voluntary fees for yearbook, and other activities.

The Bill and Melinda Gates Foundation

Schools today face new and different challenges, but few have the time or resources to make the changes necessary to help all students achieve. The Bill and Melinda Gates Foundation is committed to working with and encouraging outstanding schools, school districts and school networks that have focused time, energy, and resources on helping all students achieve. The Bill and Melinda Gates Foundation contributed grant funds to make this school a reality.

The foundation invests in schools that reflect a common set of attributes that research and best practices show are necessary to create a rich teaching and learning environment where every student thrives. EagleRidge High School believes in the Gates Foundation and its attributes; EagleRidge believes in the potential of our kids.

General Information

Building Hours

The school building will be open from 8:00am to 4:00pm Monday-Friday with the exception of school holidays. The Summer Office Schedule is from 8:00am to 1:00pm Monday-Friday until Aug. .

Regular Weekly School Schedule

Mon, Tues., Thurs., Fri.		Wed Only	
Breakfast	8:20 - 8:40	Breakfast	8:30 - 8:55
Block 1	8:45 - 9:51	Block 1	9:00 – 9:46
Block 2	9:55 -11:01	Advisory Block	9:50 – 10:21
Block 3	11:55 – 12:11	Block 2	10:25 – 11:11
Lunch	12:11 – 12:45	Block 3	11:15 12:01
Block 4	12:50 – 1:56	Lunch	12:01 – 12:35
Advisory Block	2:00 – 2:26	Block 4	12:40 – 1:26
Block 5	2:30 - 3:36	Block 5	1:30 – 2:16

Students may come to school at 8:00am or stay until 4:00pm to receive extra help from teachers or to complete projects except Wednesday. NOTE: Some students may be specifically invited to attend extra help sessions such as After School Tutorials.

Student Placement

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

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

Food Service

The Klamath Falls City School District Food Services Department provides student meals. If you have any questions regarding your student's account, you can reach the department at 541-883-4758. Menus are available online at <http://kfalls.nutrislice.com/menu/eagle-ridge>

Applications for free/reduced meals are available in the EagleRidge office or preferably on line at:

www.kfalls.k12.or.us/departments/foodservice.asp (Find Meal Application)

Student Clubs on Campus

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

List of Student Clubs

Gamers	Art
Robotics – Held jointly with EagleRidge, Klamath Union, and Mazama High Schools.	DJ Club
Future Business Leaders of America (FBLA) Our Largest Club	Chess Club
Key Club (Sponsored by Kiwanis of Klamath Falls)	Your Dream Club Here!

Student Services

Please make an appointment with the Student Advisor/Counselor to seek help in obtaining professional counseling assistance, or simply drop by the front office with issues requiring attention including meeting with the Director.

Student Rights and Responsibilities

Among student rights and responsibilities are the following:

1. Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;

2. Once admitted, the responsibility to attend school regularly and to observe school rules is essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights especially observing Plagiarism rules.
5. The right to privacy, which includes privacy with respect to the student's education records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior. Please see Infractions and consequences contained within the Handbook. Teachers may set additional standards provided they do not conflict with student rights.

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

Curriculum

College and Career Advisory

Each student meets with the Student Advisor/Counselor to review his/her transcript, graduation requirements and career goals. The Student Advisor/Counselor assists students to complete college applications, scholarship applications, and financial aid. Some of our in-class workshops for juniors and seniors include filling out college applications, preparing for the PSAT, Financial Aid and Career Search. Software programs will be available for college planning, college financing and scholarship searches.

Credit Requirements for Graduation		
History / Social Science	3 Credits	World History (1) American History (1) Economics (1/2) American Government (1/2)
English	4 Credits	
Mathematics ¹	4 Credits	
Science	4 Credits	2 with lab experience

¹ Algebra II and two consecutive years of a foreign language are required to enter a four-year university.

Second Language ¹ / Fine Arts / Applied Arts	4 Credits	Digital Media (1) Three more credits based on Personal Education Plan.
Miscellaneous Classes	3 Credits	Health (1) Physical Education (1) Electives (1)
College Courses	4 High School Credits	4 Classes May replace required or elective classes based on Personal Education Plan
Civic Service / Service Learning	1 Credit	40 Hours
Internship	1 Credit	40 Hours
Digital Portfolio / Senior Project	1 Credit	Earned upon completion
Total Credits to be Earned	29 Credits	

Course Offerings

Math Intervention

Course Description: This course is designed to offer additional support by improving mathematical and critical thinking skills. Students will receive additional support to comprehend and complete assignments in their core math class.

Pre-Algebra

Course Description. This year long course prepares students for Algebra I. The focus of the course is building the foundation necessary for success in the study of algebra.

Students will become familiar with the following: the properties of mathematics; the language of algebra; solving one step and two step equations; adding, subtracting, multiplying and dividing rational numbers and integers; solving inequalities; graphing equations and inequalities; proportion; percent; statistics and graphs; probability; applying algebra to geometry; and measurement.

Algebra I

Prerequisite: Pre-Algebra (C or better) or teacher recommendation.

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

Geometry

Prerequisite: Algebra I (C or better) or teacher recommendation

Course Description: This course provides students with a contextual experience in developing geometry and algebra skills. Problem solving drives the exploration of numbers, algebra, geometry, measurement, data analysis and probability. Students learn about special concepts (2 and 3-D), attributes of shapes and the power of proof. Students with semester grades of C's or higher will advance to Algebra 2.

Algebra 2

Prerequisite: Geometry

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

Precalculus

Course Description: This course follows the College Algebra (Math 111) and College Trigonometry (Math 112) curriculum of Klamath Community College. This course runs as dual credit (both high school and college) with a grade of "B" or better

Personal Finance

Course Description: This is a semester long course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Advanced Math Topics

Course Description: Students will become proficient in problem-solving strategies and applying the Common Core Mathematical Practices.

Prerequisites: Junior or Senior, successful completion of Algebra 1.

