Dr. Michelle L. Johnstone
Superintendent

Dennis J. Engle
Assistant Superintendent

2017-18
Board of Directors

Michael Blanchard

Michael Bollman

Dave Hunt

Matt Posey

Jon Woods

Board Secretary
Juli Lichtenberger

Please join us at our school board meetings. Unless otherwise scheduled the board meets the second and fourth Mondays of the month.

District Office
Board Room
6:30 p.m.

Mission Statement
Working Together for all Students to Achieve High Levels of Learning

Dallas School District
111 SW Ash Street
Dallas OR 97338

503.623.5594 ph
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Agenda
Board Meeting
January 22, 2018
6:30 p.m.
Dallas School District Board Room

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

3.0 Good News

3.1 United for Classrooms program check presentation

3.2 DHS Wrestling Team placed first in the 5A divison at the Oregon Wrestling Classic in Redmond on January 12th and 13th

3.3 Congratulations to the Dallas FFA Chapter for their outstanding performance last week, at the FFA Creed, Knowledge Bowl, Extemporaneous Public Speaking and Job Interview Contest.

- The Knowledge Team of Bailey Savage, AnneMarie Johnson, Josephine Akeyson, Samara Sparre and David Lutz took 3rd place.
- Advanced Extemporaneous Public Speaking - Alexander Bustos took 2nd place and Amber Beattie placed 1st.
- Creed - Elizabeth Bennett took 1st place.
- Job Interview - Josephine Bennett also took a 1st place.

3.4 Lyle's PTC jog-a-thon has kicked off with a Cars 3 theme.

4.0 Announcements

4.1 January and February calendars 710

4.2 Citizens Oversight Committee Meeting, February 19, 2018, 6:00

4.3 Next board meeting will be February 12, 2:30 p.m. at Oakdale

4.4 Finance Committee Meeting will be February 22, 2018, 6:30

5.0 Student Report

6.0 Auditor's Report

7.0 Consent Agenda

7.1 Approval of January 8, 2018, Board Minutes 712

7.2 Approve the retirement of Brian Green

7.3 AC – Nondiscrimination 742

7.4 AC-AR Discrimination Complaint/Grievance Procedure (required board adoption) 744

7.5 DELETE BDDH – Public Participation in School Board Meetings 746

7.6 BDDH – Public Comment at Board Meetings 748

7.7 DELETE CCG – Licensed Evaluation – Administrators 751

7.8 CCG – Evaluation of Administrators 753

7.9 EBBB – Injury/Illness Reports 756

7.10 DELETE JHCD – Administering Noninjectable Medicines to Students 758

7.11 DELETE JHCDA – Prescription Medication 760

7.12 DELETE LGA – Waiver of Standards 762

8.0 Policies Second Reading
8.1 DELETE JEC – Admissions 763
8.2 JEC – Admissions 765
8.3 DELETE GBEC – Staff Drug and Acohol Abuse 767
8.4 GBEC – Drug-Free Workplace 768
8.5 GBEB – Communicable Diseases – Staff 771
8.6 GBEB-AR Communicable Diseases – Staff 772
8.7 DELETE KBA – Pubic Records 775
8.8 KBA – Pubic Records 778
8.9 KBA-AR Pubic Records 780
8.10 JHFE-AR1 Reporting of Suspected Abuse of a Child 782
8.11 JHFE-AR2 Abue of a Child Investigations Conducted on District Premises 784
8.12 JFCG/JFCH/JFCI - Use of Tobacco Products, Alchol, Drugs or Inhalant Delivery Systems 785

9.0 Policies First Reading
9.1 DELETE JECA – Admission of Resident Students 787
9.2 JECA – Admission of Resident Students 789
9.3 DELETE IGBHE – Expanded Options Program 791
9.4 IGBHE – Expanded Options Program 797
9.5 IGBHE – AR Annual Expanded Options Program Notification 802
9.6 IGBB – Talented and Gifted (Tag) Program and Services 805
9.7 DELETE GCN – Evaluation of Staff 806
9.8 GCN – Evaluation of Staff 807
9.9 DELETE GCN-AR Licensed Educator Evaluation 809
9.10 IKF – Graduation Requirements 810
9.11 DELETE GCA – License Requirements 817
9.12 GCA – License Requirements 818

10.0 Staffing Recommendation 819

11.0 Reports
11.1 Turf Update – Turf Committee
11.2 Division 22 Report 820
11.3 ESSA School/District Goals Update
11.4 Lackiamute Valley Charter School Board Minutes 823

12.0 Public Comment

13.0 Executive Session per ORS 192.660
(h) To Confer with Legal Counsel

14.0 Dallas School District Annual Performance Framework and Report for Dallas Community School 2017-18 (Action)

15.0 Adjourn

www.dallas.k12.or.us

Phone: 503.623.5594 • Fax: 503.623.5597 • Address: 111 SW Ash Street • Dallas, Oregon 97338

Working together for all students to achieve high levels of learning

DALLAS SCHOOL DISTRICT

Public Participation in Board Meetings

During each school board meeting, the agenda has been set to include an item titled "public comment." It is during this portion of the agenda the public can comment on any item that is or is not on the agenda.

Because of the nature of the Board's work, it is typical that the Board will hear from a patron. Public participation is a time for the Board to listen, not a time for discussion or responding to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to district administrative staff to respond to after the meeting. If input is given related to an action item later in the agenda, the Board will use the input during their discussion or deliberation of that specific item.

The Board cannot hear complaints about specific school personnel during an open meeting. If a patron has a specific complaint against district personnel, the board chair or the superintendent can direct the patron to the appropriate complaint process governed by board policy.

If you wish to address the Board, please fill out the request for public comment form available outside the board room. If the meeting has started and you decide you would like to provide public comment, please alert the administrator who was the greeter or the board secretary with your request by simply handing them the public participation form. This will be directed to the board chair.

