

# **CLEVELAND HIGH SCHOOL**



## **Student and Parent Handbook 2024-2025**

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# **MISSION & BELIEFS**

## **Mission Statement**

Cleveland High School offers opportunities that students find relevant, accessible, and challenging. We encourage active, responsible citizens and provide a community where everyone is included. All students find learning that inspires their passion.

## **Belief Statements**

- **WE BELIEVE THAT** all students can learn, at a various pace, through differentiated instruction.
- **WE BELIEVE THAT** learning happens when we are present and in community.
- **WE BELIEVE THAT** the safety of staff and students is paramount to the overall operations of the school.
- **WE BELIEVE THAT** students grow in an environment that centers restorative justice practices.
- **WE BELIEVE THAT** exposing students to various enriching educational experiences will increase students critical and creative thinking skills.
- **WE BELIEVE THAT** strong positive relationships among all stakeholders are essential to academic achievement.
- **WE BELIEVE THAT** every person is worthy of dignity and respect.
- **WE BELIEVE THAT** cultural inclusion, awareness, and evaluation of multiple perspectives will serve as a pathway to productive citizens.

# **CONTACT INFORMATION**

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# **BELL SCHEDULE**

School days alternate between A days (periods 1-4) and B days (periods 5-8). Flex Time will happen roughly every other week. Consult the calendar on the front page of the [CHS website](#) or on [Trivory](#) for A and B day designations and Flex Time dates.

Flex Time provides students an opportunity to get additional help from their teachers, make up exams, or collaborate in peer study groups outside of regular class time. All students are to remain on campus and utilize Flex Time to see teachers or work independently on school assignments.

<b>A/B</b>			
Period	Start	End	Minutes
1/5	8:26 AM	9:58 AM	92
2/6	10:05 AM	11:41 AM	96
Lunch	11:41 AM	12:14 PM	33
3/7	12:19 PM	1:51 PM	92
4/8	1:58 PM	3:30 PM	92

<b>Flex/PLC</b>			
Period	Start	End	Minutes
1/5	8:26 AM	9:48 AM	82
2/6	9:53 AM	11:19 AM	86
Lunch	11:19 AM	11:52 PM	33
3/7	11:57 PM	1:19 PM	82
4/8	1:24 PM	2:46 PM	83
Flex/PLC	2:50 PM	3:30 PM	40

## **BREAKFAST AND LUNCH**

[PPS Nutrition Services](#) provides meals at school with breakfast costing \$1.60 and lunch costing \$3.50. There is no charge for meals for students who qualify for free and reduced meals. [SchoolCafe](#) is a safe, secure online payment system that can be used to fund student meal accounts. Meals provided by PPS nutrition services are served in our cafeteria. Students are free to bring their own meals and eat in the cafeteria. Conversely, students purchasing school meals may take their food and eat anywhere they like. Outdoor seating is limited to benches around the campus. Cleveland is an open campus at lunch and while students may leave campus, they should be cognizant that the exterior doors are locked again after lunch and getting back in time for class should be a priority. Regardless of where students choose to eat, they are responsible for cleaning up after themselves and keeping our hallways, cafeteria and campus clean and welcoming.

## **HEALTH AND MEDICATION**

**WE BELIEVE THAT** the safety of staff and students is paramount to the overall operations of the school. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made.

### **Medication**

Parents are encouraged to administer medication to their students at home. Medication with proper paperwork on file will be dispensed at school by the School Nurse. Parents are responsible for bringing the medication to the nurses office, located directly across from the main office. Medication will not be administered unless accompanied by a written parental consent and appropriate instructions. Verbal requests to change medication amounts, frequency, or administration will not be accepted. Students should not self-administer any kind of medication at school unless medication has been reviewed by the School Nurse and proper paperwork is on file identifying that student as a self-manager. This includes over the counter medications.

Please complete and return this [medication administration form](#).

Immunization from certain diseases must be proven to avoid exclusion from school. Immunization records are reviewed and cleared by the School Nurse and kept as part of the student's cumulative record.