Algebra 1A and 1B

Course Description: These courses address the need for an expanded year of the Algebra 1 curriculum. These classes offer students an opportunity to hone their computational skills by working through several practice problem sets before moving on to a formal assessment.

Choir 1

Course Description: Introduction to singing in groups of varying sizes. Students will practice the basics of vocal production, pitch, tone quality and diction. This study will include the elements of note reading and music theory of various styles. Students will

learn what is needed to combine their skills and abilities with others in order to prepare for performances. They will demonstrate to the class and in public settings on a regular basis. Students will be encouraged to use their individual and combined abilities and knowledge of music to produce arrangements of existing songs for use in Choir and to create new compositions.

Introduction to Theater

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

Theater Production

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

Beginning Digital Media

Course Description: The goal of this class is to introduce the student to art, design, and the technologies of new media. Design principles, color theory, the creation of media, some art history, professional standards and processes will be covered in this course.

Students, on their own and in teams, will work on problem-based learning projects to create digital media. Students learn project planning, storyboarding, and working in teams, which mimics the professional world. This course will introduce creative expression, traditional formats and integrate the old with the new. This integrated curriculum forms a solid groundwork which students may build upon in further digital media classes and will give students the skills they need to begin effective work on their digital portfolios.

Video Production

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

Graphic Design

Course Description: Beginning to intermediate use of Photoshop, Illustrator, Indesign software that is produced by the Adobe Company and is considered the world's standard for graphic designers. Students will gain an in-depth understanding of the "Principals of Design", along with photography.

Photoshop

Course Description: Photoshop is a powerful image editing software that allows its users to create innovative designs along with fixing damage or imperfections in photos. Areas of study will include: Beginning to intermediate use of Photoshop and Indesign:

Tools, cropping images, color correction, image restoration, file formats, layout design, filters and adjustments, layers, styles, and design principles/methods of design.

Web Design

Course Description: Web design is the process of designing websites – a collection of online content including documents and applications that reside on a web server/servers. As a whole, the process of web design includes planning, post-production, research, advertising, as well as media control that is applied to the pages within the site by the designer or group of designers with a specific purpose. Areas of study will include: Beginning use of “Dreamweaver” software that is produced by the Adobe Company and is considered the world’s standard for HTML editing. Students will learn basic HTLS and CSS code along with site layout designing. Students will then learn an in-depth understanding of the Content Management System “Joomla”.

Students will learn about templates and articles along with menus and categories.

Video Game Design Lab

Course Description: Students learn at their own rate using the Unity 3D software.

There are three main projects to complete in order to pass the class. Roller Ball, is an introductory game that teaches students the importance of properly written code and how objects work. Space Shooter is the second project that pushes the student’s mind to learn more advanced techniques. The last project is a choice between two advanced, first person, games that leave the student with a good understanding of using Unity 3D on a more professional level.

Health I

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

Health II

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

Physical Education

Course Description: PE Class prepares students for the long term benefits of an active and healthy life. Students will be able to show appropriate and positive behavior management (social skills), respect for all individual differences, including gender,

ethnicity, and physical activity. Students will be able to show competency in a variety of skills and be able to communicate and demonstrate the rules and strategies for each of these skills.

Yoga

Course Description: Yoga class will prepare students to show competency in Yoga. Students will be able to communicate and demonstrate the rules and strategies of Yoga. Students will also be able to prepare and teach a yoga routine to their peers.

Community InterAction (CIA)

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

EHS Leadership

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

Yearbook

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

Language Arts 9

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

World History/World Literacy

Course Description: The World Studies program is an integrated course co-taught by a Language Arts teacher and a Social Studies teacher, and allows students to earn credit for both areas. Dual World Literature and World History is integrated into one class which offers students a unique opportunity to examine change and continuity in world culture. The class will cover world history with projects based on various literatures that motivated those cultures. The focus on life and society around the world provides an understanding of world history and the literatures that motivated those cultures. Responses will include reading assessments, oral presentations, and written work,

which will be assessed for content, organization, sentence fluency, and conventions.

World Studies uses a multi-disciplinary approach to examine world literature and historical content through project based learning. This course fulfills the 10th grade level English Language Arts requirement.

American History/American Literacy

Course Description: Dual American Literature and American History course which offers students a unique opportunity to examine change and continuity in American culture.

The focus on American life and society provides an understanding of our own culture as well as its impact on other countries in the world from the turn of the 20th Century through the 1990s. American Studies uses a multi-disciplinary approach to examine 20th Century Literature and historical content through project based learning. This course fulfills the 11th grade level English Language Arts requirement. Students will read, analyze, and respond to various literatures and writings integral to American history. Responses will include reading assessments, oral presentations, and written work, which will be assessed for content, organization, sentence fluency, and conventions.

English 12

Course Description: Senior English is a dual credit course that allows students to earn high school *and* college credit. The course emphasizes writing in different forms, including fiction (prose, poetry, and drama) along with a variety of non-fiction writing.

The non-fiction writing will focus on types of writing relevant to both the work world and higher education. Students will become proficient at applying MLA formatting rules in an academic research paper, writing persuasively, and using writing guides to polish their writing. Students who would like to earn college credit for Senior English may do so by completing college level work in lieu of the high school level assignments, resulting in credit for Writing 121 at Klamath Community College.

Economics

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

American Government

Course Description: This course serves as an introduction to the three branches of U.S. national government. It is taught with the conviction that a knowledgeable and informed citizenry is best prepared for being active in our participatory democracy.

Government is designed to give students an analytical perspective on government, politics and policy making in the United States through project based learning. It

involves both the study of general concepts used to interpret US Politics and the analysis of specific case studies. Specific areas of study include: *The US Constitution*, *the Bill of Rights*, the *Declaration of Independence*, the Presidency, and The Supreme Court.