Thank you for taking an interest in student education.

All public meetings, assemblies and celebrations held by the Dallas School District 2 are required to be accessible to persons with disabilities under Title II of the Americans with Disabilities Act (ADA). Accommodations are available upon request to persons who require alternatively formatted materials or auxiliary aids to ensure effective communication and access to events. Please allow at least 10 business days to arrange for accommodations. All requests should be sent to:

DO Reception
Dallas School District 2
111 SW Ash Street
Dallas, OR 97338
503-623-5594

Or: e-mail compliance.officer@dsd2.org

Dr. Michelle L. Johnstone, Superintendent • **Dennis J. Engle**, Assistant Superintendent

Board of Directors: Michael Blanchard • Michael Bollman • Dave Hunt • Matt Posey • Jonathan Woods

January—2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Board Appreciation Month!	1 No School	2 No School	3	4	5	6 Wrestling Tournament at DHS
7	8 **Work Session at Lyle 2:30 p.m.**	9 ESSA Meeting 6 p.m.	10 Instructional Rounds at Oakdale	11	12	13
14	15 MLK Day No School	16	17 Citizens Oversight Committee 6 p.m.	18 **Finance Committee Meeting, 6:30 p.m.**	19	20
21	22 **Board Meeting, 6:30 p.m.**	23	24	25	26	27
28	29	30	31 Instructional Rounds at Lyle			

To see the entire Dallas School District Upcoming Events go to:
www.dsd2.org

To see the entire Athletic Schedule go to: www.dallas.k12.or.us/dhsathletics

February—2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 No School K-12 Assessment Day	2 No School K-12 Planning Day	3
4	5	6 ESSA Meeting 6 p.m.	7	8	9	10
11	12 **Work Session at OHE, 2:30 p.m.**	13	14	15	16	17
18	19 President's Day No School Citizens Oversight Committee Meeting 6 p.m.	20	21	22 **Finance Committee Meeting, 6:30 p.m.**	23	24
25	26 **Board Meeting, 6:30 p.m.**	27	28			

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Minutes
Board Meeting
January 8, 2018
2:30 p.m.
Lyle Elementary School Library

Present: Mike Bollman, Matt Posey, Michelle Johnstone, Juli Lichenberger, Autymn Gilbreath, Kevin Montague, Dennis Engle, Jon Woods, Dave Hunt, Jamie Richardson, Steve Martinelli, Todd Baughman, Steve Spencer, Amber Eaton, Mike Blanchard

Visitors: Lyle Staff, Jessica Diehm

Work Session with Lyle Staff
The third grade team expressed their enjoyment of Professional Learning Specialist, Mickie French. They enjoy regularly using iPads and Chromebooks. The team expressed concern regarding the amount of testing in the spring for third graders. The testing creates a lot of data but there isn't time to fully process it. There is a need for a Structured Learning Program (SLP) classroom in the building.

The second grade team feels there are a lot of strengths. These strengths include; Guided Language Acquisition Design (GLAD) units including science, and Devereux Student Strenghts Assessment (DESSA) lessons. The team would like to have more time for the extra add ons that go with those lessons. A challenge this school year has been the construction. The team agrees they need more behavioral support. They would like to have an SLP classroom.

The first grade team is excited about the proactive work in hiring a fifth teacher. It has made for a smooth start to the year, thank you. They have appreciated the purchase of the Six Trait Writing crates for first grade. The kids coming from whole day kindergarten are academically ready compared to the half day model. The team also expressed a need for an SLP room due to behavior issues. The team has concern regarding the modified schedules at the kindergarten level being pushed to first grade next year and what that will look like. There is a stuggle with Measure Academic Progress (MAP) and DESSA testing now along with assessments for report cards. It is a lot at once. It's difficult to find time to fully understand all the data because there is so much.

The kindergarten team is celebrating having a better handle on what's happening. The team expressed concern regarding the amount of instruction time being spent managing a few students through out the day. The temporary fix of placing students on a modified schedule has helped. Concern was expressed for those students not ready for a full day next year either. The team is finding some students are not prepared for kindergarten at all. They are learning to push in their chairs, how to raise their hand and wait in line, that hitting and yelling is not allowed. It has been challenging to find the balance of those ready for all day kindergarten and those not. The team shared some ideas on being proactive for next school year.

The Board asked staff what would be helpful for the school. The staff expressed a need for more time. The staff would like to find a way to screen pre-kindergarten students. Since space is an issue, possibly using the new MPR as an area to work with students on developmental pieces of learning. The Board expressed appreciation of the suggestions and conversation regarding finding answers.

Behavior challenges are an issue. There has been a large increase in special education needs. The Rocognizing, Understanding, Labeling, Expressing and Regulating Emotions (RULER) Program will change the way we do things. Having the extra staff is amazing but it's still not enough. The need for an SLP room was discussed. At this point when the Lion's Den is closed it leaves no resources. The Lion's Den has been doing wonderful things but there is a lot being asked of them.

Staff shared some good points regarding behavior. Currently there are 41 kids on the Hello Update Goodbye (HUG) program this year. The program currently has four mentors. There is a significantlly smaller percent of kids getting referrals this year. Having a counselor in the building has meant 20 kids get one-on-one meetings that they wouldn't get otherwise.

The Board thanked all staff for their open and truthful comments and welcomes all the input. The Board thanked the student teachers attending the session.

Staff and the Board toured the new multi purpose room (MPR) which should be completed the 23rd of this month.