### **Health Center**

The Student Health Center is a medical clinic, sponsored by the Multnomah County Health Department, which provides free and confidential medical and mental health care services to all PPS students. Students can walk in or make an appointment for service. For clinic hours and more information, please visit <https://www.pps.net/Page/6698>.

# **STUDENT SUPPORTS AND RESOURCES**

**WE BELIEVE THAT STRONG POSITIVE RELATIONSHIPS AMONG ALL STAKEHOLDERS ARE ESSENTIAL TO ACADEMIC ACHIEVEMENT.**

**What is [Title IX](#)?**

**Title IX** The health and safety of the school community is of paramount importance to PPS. *Title IX of the Education Amendments of 1972* is a Federal civil rights law that prohibits discrimination and harassment on the basis of sex in all education programs and activities. Title IX works together with state and district policy to ensure all PPS students are safe at school by reducing barriers and protecting students from environments that interfere with safely accessing educational programs or activities. Also prohibited are behaviors or incidents that create an intimidating, offensive or hostile educational climate for another PPS student.

- Under Title IX, all of the following are considered forms of sexual harassment:
  - Sexual harassment
    - Conditioning access to educational benefits on unwelcome sexual conduct (“quid pro quo”); or
    - Engaging in unwelcome conduct that is so severe, pervasive, and objectively offensive that it effectively denies a student equal access to a school’s education program or activity.
  - Sexual assault
    - Forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; or
    - Unwelcome sexual conduct that occurs without consent or when under the influence of drugs/alcohol, while unconscious or elicited using physical force, coercion, or explicit or implied threats.
  - Dating (or domestic) violence
    - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with another.
  - (cyber) Stalking
    - A pattern of behavior intended to cause fear or intimidation
- **Discrimination based on pregnancy or parenting status:** discrimination or unequal access to educational programs or opportunities based on pregnancy or parenting status
- **Gender inequity in athletics or education programs:** unequal access based on sex to athletics, co-curricular or educational programs; inequitable access to facilities, participation, scholarships or other educational benefits.

- **Discrimination based on sexual orientation or gender identity:** under Oregon law, discrimination includes “any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability.” Oregon law broadly defines, “sexual orientation” as an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.”

For more information about Title IX, visit the [PPS resource page](#), or to start an investigation contact our **Cleveland School Compliance Office, VP Sean Murray, at [smurray1@pps.net](mailto:smurray1@pps.net)**

### **Confidential Advocates, Raphael House**

- Advocates provide 100% confidential support to PPS youth of all genders. This includes connecting you to resources and walking alongside you regardless of whether you choose to report to law enforcement or participate in a school-based investigation under Title IX.
- Confidential advocates can be found on Cleveland’s campus in **room 237**. Days and times vary.
- More information about confidential advocates can be found [here](#).

### **IEP**

Students are identified for possible Special Education evaluation through a Student Intervention Team (SIT). The team will look at the educational impact of a suspected disability. Once qualified for an Individualized Education Plan (IEP), the student will have a Special Education case manager and possible support class(es) with specially designed instruction. Parents, guardians, or students can request an evaluation, if they suspect a disability with educational impact, through their student’s counselor or administrator.

### **504**

Students are identified for a 504 plan through teacher or team recommendation. A 504 is necessary for students whose educational access is impacted by a suspected disability and would benefit from accommodations only, not any specially designed instruction. Parents, guardians, or students can request a 504 evaluation through their student’s counselor or administrator.

### **LGTBQ2SIA+**

Cleveland offers many supports for our LGTBQ2SIA+ students, including mental health supports, gender neutral changing and bathrooms, and queer affirming curriculum. For information about PPS specific LGTBQ2SIA+ supports visit out [PPS website](#).



# **COMMUNITY SUPPORTS**

## **Crisis Support**

[General Number 988](#)

[Multnomah County Crisis Line](#) Call Center at 503-988-4888

[Lines for Life Youth Line](#) Call 877-968-8491 or Text "teen2teen" to 839863

[Trevor Project](#) Call 1-866-488-7386 or Text "START" to 678678

[Cascadia Urgent Walk-in Clinic](#) Call us at 503-963-2575. Located at: 4212 SE Division, Suite 100, Portland, OR 97206.