Criminal Justice

Course Description: Students will explore crime, criminology, law, policing, the judiciary, community corrections, corrections, and juvenile justice. Students will closely examine issues surrounding the Bill of rights and our Constitutional guarantees. Students will also explore how different groups and the media interpret justice and how justice is served for various groups. On occasion we will have guest speakers from various local law enforcement agencies. Additionally, students must complete a community service project that promotes public safety.

Reading Intervention – Read 180

Course Description: Read180 is a reading intervention class. The class is structured to give students 4 types of reading practice: group reading and discussion, small group or one on one reading help, computer reading skills practice, and independent silent reading.

Writing Lab

Course Description: A writing support class to help students learn the fundamentals of organization in writing. Students will look at good writing, practice writing skills, and have time to work on writing for other classes.

ELA Lab

Course Description: A reading and writing intervention and support class. Students will focus on specific skills related to reading, writing, listening and speaking.

Conceptual Biology

Course Description: Students will build their own curriculum that encompasses topics such as genetics, cell biology and ecology. Projects presented will require students to gain extensive biological knowledge in an area of study, investigate the area of study on a local, national or global scale, create methods or products that are supported by scientific rationale to address issues that pertain to the area of study and employ the scientific method to prove the effectiveness of their innovative method or product.

Biology

Course Description: Students will investigate concepts that surround the field of biology in a micro to macro sequence. Students will study foundational concepts that surround the cell, genetics, biochemistry, evolution and ecology. Students will perform labs that cause them to gain skills in tissue culture, macromolecule identification, forensics and population studies. Students will be required to demonstrate their knowledge through a combination of project-based and portfolio-based learning.

Earth Science

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

Chemistry

Course Description: Students will be introduced to atoms and atomic components, learn about periodic trends, chemical reactions, gas laws, acids and bases, stoichiometry and Le Chatelier's principles. Students will learn to perform distillations, titrations and various synthesis reactions. In addition, students will be introduced to physical science concepts such as matter, energy, and Newtonian laws. Students will be required to apply the mentioned physical concepts to construct various products.

Career Exploration

Course Description: Students will explore career options utilizing employment and community resources, plus online job search resources. Interviewing skills will be stressed with mock interviews. This course is a Dual Credit College class.

Accounting

Course Description: This class provides an understanding of the accounting cycle, debits and credits, and financial statements for businesses. It is a stepping stone for potential career certification and a Dual Credit College class. It incorporates the use of simulations and projects to reinforce the information.

Marketing

Course Description: *This course explores the components of promoting and selling products and services. Activities include using digital video tools to develop marketing plans, trips to marketing companies and career opportunities.*

Introduction to Business

Course Description: This is a course that explores the areas of Business Law, Business Ethics, Global Business environments, and Finance, as well as the coordination of Business in other areas such as Marketing, Economics and Accounting. There will be discussions, projects, group interaction activities and the study of business terminology. Also, the preparation for employment and career options will be presented.

Introduction to Computer

Course Description: Students will gain hands-on experience with software fundamentals, including Windows operation system, web browsers, word processing, spreadsheets, presentation, and database. This course also includes concepts of computer operations and literacy, along with an insight into the broad impact of computers and their uses in today's society.

Business Concepts

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

College Credits Graduation Requirement

College Class Protocol

Four College Classes are a requirement for graduation at EagleRidge High

School. The classes can be worth any amount of credit, can be any type of class, and may also include one Community Education class, with the approval of the Student Advisor/Counselor or the Director. A grade of C or better must be achieved for dual credit and F's are unacceptable towards the four class requirement.

It is strongly encouraged that students take classes that pertain to the career they hope to have, whether for dual credit or not.

EHS pays for the four classes and the textbooks required; any classes a student is interested in taking after the required four can be discussed with the Student Advisor/Counselor in the Student Services office.

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

The Student Advisor/Counselor can assist students in choosing classes, registering for classes, and renting textbooks.

Times and dates for college class registration will be posted around the school;
DEADLINES WILL BE CLEARLY STATED AND STRICTLY ADHERED TO IN ORDER TO ALLOW TIME TO PROCESS CLASS REQUESTS AND ORDER TEXTBOOKS.

For questions or concerns, please contact Mrs. Cappel at 541-884-7627 or kcappel@eagleridgehigh.com

Career Exploration Requirement

EagleRidge High School students will experience firsthand the realities of the work place by completing a **40-hour internship** during their junior or senior year. This experience enhances their resume, boosts their marketability, and teaches them the basic responsibilities of a real-life job. The students are expected to behave in a professional manner, completing their tasks thoroughly and to the best of their ability.

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

The career exploration grading process is a one credit Pass or Fail system; therefore, if a student does not meet all of the required steps by the appropriate deadlines, he or she will receive an “F” and be required to find a new career exploration opportunity. Parents/guardians are encouraged to speak with their students about their internship throughout the process to help keep them on track.

All students will be allowed to complete their internships as soon as they are ready. They will be made aware of the opportunity and have the chance to meet with the Student Advisor/Counselor to **complete paperwork**.

Civic/Service Learning Requirement

40 hour minimum requirement - Freshman-Senior Students.

EagleRidge strives to expose students to as many meaningful service learning opportunities as possible. All service hours must be pre-approved by the student’s advisor and parent.

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

The Clearinghouse explains that “Community members, students, and educators everywhere are discovering that service learning offers all its participants a chance to take part in the active education of youth while simultaneously addressing the concerns, needs, and hopes of communities.” Civic /service learning combines service objectives with learning objective views with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with

structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content.

In addition to classroom civic/service learning opportunities, students wishing to have additional hours on their transcript will be able to access the “community service database,” which lists community service options outside of the classroom. In order to receive credit for the work done outside the classroom, students are required to pick up a “service learning packet” from the Student Advisor/Counselor and have it signed by the supervisor at their volunteer site.

Diploma Alternatives for Special Education

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma or alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

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

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

A student who receives a modified diploma, extended diploma or alternative certificate will have the option of participating in a high school graduation ceremony with the student’s class.

A student who receives a modified diploma, extended diploma or alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public charter high school, unless reduced by the Individualized Education Program (IEP) team.