Regular Board Meeting

Present: Amber Beattie, Todd Baughman, Dennis Engle, Debbie MacLean, Juli Lichtenberger, Matt Posey, Michael Bollman, Michelle Johnstone, Mike Blanchard, Dave Hunt, Jon Woods, Steve Martinelli, Steve Spencer, Kevin Montague, Jamie Richardson, Amber Eaton

Visistors: Kristen Miles, Trenda Locke, Joleen Guzman, Scott Burnaoh, Becki Gann, Andrea Wilcoxen, Julie Rain, Dawn Adams, Bill Conlon, Lisa Preston, Jeff Preston, L. Jones, Cheri Reinke, Wendelin Sparks, Teresa Gossley, Michael Eisele, Nicky Watkins, Baileau Watlkins

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

Jon Woods moved to approve the agenda as presented with the adjustment of the student report right after Good News, seconded by Mike Blanchard. The motion passed unanimously.

3.0 Good News

3.1 January is when we celebrate our school board members. Superintendent Johnstone presented the Govenors' Proclamation to the Board. Thank you for all your hard work.

3.2 Oakdale sold $28,000 in Dutcho Bros. gift cards as a fundraiser. The school will keep $5,682! Thank you Dutch Bros.
3.3 Lyle's MPR project will be finished this month.
3.4 Lyle's PTC hosted a movie night and canned food drive, before winter break. Families came and watched Cars 3 and donated to the food drive. Families received free popcorn for donating.
3.5 The DHS Wrestling Team recently won the NW Duals. The team is doing very well this year. The team will be in Redmond this weekend at the Classic.
3.6 The All-State Honor Band will be traveling to Eugene on January 12, 2018 and returning January 14, 2018. They will be performing at various locations in Eugene.

4.0 Announcements

4.1 January calendar
4.2 Citizens Oversight Committee Meeting, January 17, 2018, 6:30 (15^{th} is a holiday)
4.3 Next board meeting will be January 22, 2018, 6:30 p.m.
4.4 Finance Committee Meeting will be January 18, 2018, 6:30

5.0 Financial Report – Debbie MacLean

Debbie MacLean, Director of Fiscal Services, shared the fiscal report month ending December 31, 2017.

Debbie handed copies of the audit report to the Board. The report will be presented at the January 22, 2018 board meeting.

6.0 Student Report

Leadership is currently planning Snobal, Prom and Mr. and Ms. Dallas. Winter sports are off to a great start. The first student council meeting is tomorrow.

7.0 Consent Agenda

7.1 Approval of December 11, 2017, Board Minutes
7.2 Budget Calendar

Mike Blanchard moved to approve the consent agenda as presented, seconded by Matt Posey. The motion passed unanimously.

8.0 Charter School Report – Kristen Miles

8.1 LVCS 2017-18 OSBA Charter Review
8.2 DCS 2017-18 OSBA Charter Review

Kristen Miles presented the Board with the Oregon School Board Association (OSBA) review of both Luckiamute Valley Charter School (LVCS) and Dallas Community School (DCS). OSBA's role, for purposes of the review, is as a caring disinterested third party. A full day site visit was held at each charter school. Kristen met with board members, students, parents, administration, etc. to get a

sense of the school. There is a large amount of data to go through which is compared to a rubric of best practices. In this process there are three main areas; organizational, academic, and financial. The goal is to provide a tool for the Board, the District, and the Charter School.

A copy of the review was published in the board packet. A copy of Kristen's presentation is attached to these minutes.

Christy Wilkins, Luckiamute Valley Charter School Director, introduced herself. She expressed her gratitude of the Dallas School District staff. They have been great partners. Staff at LVCS have been in contact with Dallas High School staff to ensure the syllabus of eighth grade math would be consistent with what is required prior to freshmen year.

Bill Conlon, Dallas Community School Director, introduced himself, present staff members, board members, and parents. He shared the relationship with the District has been very positive. Dallas Community School has appreciated the opportunity to go through this process. The school will work hard towards compliance of all the areas addressed in the review.

9.0 Policies Second Reading

9.1 AC – Nondiscrimination

9.2 AC-AR Discrimination Complaint/Grievance Procedure (required board adoption)

9.3 DELETE BDDH – Public Participation in School Board Meetings

9.4 BDDH – Public Comment at Board Meetings
Mike Blanchard recommended removing the address requirement from the policy.

9.5 DELETE CCG – Licensed Evaluation – Administrators

9.6 CCG – Evaluation of Administrators

9.7 EBBB – Injury/Illness Reports

9.8 DELETE JHCD – Administering Noninjectable Medicines to Students

9.9 DELETE JHCDA – Prescription Medication

9.10 DELETE LGA – Waiver of Standards
No community feedback, move to consent agenda for next meeting.

10.0 Policies First Reading

10.1 DELETE JEC – Admissions

10.2 JEC – Admissions

10.3 DELETE GBEC – Staff Drug and Alcohol Abuse

10.4 GBEC – Drug-Free Workplace

10.5 GBEB – Communicable Diseases – Staff

10.6 GBEB-AR Communicable Diseases – Staff

10.7 DELETE KBA – Pubic Records

10.8 KBA – Pubic Records

10.9 KBA-AR Pubic Records
10.10 JHFE-AR1 Reporting of Suspected Abuse of a Child
10.11 JHFE-AR2 Abuse of a Child Investigations Conducted on District Premises
10.12 JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems
10.13 JHCD/JHCDA – Medications
The Board had questions regarding the CPR/First Aid requirements in policy JHCD/JHCDA – Medications. The policy will be pulled from the second reading. Dennis Engle will give an update to the Board following the February 1, 2018 CPR/First Aid class being offered to staff.

11.0 Reports

11.1 Bond Project Update – Kevin Montague gave the attached report.
11.2 DSD Enrollment Report
11.3 Charter School Enrollment Reports
11.4 Charter School Financial Reports
11.5 Dallas Community School Board Minutes
11.6 Luckiamute Valley Charter School Annual Report

12.0 Public Comment

Michael Eisele addressed the board. Mr. Eisele stated he is a grandparent of one of the students involved in the December 11th and 12th gun threat at the Middle School. Mr. Eisele shared with the Board his experience of the events that occurred.