## **Search for a Therapist** (Note: Average waitlist for a therapist is currently 4-8 weeks)

[Find a Therapist in Portland](#)

[Psychology Today Therapist Search](#)

[Kaiser Mental Health Assessment Line 503-249-3434](#)

[OHP Health Share Directory](#)

[LGBTQIA+ Providers](#)

## **Caregiver Support**

[Safe + Strong Helpline](#)

[Reach Out Oregon Warm Line](#)

[Support Guide for Caregivers of LGBTQ2SIA+ Youth](#)

## **Tools for Coping**

[Student Driven Safety and Support Plan](#)

[Calm App](#)

[Virtual Calming Room](#)

## **Grief and Loss**

[The Dougy Center](#)

## **Drug and Alcohol**

[PPS Drug and Alcohol Support](#)

\*Looking for other resources? [Check out the CHS Resource List](#)

# **ATTENDANCE**

**WE BELIEVE THAT** learning happens when we are present and in community. At Cleveland High School being in class is an important piece of building school culture, deepening one's knowledge base, and nurturing curiosity.

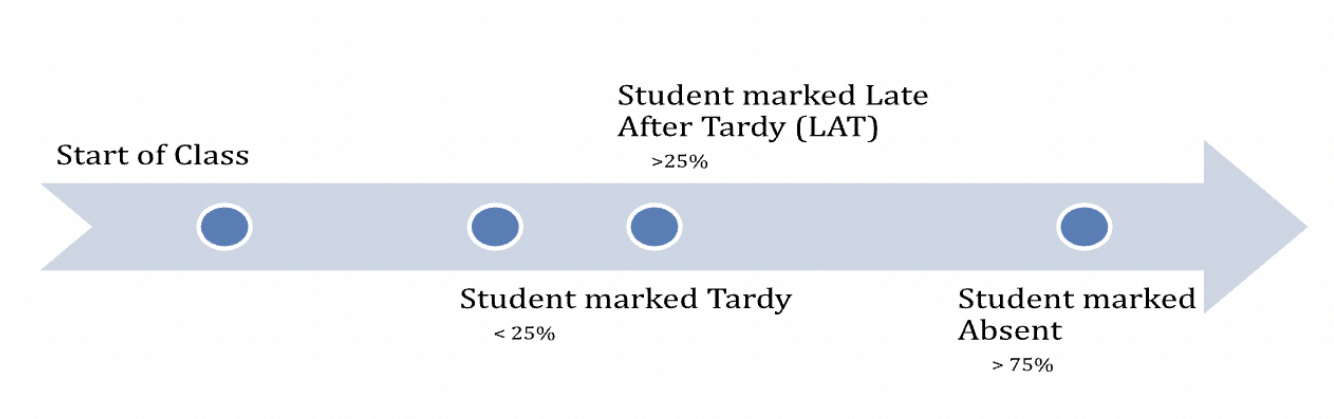
## **Attendance policy**

Our goal as a community is that students reach a bench mark of 90% attendance. Students should bring their charged chromebook, chromebook charger, and any necessary books to school each day. Lockers will be available upon request. To contribute to a safe environment, students show their Cleveland ID when entering the building.

Accurate daily attendance will be taken by teachers and our attendance secretary. Robo calls will be made to families if a student is marked with an unexcused absence; the following codes generate a call: LAT, A, SKP. If you receive a robo call, it is based on accurate daily attendance.

Students will be marked tardy if they arrive after the bell but within the first 25% of the period. Students will be marked late after tardy if they arrive after the first 25% of the class but before the first 75% of the class takes place. An absent mark will be given if a student completely misses the class or arrives after 75% of the class takes place.

For more detailed information pertaining to unique scenarios around attendance please reference our [PPS Attendance Handbook](#).