EHS will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, EHS will give the student an individualized summary of performance.

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

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

Modified Diploma

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

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

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

Subject	Modified Diploma requirements
English	3
Math	2

Subject	Modified Diploma requirements	
Science	2	
Social Studies	2	
Health	1	
PE	1	
Career Technical Ed, The Arts or Second Language	1	
Electives	12	
Total credits required for modified diploma:	24	
Essential Skills required:	Enrolled in grade nine during 2008-09 school year (Graduates of 2012): Read and comprehend a variety of text.	Enrolled in grade nine during 2010-11 school year (Graduates of 2014): Read and comprehend a variety of text, write clearly and accurately, apply math.
	Enrolled in grade nine during 2009-10 school year (Graduates of 2013): Read and comprehend a variety of text, write clearly and accurately.	Enrolled in grade nine during 2011-12 school year or first enrolled in grade nine in any subsequent school year (Graduates of 2015 and beyond): Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education.
Other graduation requirements:	Develop an education plan and build an education profile.	
	Demonstrate extended application through a collection of evidence.	

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

1. For a student on IEP's, any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on IEP's, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed and modifications must be approved by the school IEP or 504 team that is responsible for monitoring the student's progress toward the modified diploma.
3. Since modified means that the student will be challenged to the level of their ability, they will be expected to meet modification standards as established by their IEP's or 504's as adjusted by teacher modified assessments. Non passing grades will be given to students who do not strive or try to meet the modified assessment standard.

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

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

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

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

- a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a second language.
2. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 3. Have a documented history of a medical condition that creates a barrier to achievements; and
 4. Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 5. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma or extended diploma if the students meet minimum credit requirements established by EHS. Alternative certificates will be awarded based on individual student needs and achievement.

Advanced Diploma Program

Upon completing requirements for graduation, students may elect to take advantage of the Advanced Diploma Program (ADP) which allows them to take college classes at Klamath Community College for a year at no charge to the student. EHS picks up the cost of tuition and books and receives the ADM for those students. Those students who choose to take advantage of the ADP walk at graduation, receive a diploma cover and a congratulatory note. The official paper high school diploma becomes available to them at the completion of the year of college or at the time when they drop out of the ADP program.

Parental Notification

EHS annually notifies parents of all students, including adult students, currently in attendance that they have the right to:

1. Inspect and review the student's records;

2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy STUDENTS 700.22 – Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by EHS to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of EHS's education records policy.

EHS forwards education records requested under OAR 581-021-0255 Transfer of Student Education. Copies EHS policies and procedures may be obtained at the EHS Office.

School Policies

Culture Code

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

- **Trustworthiness** - Be honest in communications: sincere, truthful and avoid all manner of deception. Be honest in conduct: don't steal or cheat. Be loyal, reliable, punctual, and keep promises.
- **Respect** - Be civil, courteous, and decent. Be tolerant of differences regardless of age, race, religion, gender or sexual orientation. Seek to resolve conflict creatively and peaceably. Encourage autonomy in oneself and in others.
- **Responsibility** - Be accountable for actions. Pursue excellence (e.g., diligence and perseverance). Show self-restraint. Lead by example.
- **Fairness** - Be open-minded and relentless in the pursuit of truth. Show impartiality in decision-making and implementation of decisions. Avoid careless accusations and taking advantage of others. Be consistent. Follow due process.
- **Caring** - Be concerned with the well-being of others. Be kind. Express gratitude. Empathize with and forgive others. Help others in need. Be careful to care for self in order to be available to care for others.
- **Citizenship** - Volunteer in the community. Cooperate. Stay informed about professional development and community affairs. Obey the law. Obey the rules and policies of the school. Respect authority.

Yes! As a future student of EagleRidge High School, I have read, understand, and am committed to follow this Culture Code by adopting the six core principles for myself and agreeing to behave in accordance with their implications.

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

Student's Name (Printed) _____

Student's Signature _____ Date _____

Signature of Parent/Guardian _____ Date _____

Dress Code – The ABC(D)'s of EagleRidge High School

Acceptable Attire

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

Banned Body Wear

1. No Bottoms, Bellies, Breasts, Backs, Bras, Bagging, or Bandanas: None of the items that are listed above may be seen at any time while at school. No exceptions.
2. Dollar Bill Rule: No skin may show above the length of a dollar bill placed at the knee. Solid leggings may be worn under pants or shorts, no fish net or shredded leggings. Tank top straps must be at least a dollar bill width wide. Tank top arm armholes may only be as wide as the width of a dollar bill placed at the under arm.
3. Footwear: No footwear with soft soles may be worn at EHS. This includes slippers and very thin flip-flops. Footwear with solid soles may be worn at EHS.

Clothing Code of Conduct

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

(Dress for Success)

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

EagleRidge High School

Dress Code Agreement

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

I have read and understand the ABC(D)'s of EagleRidge and will abide by the Clothing Code of Conduct therein. I understand that if I do not adhere to these rules, I will be sent home immediately and allowed to return to school only when my attire is appropriate.

I understand the requirements for presentation clothing and will abide by them.

_____ Student Signature

_____ Parent Signature

Standard Rules and Expectations

Visitors in the Workplace

To provide for the safety and security of employees, visitors, and the facilities at EagleRidge High School, only authorized visitors are allowed in the workplace. They are required to wear a visitors pass. Restricting unauthorized visitors helps ensure security, decreases insurance liability, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors and invited guests must report to the main office upon arrival. Former students are considered visitors and do not have authorization to be on campus unless they have a school related reason for being here and are issued a Visitors Pass by the Office. All invited guests including former students must first be cleared by the office after checking in. All teachers should notify the office of all planned visitors including visitors who may be assessing presentations.

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

Cell Phone Use

We recognize the importance of students having cell phones which enhance their ability to communicate with parents and their ability to summon help in an emergency. Cell phones may not be used during any class period or activity, whether the student is inside or outside the classroom, and must not be visible during any class period. Students are welcome to make special arrangements with their teacher on a case by case basis.