Mr. Eisele, Superintendent Johnstone, Lt. Mott of the Dallas Police Department, and parents met January 5, 2018 regarding the situation. Superintendent Johnstone gave Mr. Eisele the response from John-Michael Keyes, founder of I Love U Guys Foundation, which Lt. Mott had received. The District has, and will continue to, take the opportunity to learn from the situation and refine practices.

13.0 Adjourn – 5:21 p.m.

_____ _____
Board Chair / Michael Bollman **Date**

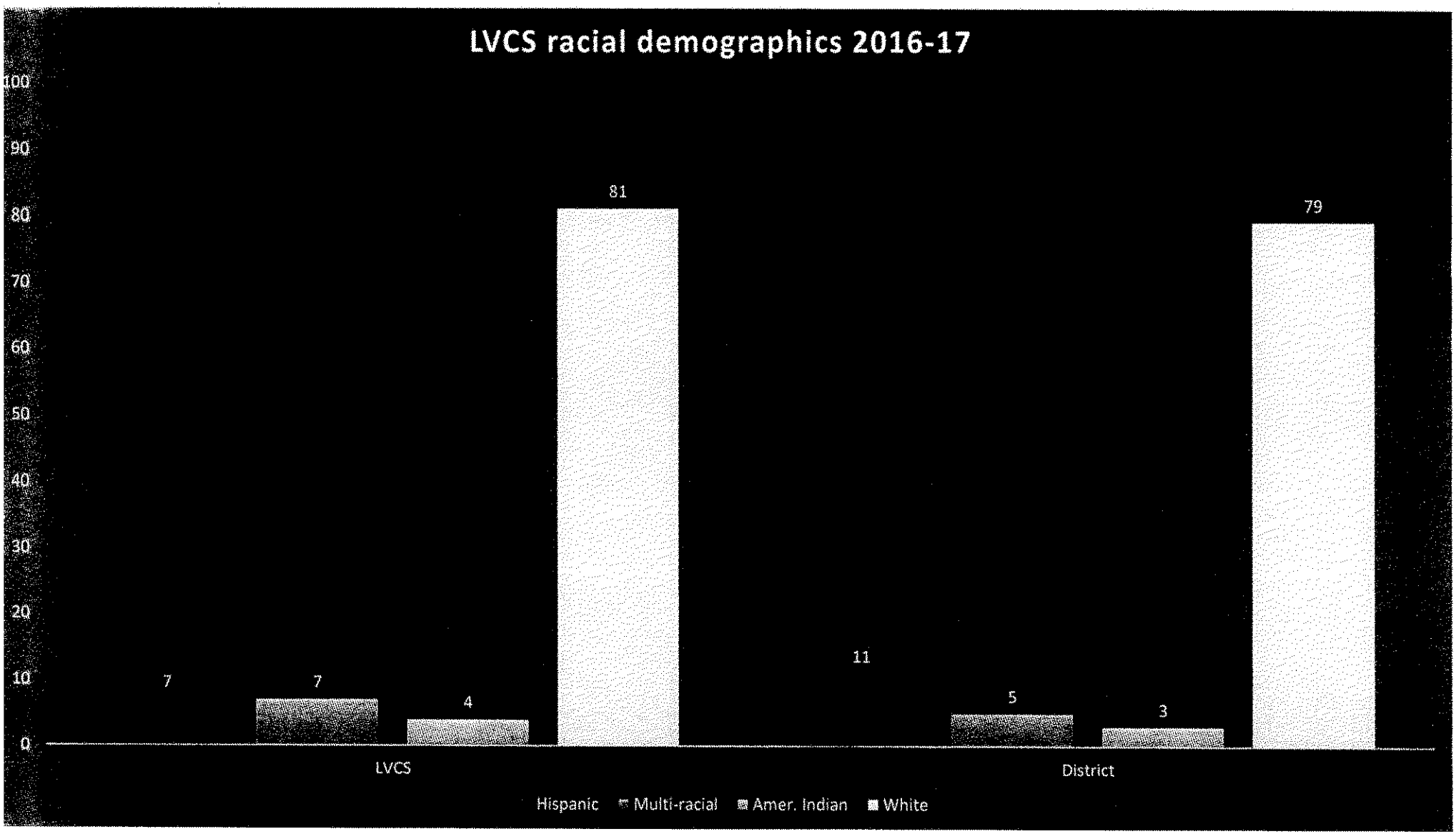
_____ _____
Board Secretary / Juli Lichtenberger **Date**

Dallas School District Board Presentation: Charter School Evaluations

Kristen Miles, OSBA

Luckiamute Valley Charter School

- Demographics
- Academic Commendations and Recommendations
- Financial Commendations and Recommendations
- Organizational Commendations and Recommendations


LVCS racial demographics 2016-17
100
90
80
70
60
50
40
30
20
10
0
7
7
4
81
11
5
3
79
LVCS
District
Hispanic
Multi-racial
Amer. Indian
White

LVCS demographics 2016-17
100
90
80
70
60
50
40
30
20
10
0
95
87.7
54
10
46
16
LVCS
District
Regular attenders
Econ. Disadv.
Stud w/disabilities

LVCS Reading
100
90
80
70
60
50
40
30
20
10
0
2014-15
2015-16
2016-17
LVCS
District
Oregon

LVCS Reading 2016-17 - disaggregated
100
90
80
70
60
50
40
30
20
10
0
77.8
42.9
16.7
36.3
29.8
45.5
29.2
7.7
Hispanic
Multi-racial
Amer. Indian
White
Econo. Dis.
Students with disab.
Male
Female
Race and special population

LVCS Math
100
90
80
70
60
50
40
30
20
10
0
2014-15
2015-16
2016-17
LVCS
District
Oregon

LVCS Math 2016-17 - disaggregated
100
90
80
70
60
50
40
30
20
10
0
28.6
11.1
16.7
18.7
14
15.4
14.6
21.2
Hispanic
Multi-racial
Amer. Indian
White
Econo. Dis.
Students with disab.
Male
Female
Race and special population

Commendations and recommendations: Academic

Commendations

- All student groups met the standard on Median Growth Percentile metric in Math and Reading
- Average attendance is above 95%
- Parents report high levels of satisfaction with class size, extra supports, the food program, and relationships

Recommendations

- Whole-school scores on SBAC in Reading and Math fell from the previous year, and some achievement gaps increased. Specific performance plan is recommended.
- Parents report needing better integration between the two campuses for a more seamless transition

Commendations and recommendations: Financial

Commendations

- LVCS appears financially stable overall, with a healthy debt-to-asset ratio, sufficient cash on hand, and positive cash flow each year.
- LVCS received an unqualified audit opinion.