Attendance Mark	Meaning	Cut off Time
Present (P)	Arrives, at the bell	Immediately after the bell
Tardy (L)	Arrives within the first 25% of the class	92 minute class= 23 minutes 81 minute class= 21 minutes  <b>Example:</b> Period 1: student entering the room at 8:52 is still Tardy, but 8:53 is LAT
Late after Tardy (LAT) LAT=Absent	Arrives after the first 25% of class	92 minute class= after 23 minutes  <b>Example:</b> Period 1: student entering the room at 9:39 is still LAT, but 9:40 is A
Absent (A)	Student does not make it to class or arrives after 75% of the class has passed.	
Skiping (SKP)	Student misses more than 25% of the class period.	Student was out of class for more than 25% of class time.

## HALL PASS POLICY

- Students should not leave the classroom without the hall pass.
- Students should not leave the classroom during the first 10 minutes and last 10 minutes of class.
- Only one student out at a time.
- Students must sign out and back in on the **Hall Pass Log** located in the classroom.
- Students should not be gone longer than 5 minutes. If a student is gone too long, call the main office so that a CSA or VP can help locate the student.
- Students missing more than 23 minutes of class may be assigned the SKP code.
- Students who misuse these community hall pass practices or have excessive tardies may be placed on the "no hall pass" list.

# **GRADING POLICY AND ACADEMIC INTEGRITY**

**WE BELIEVE THAT** all students can learn, at a various pace, through differentiated instruction.

At Cleveland High School it is the teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with District-approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus (available on the teacher's canvas page) and clearly communicated to families and students. The following grading guidance is used by PPS high school teachers, counselors and administrators. Please be advised that these grading guidelines are consistently under review and could be amended as more equitable grading policy guidelines are established.

Grades will be entered into canvas or synergy and updated in synergy at the progress report and marking period. Educators will enter grades within a 2 week period from the turn in date. Internal assessment, lab reports, and complex writing assignments may take an additional period of time to successfully complete grading.

## **Grade Notations and Guidelines**

- A letter grade of **A, B, C** or **D** is passing and indicates a level of achievement.
- Although a letter grade of **D** is calculated into a student's GPA (**D**=1 point), a letter grade of **D** may indicate that the student has not demonstrated adequate proficiency to move to the next level. Even though PPS grants credit for a letter grade of **D**, a student earning a **D** in any core class may **not be admitted** into the Oregon University System.
- A grade of **F** or **WF (Withdraw/Fail)** indicates that performance in a class was not at a level qualifying for credit towards graduation. An **F/WF** grade is averaged into a student's cumulative Grade Point Average (GPA).

## **Calculating Grade Point Average**

GPA is automatically calculated in both Canvas and Synergy. Educators have autonomy over which platform they utilize throughout the semester. Final grades will be posted in Synergy at the end of the semester. All letter grades have an equivalent number assigned. When these numbers are averaged, this is the student's GPA. Cleveland has both weighted and unweighted GPAs. Unweighted GPA is based on the cumulative GPA of all classes on a four-point scale. Weighted GPA is recalculated with a weighted differential based on a five point scale for IB and AP classes.

Please consult the district's [administrative directive](#) for further information.

Semester	End date
1	January 25, 2024
2	June 14, 2024

Grading Calculations (GPA)		
Grade	Grade Points Given	Grade Points Given (IB/AP)
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	1.0
F	0.0	0.0
P	Pass (grants credit but does not count in GPA). C or above.	
NP	No pass.	
WF	Withdraw fail (included in GPA)	
WX	Withdraw No Grade (extenuating circumstances)	

### **Incomplete**

- A teacher may elect to assign a grade of *Incomplete* (INC) in a particular class. This indicates that the student has not met proficiency or completed necessary work on time, sometimes due to an extenuating circumstance.
- A grade of *Incomplete* requires an Incomplete Contract, signed by parent, student, counselor and administrator that details the work and the timeline for completion. **Students have up to 6 weeks to complete the work or the INC grade will default to an F.**

### **Pass/No Pass**

*Note: Courses required for graduation are NOT subject to the Pass/No Pass option nor if a student is on a modified diploma.*

In a few selected courses, or under special circumstances, students may choose **within the first three weeks of each semester** to take a course on a Pass/No Pass basis. The Pass/No Pass Option is identified for courses in their course syllabus. The building administrator, teacher, student and parent need to sign and approve choosing a Pass/No Pass grade option. Pass/No Pass forms may be found in the Counseling Office.