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

Phone Use and Electronic Devices (MP3, CD Players, Games, etc.)

- Phones and Electronic Devices may NOT be used in the EagleRidge Classroom.
 - First Offense: Device will be confiscated by the teacher if out in the classroom and returned by the teacher at the end of the class.
 - Second Offense: Device will be confiscated by the teacher if out in the classroom and returned to the office.
 - The phone will then be returned to parents.
- Phones and Electronic Devices may be used before school, at lunch, and after school IF played at a level that does not disturb others.
- Some students who have an IEP or 504 will have an exception to this rule as provided for in the IEP and 504, and may use the Device accordingly if NOT a distraction to self or others.

Students' Displays of Affection

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

Food and Drink

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

Campus Mobility

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

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

Campus is “open” before school, during lunch, and after school.

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

Bicycles and Skateboards

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

Parking and use of Automobiles and Motorcycles

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

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

EAGLERIDGE HIGH SCHOOL STUDENT TECHNOLOGY AGREEMENT

- **Student Activity**
 - EagleRidge High School prides itself on providing students with the tools and technology to excel in a secure environment
 - Each student is provided a backed up “Student Directory” with a unique student username and password for computer, network, internet, and MOODLE access
 - School Related Projects
 - If you have a school club or organization that requires extraordinary rights or assistance, coordination with the Director and IT Manager will be required. Below are two examples of such clubs
 - Gamers Club
 - Robotics Team

- **Computer user account**
 - Personal Account
 - User Account Activity
 - Your user account is your responsibility, it is recommended that you logout of your workstation when you are away.
 - Any breach in the technology agreement perpetrated while using your login information will be your responsibility
 - No Tampering
 - Any attempt to alter data that is not your own will be considered tampering.
 - Any attempts to alter workstation configuration both physically and logically will be considered tampering
 - No Viruses
 - EagleRidge High School takes extensive measures to ensure your personal information, data, and coursework remain secure
 - Any virus and or malicious software traced to your user account will be your responsibility. Ensure data transferred from your personal drives is clean from infection

- **Moodle user account**
 - Personal Account
 - Your Moodle user account is your own responsibility and should contain only school related content

- **Student Directory**
 - Each student has a student directory also referred to as your “V” drive that is backed up regularly and should be used for important school related data
 - Student Directory Size
 - The current quota for student directories is 2GB

- Allowed gaming in agreement and coordination with school policy and procedures
 - Robotics Club
 - Enables extraordinary computer access for use with specialized software
 - Chess Club
 - Key Club
 - Future Business Leaders of America – FBLA
-
- **Phone Use and Electronic Devices (MP3, Games, etc.)**
 - Phones and Electronic Devices may NOT be used in the EagleRidge Classroom.
 - Phones will be confiscated by the teacher if out in the classroom and returned to the office.
 - The phone will then be returned to parents.
 - Phones and Electronic Devices may be used before school, at lunch, and after school.
-
- **Reprimand**
 - Warnings
 - Any breach of this technology agreement will result in warnings in accordance with EagleRidge High School's policy and procedures agreement
 - Expulsion
 - Escalation of any activity in contradiction to this agreement will result in expulsion

I have read this document, understand, and agree to the policies thereof.

Student

Signature: _____ Date: _____

Staff Signature: _____ Date: _____



Student Personal Computer Use Technology Agreement

- **Personal Computer Use**
 - Under special circumstances a personal computer may be used at EHS for school related use
 - This document must be signed in addition to the student technology agreement to gain personal computer use authorization
 - The student is responsible for providing proof of authorization at anytime by providing a copy of this signed document

- **EagleRidge High School Responsibility**
 - EagleRidge High School is not responsible for any personal devices, software, or data

- **Reprimand**
 - Warnings
 - Any breach of this technology agreement will result in warnings in accordance with EagleRidge High School’s policy and procedures agreement
 - Expulsion
 - Escalation of any activity in contradiction to this agreement will result in expulsion

I have read this document, understand, and agree to the policies thereof.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Director Signature: _____ Date: _____



Attendance Policy

EagleRidge High School, like many professional organizations, values individual responsibility and self-management. Therefore, EagleRidge High will create an environment that encourages students and their families to support these values. One of the clearest ways to demonstrate this is regular and punctual attendance.

We believe that families should routinely monitor their student's attendance.

EagleRidge students are not allowed to clear their own absences or tardies unless they are an emancipated minor. Calls home will be made to the parents of absent students. Parents who have questions and/or concerns about their student's attendance may call the office.

Absences

A student not in attendance and not participating in a school-related / sanctioned activity will be counted as absent. **The State of Oregon considers the following to be the only excused absences: death in the immediate family, illnesses at home, doctor appointments, and serious injuries. EagleRidge High School also considers these to be the only excused absences.** Absenteeism that is not prearranged at least two-days before a student is absent for any reason other than the aforementioned, shall be considered unexcused and makeup credit may not be awarded.

94% minimum attendance is required at EHS.

Tardiness

Teachers will take roll at the beginning of the class period and students who arrive after the designated start time for class will be reported as tardy. Tardiness will be counted until 5 minutes after start time by the classroom teacher. After that, a student will need an admittance slip from the office.

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

After 5 minutes, a student coming in late will be considered absent.

Reporting Tardiness

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

Reporting Absences

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

Excused absences can also be made for other reasons when satisfactory arrangements are made in advance and approved by the Director or designate. For family trips, college visits, etc., students should complete a planned absence form at least a week before the scheduled absence and include how the student will benefit educationally. The parent, student, and all teachers must sign the planned absence form so that the assignments may be given for the scheduled absence. **Forms are available in the front office.**

Excused Absence Make-up Work Policy

Truancy

Except when exempt by Oregon Law, all underage students who have not completed the 12th grade are required to attend school full time on a regular basis.