Recommendations

- Revise the budget to account for decreased enrollment (this was done in October).

Commendations and recommendations: Organizational

Commendations

- There was no staff turnover at the Pedee campus this year.
- The board hired a strong and experienced ED, who is already working with staff to improve systems, communication, and student outcomes.

Recommendations

- Communication should be a continuing area for focused improvement.
- The board bylaws are, in places, inconsistent with public meeting laws and should be updated.
- The suspension policy should be updated to reflect the contract and policies.

Dallas Community School

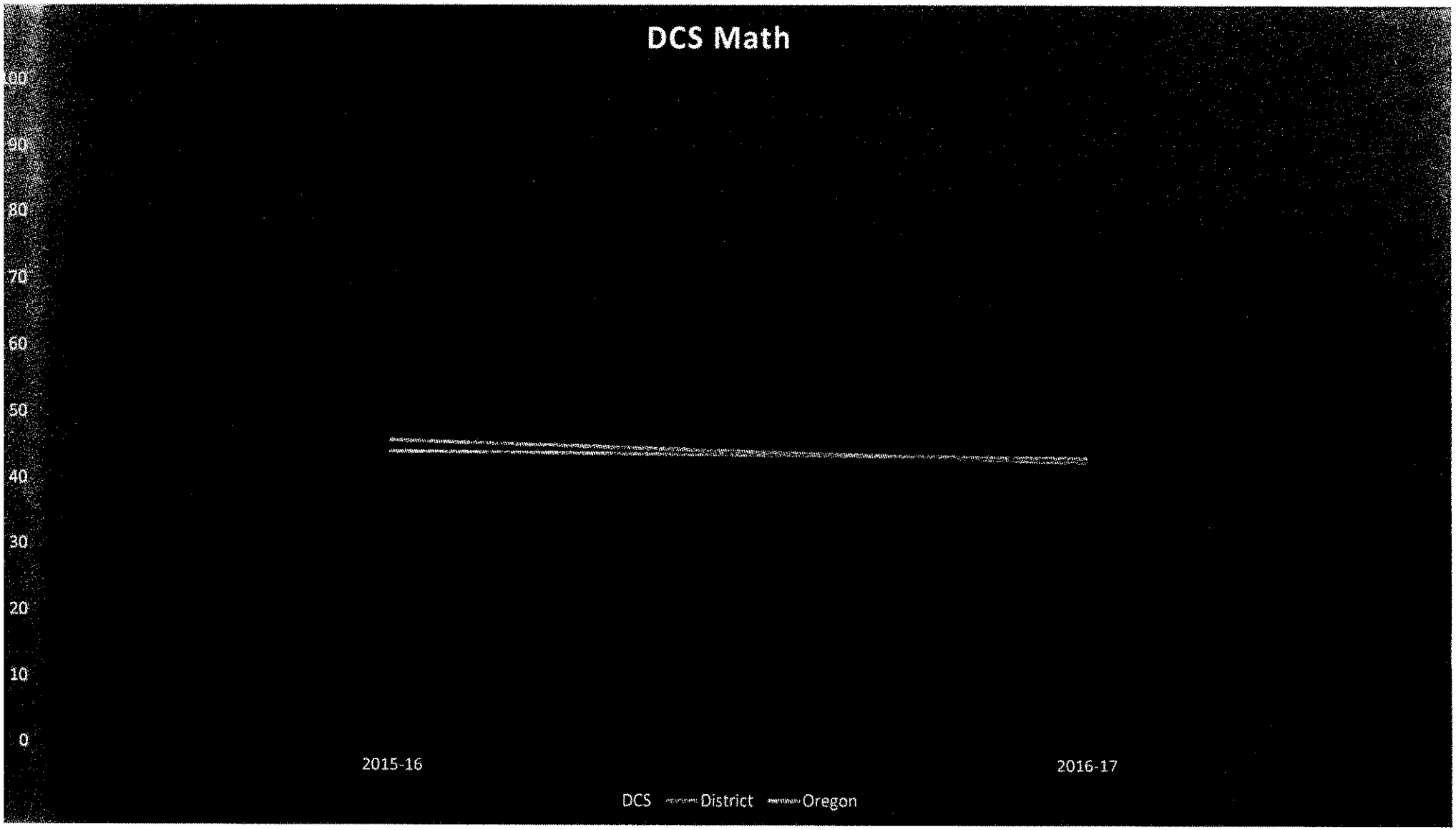
- Demographics
- Academic Commendations and Recommendations
- Financial Commendations and Recommendations
- Organizational Commendations and Recommendations

DCS racial demographics 2015-16
0
0
0
0
0
0
0
0
0
0
0
3
4
90
3
5
79
DCS
District
Amer. Indian
Multi-racial
White

DCS demographics 2016-17
100
90
80
70
60
50
40
30
20
10
0
95
87.7
46
16
0
0
DCS
District
Regular attenders
Econ. Disadv.
Stud w/disabilities

DCS Reading
100
90
80
70
60
50
40
30
20
10
0
2015-16
2016-17
DCS
District
Oregon

DCS Reading 2016-17 - disaggregated


DCS Math
100
90
80
70
60
50
40
30
20
10
0
2015-16
2016-17
DCS
District
Oregon

DCS Math 2016-17 - disaggregated
100
90
80
70
60
50
40
30
20
10
0
22.7
15
Race and special population
Male
Female

Commendations and recommendations: Academic

Commendations

- DCS made intentional efforts to encourage families to participate in state testing; in 2016-17, 84% of students participated, which was a nearly 30 percentage point increase over 2015-16.
- Parents report high levels of satisfaction with the supports provided by the school.