After the first three weeks of each semester and under extenuating circumstances, **only a building administrator can initiate** a Pass/No Pass option.

# **ACADEMIC INTEGRITY**

**WE BELIEVE THAT** cultural inclusion, awareness, and evaluation of multiple perspectives will serve as a pathway to productive citizens.

## **Definition:**

The principle of academic integrity shall be that a student's submitted work, examinations, reports or projects must be that student's own work.

Students shall not:

- Represent the work of others as their own;
- Use unauthorized assistance in any academic work;
- Give unauthorized assistance to other students;
- Modify, without faculty approval, an examination, paper record or report for the purpose of obtaining additional credit;
- Fail to meet other conditions for academic integrity as required by a faculty member for a specific course.

## **Responsibilities:**

- Do not let other students diminish the value of your achievement by taking unfair advantage. Report dishonesty to a teacher or administrator.
- When writing a paper, use quotation marks where appropriate and cite your source(s) whenever you use words or ideas that are not your own.
- During assessments (tests), do not allow your classmates to see what you have written; you are the only one who should receive credit for what you know.
- Do not put yourself in a position where you can be suspected of copying another person's work or using unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.
- The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education.
- Never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their transcript at risk.
- Never fabricate data, citations or experimental results.
- Never take test materials and/or answer keys from an instructor for the purpose of duplicating or using the material on a quiz or exam.

## **Consequences:**

**All** instances of *cheating* and *intentional* plagiarism (as determined by the classroom teacher) will result in an **automatic referral** to the administration. The range of administrative disciplinary consequences can depend upon the number of previous offenses, as well as the severity of the academic dishonesty. A Failure to Notify may also result in a referral to the administration. A classroom teacher may choose to impose additional consequences not identified here, but must be listed on the teacher's syllabi and communicated to students and families at the beginning of the year. Once the administrative and classroom consequences

are satisfied, students will be required to redo the assessment (or a similar one) – including one determined to be a result of *unintentional* plagiarism – in the manner, and at a time and place, as determined by the classroom teacher. If a student chooses not to redo the assessment within the time period and in the manner prescribed, no credit will be awarded.

### **Teacher Responsibilities**

Prior to assigning summative assessment, teachers will:

- Review this academic honesty policy;
- Review and communicate the classroom-specific consequences of academic dishonesty;
- Provide instruction and resources for avoiding academic dishonesty;
- Communicate assignment expectations;
- Monitor student assessment for indicators of plagiarism and cheating;
- Inform any student implicated in suspected malpractice, and contact their families, to review the policy and discuss consequences;
- Document incidents of academic dishonesty with an automatic referral;
- Communicate the terms for an additional opportunity to demonstrate proficiency.

### **Parent/Guardian/Family Responsibilities**

As the guardian and advocate of the student, families should:

- Encourage their student to work independently, when appropriate, and accept that mistakes and academic uncertainties are part of the learning process;
- Review the academic policy with their student if infractions occur;
- Support the teacher and the school in enforcing a fair and restorative process that strengthens academic integrity in the learning process for the student and the school.

### **School Responsibilities**

In cases of academic misconduct that lead to a referral, the school will:

- Maintain record of the referral in the student's file;
- Arrange a hearing, if requested by the family, where teacher, parent, and student are present to discuss variant perspectives and/or concerns about accuracy or fairness in the process;
- Assign administrative consequences as appropriate and following PPS guidelines,

# **DISCIPLINE**

**WE BELIEVE THAT** students grow in an environment that centers restorative justice practices.

Restorative Practice (RP) is a set of principles and practices used to **build community** and respond to student misconduct, with the goals of REPAIRING harm and RESTORING relationships between those impacted.