Persons having legal control of a student ages 7-17 who has not completed the 12th grade are required to have the student attend school. Violation is a Class C infraction and is punishable by a citation up to \$150.

A parent who is not supervising his/her student by requiring school attendance may also be in violation of ORS 163.577(1)(c). Failing to supervise a child is a Class A violation and punishable by a fine up to \$600.

Any absence from a scheduled class not authorized by the parent and the school is considered a period truancy. Students absent without authorization during all scheduled periods of any school day receive an all-day truant status and possible issue of a "Truancy Ticket".

The procedure for all-day truanancies will be as follows:

The student will be referred to the Student Advisor/Counselor, a letter will be sent home to parents and the student will be sent to the Director for counsel.

Subsequent occurrences will be referred to the Director and a second letter will be issued.

The parent/guardian of a student classified as a truant shall be notified of the following:

- The parent/guardian is obligated to compel the student to attend school.
- The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution.
- The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- Alternative educational programs are available in the district.
- The student may be subject to restriction or delay of his/her driving privilege.
- It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

Proficiency Based Grading Policy

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

Grading the Minimum "C" Examples:

Number 1: A student could earn as low as 62.5% average on Project Standards, but must earn 100% average on student work. Standards are weighted at 80% of the total grade and student work is weighted at 20%. This would be calculated $(62.5 \times .8) + (100 \times .2) = 50 + 20 =$ Average of 70%, therefore student would receive an "C" for final grade. This scenario would be rare since students DOING work generally score much better than this on Standards.

Number 2: Student receives 65 average on Project Standards because they did not pass all of their standards, but the student works hard and earns 80% on continuous student work. Grading would be calculated as $(65 \times .8) + (80 \times .2) = 68\%$ average. The student would receive the Grade of "F" because the average is below 70%. This demonstrates the importance of completing standards at least with a 70% average.

Last Day to Hand in Work for the Trimester

Last Day to Hand in Work and Make up Standards is 4:00pm the last day of class. Teachers are given an additional grading day, but should not accept any work after the last day. Occasionally circumstances (such as illness) may warrant an incomplete and the student would be given extra time to complete the Standards. ALL incompletes and work received past the 4:00pm deadline must be approved by the Director who will determine a new Last Day to complete work.

Standard Discipline Policy

General Policy Statement

EagleRidge High School values individual responsibility, respect, and self-management. One of the clearest ways to demonstrate this is working within the boundaries of behavior set by the staff and the student governance body at EagleRidge. EagleRidge High School will implement systems which encourage students and their families to support these values.

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

Establishing an Educational & Professional Environment

Students and staff must follow professional conduct guidelines. This effort also demands a fair, firm, and consistent application of consequences. Students who approach our unique environment in a mature and responsible manner enjoy maximum flexibility and responsibility. At EagleRidge High School, we believe in a Progressive Discipline philosophy. Consequences increase if unacceptable behavior is repeated. With more minor offenses, serious consequences result only after verbal conferences and behavioral contracts have failed to correct the student's behavior.

Consequences

School and District reasons for suspension and expulsion supersede the consequences listed below. The School Director will determine the consequences appropriate for most inappropriate behavior. If the Director determines that expulsion from school may be

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

Typical disciplinary schedules shall be documented by a referral system:

- First Offense – Warning issued by person observing the infraction. Student will be re-taught the appropriate behavior. (No referral).
- Second Offense – Referral to Director and documented in student file with parent involvement. Student will be re-taught the appropriate behavior.
- Third Offense – Loss of technology, mobility and other privileges. Possible placement on activities non-privileged list. Referral to Director and documented in student file with parent involvement/meeting.
- Fourth Offense – Meeting with Director and mandatory parent involvement. Placement on activities non-privileged list. Possible suspension and documented in student file. Possible behavior contract put in place.
- Fifth Offense – Change in educational placement.

These consequences are subject to movement from first offense to fourth offense depending on seriousness of the behavior.

Drug / Alcohol Possession and Consumption

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

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

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

property or school activities while a detectable level of said alcoholic beverage remains in the student's body.

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

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

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

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

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

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

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

Mandatory placement on the non-privileged list will be enforced and may result in expulsion.

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

Academic Integrity

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

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

Consequences of Plagiarism and Other Acts of Academic Dishonesty

First Offense during the student's tenure at EagleRidge:

- Mandatory zero credit will be given for the educational product and the student will be required to replace the product with appropriate content.
- Immediate parent contact by staff.
- Notification by teacher to Student Advisor/Counselor and Director.
- Additional community service hours or in-house suspension as assigned by the Director.

Second Offense during the student's tenure at EagleRidge:

- Mandatory zero credit will be given for the educational product.
- Student will be given a formal reprimand.
- Recommendation for expulsion from school.

General Conduct

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

Directory Information

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

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

Public Notice

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

Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

Parental Rights

The following definitions and procedures will be used to implement the parental rights requirements of the No Child Left Behind Act (NCLBA):

Definitions

1. "Survey," as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act;
2. "Covered survey items" means one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;

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

Requests to Inspect Materials

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by EHS to a student as follows:

1. Requests may be directed to the EHS office by phone or in person;
2. Requests must be received by EHS no later than five working days following receipt of notification by EHS of its intent to administer or distribute such items;
3. Materials may be reviewed at the EHS office or mailed by EHS;
4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

Requests to Excuse Student from Covered Activities

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

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

All such requests must be:

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

Student Privacy

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

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. EHS will use reasonable

methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom EHS discloses personally identifiable information from educational records.

Notification

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

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

Harassment

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

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

Any student or employee who has knowledge of conduct in violation of this policy, or feels he/she is a victim of harassment, must immediately report his/her concerns to the school Director. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. If the complaint is about conduct of the school Director, the concern should be reported immediately to any school board member. A student may also report concerns to any school staff, who will promptly notify the appropriate school official, unless to do so would violate a communication protected by Oregon Statutes or Oregon Administrative Rules.