Recommendations

- Whole-school scores on SBAC in Reading and Math fell from the previous year, and were significantly lower than the district. Student growth was lower than expected on Let's Go Learn, as well. A specific plan of improvement is recommended.

Commendations and recommendations: Financial

Commendations

- DCS received an unqualified audit opinion.

Recommendations

- DCS should develop a specific improvement plan to come into compliance with GAAP and all recommendations made by the auditor in the management letter, including:
  - Internal controls and processes
  - Implementation of GASB 54: "Fund balance reporting and governmental fund type definitions"
  - Staff training in preparing financial statements in accordance with GAAP

Commendations and recommendations: Organizational

Commendations

- The 2017 family survey indicated that DCS is meeting family needs. Families reported a 90% satisfaction rate overall, and 72% were satisfied with their student's progress in the core academic support program.
- DCS is currently in the process of updating all its policies.

Recommendations

- Given that DCS teachers provide coaching to families and do not provide direct instruction to students, DCS is not able to provide evidence that it meets the definition of instructional time in OAR 581-022-0102.
- Instructional support classes are not required and are a "privilege", according to DCS.
- DCS should update its bylaws to come into compliance with public meeting laws.
- DCS should amend its suspension/expulsion practices to come into compliance with ORS 339.250.

Questions?

Kristen Miles
Board Development/Charter Authorizer Consultant
OSBA
503.588.2800

Facilities Plan and Bond work
Board report
January 8, 2018

Grants
Roofs/Building Envelopes
Energy
Over the break we converted the two modular classrooms at Whitworth to LED lighting and will continue working on the remaining pod classrooms and library that were not converted in the work this summer as they already had drop ceilings. We received quotes from $22K-44K for this work and therefore opted to do it in house. Doing so will allow us to complete this work for less than 30% of the lowest quote we received, not including any additional energy rebates we will be able to capture for the work.

Seismic
We have held two preliminary walk through meetings for the Whitworth Gym seismic upgrades and are currently waiting on responses to our RFP. We had three contractors attend the first walk through and four attend the second walk through, three of the four were repeat attendees. The deadline for submission is next Tuesday the 16th, at which time we will evaluate all the responses received.

MPR's/Kitchens
At Whitworth over the break we had the kitchen floor completely redone as it did not meet our expectations. It took them the entire break to sand down the existing and redo it but we now have a floor that we are satisfied with. We will be doing the same thing with the polished concrete floors as they don't meet our expectations either.

At Lyle, as you saw during the tour the construction continues to move along very well. The contractor is telling us that this space will be operational by the end of this month. The exterior painting and asphalt are items that will need completion once the weather warms up, but overall the space is shaping up nicely and will be a great benefit.

At Oakdale, the project continues to progress. The challenges with the fire code requirements have taken longer than anticipated to get ironed out, but I spoke with the City building official last week and believe we now have a solution which will satisfy the code requirements and that he can officially sign off on.

We have also encountered the same delay in kitchen hood equipment fabrication as we did at Lyle. Between the code issue and equipment issue as well as a couple of other unforeseen problems it has pushed the anticipated completion for the kitchen and MPR out to approximately the end of February, with the completion of the existing kitchen to classroom

conversion being completed 30 days after that. This now lines up the contractor with what I reported last month on where I saw the anticipated completion, which is still well ahead of original anticipated completion dates.

As reported last month and expected on projects of this type, change orders continue to come on both projects as we encounter differing conditions. At Lyle, after calculating all the adds and deducts, as of last week we were at $28K over the original bid number. This is just slightly more than 1% over which for a project of this magnitude and complexity is extremely good and significantly less than industry standard. At Oakdale we are still negotiating several change order items, both on the add and credit sides, but as of last week we were holding at approximately 5%, again well within the industry standard for this size and magnitude of a project.

Safety

Paging/Intercom/Bells

The paging and intercom systems continue to move forward, with a bit of a delay in getting equipment due to the factory being shut down for two weeks over the holidays. As of last week our vendor has informed us that they will be getting all the equipment to complete the paging/intercom systems in the classrooms at Lyle, Whitworth, Oakdale AND the paging system at Lacreole beginning the week of January 29th. While this is a bit of a delay for the three elementary schools this is an extremely tight turn around for Lacreole as we didn't officially sign off on that system until just before the break last month. Having an updated paging system will allow the evacuation drill to happen this spring. The intercom system for Lacreole will be added this coming summer. This will allow two way communication between classrooms and the office which is a system that Lacreole has never had.

In order to make sure we can handle all of the new systems and necessary safety upgrades such as potential camera system and potential access control, we have also begun working with an electrical engineering firm to determine what the necessary network backbone will be to allow for future expansion. After working with Tech on these issues and with the addition of the innovations lab it was determined our current network of one MDF and one IDF is less than ideal as optimization of network cabling is to have all cabling from either the IDF or MDF be less than 300'. Due to the simple size of Lacreole we currently have multiple runs over 300' with some pushing 400'. Therefore we are working to design a system that has the required number of intermediate distribution frames (IDF's) to handle the loads, possibly adding IDF's in each of the 6th, 7th and 8th grade houses.