- At Cleveland, we center Restorative Practice because we believe that building a strong and trusting community that deeply respects and cares for all of its members, allows for a much healthier learning environment.
- We believe that everyone is a valued member of the community that deserves a chance to learn from their mistakes and repair relationships with anyone to whom or by whom they have been harmed.

Some of these practices will result in an **obligation** whose goal is to repair the harm that was done. Some examples of obligations are:

- A public or written apology to an individual or group
- Written assignment (which could include homework and research)
- Mandatory counseling session(s) with school counseling or an outside referral
- Class removal/suspension
- Community service, i.e. cleanup duty, office help, school beautification, lab setup, meeting with counselor
- Managing caring closet
- Mandatory tutoring, homework help or peer tutoring
- Peer mediation



## Response to Violations of Cleveland's School-Wide Norms

	Behavior Examples	Standard Responses
<b>LEVEL 1: DISRUPTION</b> Disrupting teaching and learning; disturbing the learning environment	<ul style="list-style-type: none"> <li>• Disrupting a class that's not yours from the hallway</li> <li>• Being in hallways without a hall pass</li> <li>• Misuse of cell phone/electronics</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative measures</li> <li>• Conversation with administrator</li> <li>• Phone call home</li> </ul>
<b>LEVEL 2: DISRESPECT</b> Disrespecting self, classmates or adults; instigating conflict.	<ul style="list-style-type: none"> <li>• Disrupting the learning for the whole class</li> <li>• Refusing to follow a safety directive of a staff member</li> <li>• Defacing school property</li> <li>• Repeated incidents of Level 1 incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative measures</li> <li>• Conversation with administrator, followed by a phone call home</li> <li>• Classroom removal until restoration occurs</li> <li>• Family conference</li> <li>• Referral to attendance coordinator</li> </ul>
<b>LEVEL 3: THREATENING SAFETY</b> Engaging in "non negotiable" behavior; endangering the school community.	<ul style="list-style-type: none"> <li>• Threatening confrontations with students or staff</li> <li>• Fighting/violence of any sort, including play fighting</li> <li>• Bullying, including cyber bullying</li> <li>• Theft</li> <li>• Repeated incidents of Level 2 Disruption</li> <li>• Possession of weapons</li> <li>• Possession and/or consumption of drugs/alcohol/tobacco/paraphernalia</li> <li>• Sexual harassment, bullying, hate speech</li> <li>• Tampering with fire alarm</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative measures</li> <li>• Suspension</li> <li>• Family conference</li> <li>• Loss of privileges while on campus</li> <li>• Counseling recommendations</li> </ul>
<p>If a student is escalated such that the flowchart above does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support. Examples of de-escalation spaces are:</p> <ul style="list-style-type: none"> <li>• Counseling center</li> <li>• Student support center</li> <li>• Administrative office</li> <li>• Empty classroom</li> </ul>		

For a full explanation of the discipline matrix please refer to the following:

■ [2023-24 PPS Student Rights, Responsibilities, and Discipline Handbook English.pdf](#)

## **CELL PHONES/ELECTRONIC DEVICES**

As you know, our staff and school climate team have been discussing changing our cell phone policy for next year. At our staff meeting where we had a panel discussion about cell phones, we talked about having a policy that is uniform throughout the school and that the implementation would delineate for all staff the tiered responses for students who do not follow the policy.

We were given the opportunity to apply for funding to support implementing the Yondr pouches for next year. In a short time frame, we secured the funding and decided to move forward with the implementation. The climate team has already been working on the implementation plan. The details of the policy will be published as part of our school climate handbook before school starts.

Cell phones and smart watches must be on silent and stored in the students personal and lockable Yondr pouch before the student enters the school building.

Violations of the cell phone/electronics policy will start as a [Level 2](#).

Please note, repeated incidents and tampering with another individual's electronic device will result in a [Level 3](#) referral.