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

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

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

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

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits.
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff or,

3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to: did the complainant view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age, sex and conduct of the complainant; whether the alleged harasser was in a position of power over the person subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment in the school involving the same or other students or staff.

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

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

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

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

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

Harassment Complaint Procedure

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

- Step 1 Any harassment information (complaints, rumors, etc.) shall be presented to the EHS Director or compliance officer. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates. If the compliance officer is the subject of the complaint, the complaint will be submitted to the EHS Director. If the Director is the subject of the complaint, the complaint will be submitted to the EHS board.
- Step 2 The EHS official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 10 working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The EHS official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.
- Step 3 If a complainant is not satisfied with the decision at Step 2, he or she may submit a written appeal to the EHS board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The EHS board shall, within 30 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The EHS board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

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

information regarding filing of a complaint may be obtained through the EHS Director or compliance officer.

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

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

EagleRidge High School

BULLYING & HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

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

Any other information: _____

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

Signature: _____

Date: _____



EagleRidge High School
WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

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

Signature: _____

Date: _____



Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/ Teen Dating Violence

Definitions

“EHS” includes EHS facilities, EHS premises and non-EHS property if the student is at any EHS-sponsored, EHS-approved or EHS-related activity or function, such as field trips or athletic events where students are under the control of EHS.

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

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

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

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation², national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

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

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

“Retaliation” means harassment, intimidation or bullying, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of harassment, intimidation or bullying and acts of cyberbullying, teen dating violence or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

Reporting

The Director will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the Director who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on EHS property, at an EHS-sponsored activity or in a EHS vehicle or vehicle used for transporting students to an EHS activity shall immediately report the incident to the Director. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing or an act of cyberbullying to the Director may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

²“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the Director who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the Director who has overall responsibility for all investigations.

This report may be made anonymously. A student may also report concerns to a teacher or Student Advisor/Counselor who will be responsible for notifying the appropriate EHS official.

Complaints against the Director shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the Director review the actions taken in the initial investigation, in accordance with administrative regulations.

The Director has responsibility for investigations concerning hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party(ies) having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

- Step 1 Any hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the Director. Complaints against the Director shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.
- Step 2 The EHS official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The EHS official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The EHS official(s) conducting the investigation shall notify the complainant

and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

- Step 3** If the complainant is not satisfied with the decision at Step 2, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

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

EHS shall incorporate into existing training programs for students and staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying.

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

EHS shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying.

The Director shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district website, and school and EHS office and the development of administrative regulations, including reporting and investigative procedures.

Infractions and Consequences

The following are guidelines for infractions and their subsequent consequences. These are by no means the final word, but merely serve as a guide for the students and their parents. Every infraction of the school rules will be dealt with on an individual basis.

Offense	Description	Offense Number	Consequence Expected Suspension or Expulsion
Arson	Intentionally setting a fire	1 st Offense	Suspension pending recommendation for expulsion
Assault on a person Fighting	A violent physical attack with or without injury	1 st Offense	Min. of 3 days suspension – Police Report (May receive 2 nd Offense consequence if warranted.)
		2 nd Offense	Police Report Suspension pending recommendation for possible expulsion
Assault Threats	Threats of a physical attack, punishment, or inflicting harm	1 st Offense	Min. of 1 day
		2 nd Offense	Min. of 3 days – Police Report
		3 rd Offense	Police Report Suspension pending recommendation for expulsion
Assault on Teacher or Staff	A violent physical attack with or without injury or threat of it	1 st Offense	Police Report Suspension pending recommendation for expulsion
Assault Threats on a Teacher or Staff	Expressions of intent to injure, punish, or inflict harm.	1 st Offense	Police Report Min. of 3 days (May be escalated to 2 nd Offense consequences depending on severity).
		2 nd Offense	Police Report Suspension pending recommendation for expulsion
Auto Misuse – Reckless Driving on or around Campus	Reckless Driving on or around Campus	1 st Offense	Min. of 1 day
		2 nd Offense	Suspension pending recommendation for expulsion – Police Report

Auto Parking Violation	Not parked in proper place	1 st Offense	Warning – Parent Contacted
		2 nd or More Offense	Issued a Police Citation
Breaking and Entering	School or Another Students Items	1 st Offense	Police Report Min. of 3 days - Restitution
		2 nd Offense	Restitution – Suspension pending recommendation for expulsion – Police Report
Bomb Threats	Telephone, written, or oral threats against school or having bomb material in possession	1 st Offense	Suspension pending recommendation for expulsion – Police Report
Bullying/Harassment	Implies the systematic persecution by using annoyance, threats, or demands	1 st Offense	Referral to Councilor may recommend 2 nd Offense consequences
		2 nd Offense	Min. 1 day. – Sign Agreement
		3 rd Offense	Min. 2 days. – Contract
		4 th Offense	Suspension pending Recommendation for expulsion. Police Report
Cheating/Plagiarism Forgery	Acting in a dishonest or unfair manner such as cheating and calling ones work their own or misusing the computer or systems or writing someone else’s name (forgery).	1 st Offense	Min. 1 days – Reduced or Failing Grade. Parents notified by Teacher
		2 nd Offense	Min. 2 days – Reduced or Failing Grade – Contract or Suspension by Administration pending recommendation for expulsion
		3 rd Offense	Suspension pending recommendation for expulsion
Gambling	Gambling or running gaming activity on campus	1 st - 3 rd Offense	Min. 1 Day
		4 th Offense	Suspension pending recommendation for expulsion
Gang Behavior/Attire	Wearing, gesturing, or exhibiting Gang affiliation or conduct	1 st Offense	Min. 1 Day
		2 nd Offense	Suspension pending recommendation for expulsion. Police Report