## **DRUGS/ALCOHOL**

The use, possession, or sale/transfer of alcohol or drugs, anything that looks like a drug in the school, on the school grounds, at school activities, or during school hours will result in a violation of the district's drug and alcohol policy. Violations will result in a [Level 3](#) referral. For more information about the districts drug and alcohol policy, please reference the [PPS website](#).

Information for self-requested support pertaining to drugs/alcohol can also be found at the [PPS website](#).

## **FALSE FIRE ALARM**

Any student who falsely pulls a fire alarm is reported to the police and will receive a [Level 3](#) referral.

## **FREEDOM OF EXPRESSION**

Students are entitled to express their personal opinions under all reasonable circumstances. However, symbolic or actual expression shall not interfere with the freedom of others to express themselves, nor shall it substantially disrupt the orderly conduct of the school. Students shall bear the responsibility in the exercise of their rights of expression. They shall not display materials which are libelous, obscene or which create an immediate danger or physical disruption of the orderly operation of the school or create a clear and present danger of violation of the law or existing attendance regulations.

## **FIGHTING**

All students have the right to feel safe while at Cleveland High School or while attending any Cleveland High School activities. Students involved in fights on campus, in the vicinity of campus during school hours, on school buses or at any school-sponsored activity will receive a [Level 3](#) referral. Students who get into fights during non-school time (i.e., evenings, weekends) may also come under school auspices if the fight is school related or disrupts the learning environment. A fight that takes place off campus during lunchtime is also considered to be “school related”. Students who provoke or promote a fight can also receive school-related consequences.

## **HALL PASSES**

When a student leaves class to go anywhere in the building, they must have a hall pass issued by school personnel. Students who disregard the hall pass protocol will receive a [Level 1](#) or [Level 2](#) referral depending on the number of violations.

## **HARASSMENT**

Respect and empathy are essential for a positive and productive learning environment and Cleveland is committed to maintaining a learning environment that is free of harassment. We take this issue seriously and will not condone racial, ethnic, sexual or any other kind of harassment. Any student who is subject to, or knows of any harassment, should immediately notify a staff member, administrator, or campus security agent. All complaints will be treated as a [Level 3](#) referral and an investigation will take place to determine the outcome.

## **THEFT**

Any student who commits or attempts to commit an act of theft against a fellow student, the school district or any other party will receive a [Level 3](#) referral and could be referred to the appropriate law enforcement agency. Any student who knowingly receives stolen property will also receive a [Level 3](#) referral.

## **TOBACCO USE**

The Portland Board of Education has declared that all Portland Public School buildings and grounds will be tobacco (including vaping) free. This includes school activities outside of school buildings and on adjacent property (such as bus stops) or near school grounds. This applies to adults as well as students. Violation of the tobacco use policy will result in a Level 3 referral.

## **VANDALISM**

Vandalism is willfully causing damage to buildings, fences, trees or other parts of school property. This includes skipping, marking or defacing in any manner. Any damage to school property will result in at least a [Level 2](#) referral. Any damage to school property willfully caused by a student shall be assessed against the student and the parent(s) having legal custody of the student. Also, any student who willfully causes damage to another student's or staff member's personal property will be liable for the damage and will be subject to further disciplinary consequences.

Vandalism to school bathrooms often results in locked bathroom doors. This takes place because there is harmful graffiti, the facility becomes unusable, and/or harmful toxins are present in the air. If students are aware of vandalism taking place in the bathrooms the most useful prevention is to report the incidents to administration of campus security agents immediately.

## **WEAPONS**

It is a felony to possess a firearm (or anything resembling) or other weapon (knives, razors or other instruments capable of inflicting injury to person or property) on school property. Lockers and student vehicles are also subject to search for dangerous or prohibited items. All violations of state weapons laws will be reported to the school police. Any student who brings a weapon to school faces federally mandated expulsion for one calendar year.

Examples of prohibited items include:

- Drugs, alcohol, or tobacco and any related paraphernalia
- Weapons of any kind, real or fake, including knives, toy guns and bullets or shells
- Fireworks, explosives, stink bombs, pepper sprays, and other gasses
- Matches, lighters, or other things that make flames
- Laser lights or tasers
- Handcuffs