Internet/Computer Misuse	Misuse of internet, computers, or technology systems	1 st Offense	Min. 2 Days
		2 nd Offense	Suspension pending recommendation for expulsion.
Dress Code Violation	Not following the Dresscode at EHS	1 st Offense	Cover up or change.
		2 nd or More Offense	Min. 1 Day
Extortion, Blackmail, or Unlawful Coercion	Obtaining money or property by threats – physical or mental	1 st Offense	Suspension pending recommendation for expulsion - Police Report
False Fire Alarm	Setting off or announcing False Fire Alarm	1 st Offense	Suspension pending recommendation for expulsion – Police Report
Gross Disrespect of a Teacher or Staff	Directing vulgar or profane language, defiance, or hostility	1 st Offense	Min. 1 day – Contract
		2 nd Offense	Min. 2 days.
		3 rd Offense	Suspension pending recommendation for expulsion.
Insubordination	Refusing to obey simple instructions or directions or directing refusal or negative comments to a staff member.	1 st Offense	Min. 1 day
		2 nd Offense	Min. 2 days – Contract
		3 rd Offense	Min. 3 days
		4 th Offense	Suspension pending recommendation for expulsion
Weapon or “Look Alike Weapon” (replica), and Injurious Objects	Intentionally bringing a firearm, air gun, knife, sharp instrument, explosive, or dangerous weapon designed to cause harm to others, school premises, or surroundings. Look alike’s (replica) are also prohibited.	1 st Offense	Suspension pending recommendation for expulsion, Police Report
Profanity/Vulgarity	Swearing, obscene language, flagrantly disrespectful language or conduct.	1 st Offense	Conference with Director or Councilor
		2 nd Offense	Min. 1 day
		3 rd Offense	Min. 2 days
		4 th or More	Min. 3 days
Obscene Acts, Immoral Acts, Sexual Verbal Abuse	Acts which constitute obscene or immoral conduct especially of a sexual nature	1 st Offense	Suspension pending recommendations for expulsion – Police Report – Counseling Recommended

Hate Crimes and Violence	Hate crimes which cause injury in any form.	1 st Offense	Police Report – Recommendation for expulsion
Hazing	Crimes which are instated as part of initiation, etc.	1 st Office	Min 3 Days – Police Report
		2 nd Offense	Police Report – Recommendation for possible expulsion
Repeated Minor Offenses	Chronic problems disturbing or distracting the teaching/learning process.	1 st Offense	Min. 1 Day
		2 nd Offense	Min. 2 Days
		3 rd Offense	Min. 3 Days
		4 th or More Offense	Min. 5 Days – Possible recommendation for expulsion
Illegal Substance Using	Mind altering substance constituting illegal use (glue, inhalants, prescription drugs, cocaine, methamphetamines, marijuana, etc.)	1 st Offense	Min. 5 Days – Police Report Arrest - Recommendation to Counseling
		2 nd Offense	Police Report Arrest – Recommendation for Expulsion
Illegal Substance – Intent to Distribute	Mind altering substance constituting illegal use (glue, inhalants, prescription drugs, cocaine, methamphetamines, marijuana, etc.)	1st Offense	Police Report Arrest – Recommendation for Expulsion
Use of Adult Legal Substance: Using, Selling, Supplying	Alcoholic beverages, tobacco or facsimiles (chew, etc.)	1 st Offense	Min. 3 Days – Police Report Arrest - Recommendation for Counseling
		2 nd Offense	Police Report Arrest – Recommendation for Expulsion
Sexual Harassment	Verbal or physical actions that cause discomfort by more than one unwelcome advance, staring, and sexual comments. inappropriate touching anytime,	1 st Offense	Referral to Counseling; Title IX Officer Notification – Police Report – Recommendation for expulsion Recommendation for Expulsion with Counseling

Tardy	Student is late to School less than 15 minutes Note: Noon Detention may include helping at lunch.	1 st Offense	Given Three Tardy per Semester
		2 nd Offense	Noon Detention
		3 rd Offense	2 Noon Detentions
		4 th or More Offense	3 Noon Detentions OR Possible 1 Day Suspension
Theft	Stealing from School or others	1 st Offense	Min. 1 Day – Restitution – Police Report Arrest
		2 nd Offense	Min 2 days – Restitution – Police Report Arrest
		3 rd Offense	Suspension pending recommendation for expulsion – Police Report Arrest
Trespassing	Being present in a unauthorized place (school or at neighbors), refusing to leave when asked by school personnel or neighbors	1 st Offense	Meet with Councilor or Director Min. 1 Day
		2 nd Offense	Min. 2 Days
		3 rd Offense	Arrested - Suspension pending recommendation for expulsion
Truancy	Absence from school without parent or school authorization or leaving campus without permission.	1 st Offense	Min. 1 Day
		2 nd or More Offenses	Min. 1 Day – Police Report Truancy Ticket Issued
Skipping Class	Absent from a class but still at school	1 st Offense	Min. Lunch Detention
		2 nd Offense	Min. 1 Day - Suspension
		3 rd Offense	Min. 2 Days - Suspension
Vandalism	Malicious mischief causing damage to school or private property of school or others while at school	1 st Offense	Min. 1 Days
		2 nd Offense	Police Report Suspension pending recommendation for expulsion
<p>It will be at the discretion of the director, assistant director, or school academic advisor to administer consequences of any violation of the EagleRidge High School Progressive Discipline Plan, as the severity of the infraction warrants. Every situation is unique including, but not limited to the rights of IEP students and the manifestations associated with their IEP; therefore, the administrator will have discretion to develop different strategies for different students and different situations. The consequences may be more severe or less severe than indicated by the policy, including suspensions or recommending expulsion. All discipline will be recorded and available for parent review at Tyler SIS. Parents will be notified as needed. All recommendations for expulsion will be considered after careful consultation by the administrative team and District expulsion officer. It is the policy and procedure of EagleRidge High School to prohibit any actions or behavior that is chronically disruptive and unreasonable and/or a violation of state or federal law.</p>			

Thank you for choosing...



Questions? Comments? Call us at

(541) 884-7627

We are very open to suggestions at EHS from students and parents! We take all suggestions into consideration.

Thank you for reading through the EHS Student Handbook!

HAVE A GREAT YEAR STUDENTS!!