Privacy for all students

Stadium/track/turf/drainage

Fencing
CTE
ENVIRONMENTAL ASSESSMENTS/TEST RESULTS
Radon testing
Lead paint testing
Asbestos assessment/update to AHERA plans
Lead in water testing

Submitted by:

Kevin Montague
Facilities Director

Dallas School District 2

Code: AC
Adopted: 1/14/08
Readopted: 3/09/09; 10/25/10; 3/23/15; 9/15/15

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation[1], national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment, including but not limited to, in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues[2]. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public**, and such procedures will be available at the district's administrative office and available on the home page of the district's website**.

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

END OF POLICY

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[1]"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 behavior differs from that traditionally associated with the individual's sex at birth.

[2]Districts are ~~reminded that the district is~~ required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

ORS 174.100
ORS 192.630
ORS 326.051(1)(e)
ORS 659.805
ORS 659.815
ORS 659.850 to -860
ORS 659.865
ORS 659.870
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.100 to -145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321
ORS 659A.409
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0049
OAR 581-022-~~1140~~**2310**
OAR 581-021-2370
~~OAR 839-003~~

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2006~~ **2017**).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2006~~ **2017**); 29 C.F.R Part 1626 (~~2006~~ **2017**).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (**2007**); 29 C.F.R. Part 1630 (~~2006~~ **2007**).; 28 C.F.R. Part 35 (~~2006~~ **2017**).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2006~~ **2017**).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (~~2006~~ **2017**).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~2006~~ **2017**); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2006~~ **2017**).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2006~~ **2017**).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2006~~ **2017**).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (**2017**).
Title II of the Genetic Information Nondiscrimination Act of 2008 (**2017**).

Cross Reference(s):

ACA - Americans with Disabilities Act
GBA - Equal Employment Opportunity
JB - Equal Educational Opportunity

Dallas School District 2

Code: AC-AR
Revised/Reviewed: 2/24/15; 8/11/15

Discrimination Complaint/Grievance Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be oral or in writing and must be filed with the principal. The principal shall investigate and determine the action to be taken, if any, and reply in writing to the complainant within 10 school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the principal.

Step 2: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent within five school days after receipt of the principal's response to the complaint. The superintendent may review the principal's decision and may meet with all parties involved. The superintendent will review the merits of the complaint and the principal's decision and respond, in writing, to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special board meeting. The Board's decision will be final and will ~~include the legal basis for the decision, findings of fact and conclusions of law~~ **address each allegation in the complaint and contain reasons for the Board's decision**. A copy of the Board's final decision shall be sent to the complainant in writing **or electronic form** within 10 days of this meeting.

If the principal is the subject of the complaint, the individual may **start at step 2 and** file a complaint with the superintendent. If the superintendent is the subject of the complaint, the complaint **may start at step 3 and** should be referred to the Board chair.

Complaints against the Board as a whole or against an individual Board member, **may start at step 3 and** should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may **start at step 3 and** be made directly to the Board vice chair.

Timelines may be extended based upon mutual consent of both parties.

If the complainant, **is a person who resides in the district, is a parent or guardian of a student who attends school in the district or is a student,** is not satisfied after exhausting local complaint procedures or 90 days, whichever occurs first, he/she may appeal in writing to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) ~~581-022-1940~~ **581-021-0049**.

DALLAS SCHOOL DISTRICT

DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____ Date: _____

☐ Student/Parent ☐ Employee ☐ Nonemployee (Job applicant) ☐ Other _____

Home Phone: _____ Cell Phone: _____

Type of discrimination:
☐ Race ☐ Color ☐ Religion ☐ Sex
☐ Disability ☐ National Origin ☐ Marital Status ☐ Age
☐ Sexual Orientation ☐ Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of informal discussion.)

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome:

The complaint form should be mailed or taken to the principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Reset Form

Dallas School District 2

Code: BDDH
Adopted: 1/28/02

DELETE

~~Public Participation in School Board Meetings~~

~~All School Board meetings, with the exception of executive sessions, will be open to the public. The School Board invites district citizens community members to attend School Board meetings to become acquainted with the program and operation of the district. Members of the public are also encouraged to share their ideas and opinions with the School Board when appropriate.~~

~~With prior notification to the Superintendent's office, auxiliary aids and services for persons with disabilities will be available at no charge to the individual. Should the School Board determine such requests would result in a fundamental alteration in the service, program or activity, or in undue financial and administrative burdens, alternative equally effective means of communication will be used.~~

~~During an open session of a School Board meeting, members of the public are specifically invited to participate during the designated portion of the agenda. At the discretion of the Chairperson, further public participation may be allowed.~~

~~A member of the public may request the Superintendent place any item on the agenda of a regular School Board meeting. This request shall be made in writing and presented to the Superintendent for consideration at least four working days prior to the scheduled meeting.~~

~~A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that the proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study and placed as an agenda item at a future meeting.~~

~~Any person who is invited by the Chairperson to speak to the School Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.~~

~~Statements by members of the public should be brief and concise. The Chairperson may use discretion to establish a time limit on discussion or oral presentation by visitors. Questions asked by the public, when possible, will be answered immediately by the Chairperson or referred to staff members for reply. Questions requiring investigation may, at the discretion of the Chairperson, be referred to the Superintendent for response at a later time.~~

~~At the discretion of the School Board Chairperson, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by registering with the School Board secretary prior to the School Board meeting in order to allow the Chairperson to provide adequate time for each agenda item.~~

~~Petitions may be accepted at any School Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the Superintendent for consideration and recommendation.~~

~~The School Board will not hear complaints against individual District personnel during a public meeting. The Chairperson will direct the visitor to the appropriate means for School Board consideration and disposition of legitimate complaints involving individuals.~~

~~END OF POLICY~~

~~Legal Reference(s):~~

~~ORS 165.535~~
~~ORS 165.540~~
~~ORS 192.610 – 192.690~~
~~ORS 332.057~~

~~Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000) 28 CFR Part 35 (2000).~~

Dallas School District 2

Code: BDDH
Adopted: 1/28/02

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids[1] and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.

[1]Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.

3. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.

4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.

5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.

6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy for Board consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

ORS 165.535
ORS 165.540
ORS 192.610 to -192.690
ORS 332.057

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.
***Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).**
***Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).**

Dallas School District 2

Code: CCG
Adopted: 1/28/02
Readopted: 2/25/13; 8/12/13

DELETE

~~Licensed Evaluation – Administrators~~

~~Each administrator will be evaluated annually by his/her immediate supervisor.~~

~~The purpose of administrator evaluations is to assist administrators to develop and strengthen their professional abilities, to improve the instructional program and management of the school system and for supervisors to make recommendations regarding their employment and/or salary status.~~

~~Administrators' evaluations shall be customized based on collaborative efforts and include the educational leadership administrator standards[1] adopted by the State Board of Education.~~

~~The standards include:~~

~~1. Visionary leadership;~~

~~2. Instructional improvement;~~

~~3. Effective management;~~

~~4. Inclusive practice;~~

~~5. Ethical leadership;~~

~~6. Socio-political context.~~

~~Evaluations must attempt to:~~

~~1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;~~

~~2. Refine the support, assistance and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the school and district;~~

~~3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator;~~

~~4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and~~

[1]These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator.

The administrative evaluation system will also include provisions for initiating dismissal, contract nonextension or demotion procedures if the need for such procedures is indicated.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815

OAR 581-022-1720
OAR 581-022-1723
OAR 581-022-1725

Hanson v. Culver Sch. Dist. (FDAB 1975)

Dallas School District 2

Code: CCG
Adopted: 1/28/02
Readopted: 2/25/13; 8/12/13

Delete old/NEW

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrative personnel. The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year. The evaluation shall be conducted according to the following guidelines:

1. **Evaluative criteria for each position will be in written form and made available to the administrator;**

2. **Evaluations will be made by the superintendent and/or a qualified, licensed designee;**

3. **Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and**

4. **The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.**

An administrator's evaluation shall use the following educational leadership-administrator standards[1] adopted by the State Board of Education.

1. **Visionary leadership;**

2. **Instructional improvement;**

3. **Effective management;**

4. **Inclusive practice;**

5. **Ethical leadership; and**

6. **Socio-political context.**

[1]These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:

   a. Classroom-based assessments including observations, lesson plans and assignments;
   b. Portfolios of evidence;
   c. Supervisor reports; and
   d. Self-reflections and assessments.

3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;

4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;

5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;

2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;

3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;

4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators;

5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and

6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2),(8)
ORS 332.505
ORS 342.513
ORS 342.815
ORS 342.850
ORS 342.856
OAR 581-022-~~17~~2405
OAR 581-022-~~17~~232410
OAR 581-022-~~17~~252420

Hanson v. Culver Sch. Dist. (FDAB 1975).

Dallas School District 2

Code: EBBB
Adopted: 1/13/14
Readopted: 9/12/17

Injury/Illness Reports

All injuries/illnesses, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. **All accidents involving students, visiting public or district property will be reported immediately to a supervisor.**

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related[1] illness or injury to an employee resulting in overnight hospitalization for medical treatment[2] other than first aid, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). A**This** report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes[3] shall be reported **to OSHA** within eight hours.

ALL injuries/illnesses sustained by ~~the~~**an** employee**,** while in the actual performance of the duty of the employee **or by a student or visiting public** will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

The ~~superintendent will receive~~ **district safety officer will maintain records and** reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent for review annually[4].

END OF POLICY

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[1]An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

[2]Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

[3]A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

[4]**Annual reporting is required, but may occur more often.**

Legal Reference(s):

ORS 339.309

OAR 437-001-0015

OAR 437-001-0700
OAR 437-001-0760
OAR 581-022-1420~~2~~**2225**

Dallas School District 2

Code: JHCD
Adopted: 8/10
Readopted: 1/13/15; 5/12/15

DELETE

Nonprescription Medication **

The district recognizes that administering of medication to students and self-medication may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication was not made available during school hours. Consequently, students may be permitted to take noninjectable prescription or nonprescription medication at school, on a temporary or regular basis.

When directed by a physician or other licensed health care professional, students grades K-12 will be allowed to self-administer medication. A medical protocol regarding each student who self-administers medication will be developed, signed by a physician or other licensed health care professional and parent and kept on file. Permission for self-administered medication may be revoked at any time if the student violates policy or medical protocol.

All requests for the district to administer medication to a student shall be made by the parent in writing. Requests shall include the written instructions of the physician for the administration of a prescription medication to a student or the written instructions of the parent for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.

The district shall designate school staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or prescription, or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

The district reserves the right to reject a request to administer prescription or nonprescription medication when such medication is not necessary for the student to remain in school.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. Regulations will include provisions for student self-medication.

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 to -433.830
OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 581-021-0037
OAR 581-022-0705

Cross Reference(s):

JHCDA - Prescription Medication

Dallas School District 2

Code: JHCDA
Adopted: 9/09/02
Readopted: 8/27/07; 8/10; 1/13/14; 1/13/15; 5/12/15; 10/25/16

DELETE

~~Prescription Medication **~~

~~The district recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis[1], or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.~~

~~When prescribed by a physician[2], students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy as defined by state law, and subject to age-appropriate guidelines. A written treatment plan for a student who self-administers medication will be developed and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.~~

~~The superintendent will require that an individualized health care plan is developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.~~

~~A request for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.~~

~~The district reserves the right to reject a request to administer or allow self-administration of a medication when such medication is not necessary for the student to remain in school.~~

~~A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.~~

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[1]Under proper notice given to the district.

[2]A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law.

Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. A current first-aid and CPR card is required for designated staff.

Prescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or prescription or nonprescription medicines to students including procedures for the disposal of sharps and glass.

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 to -433.830
ORS 475.005 to -475.285

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 to -0035
OAR 581-021-0037

OAR 581-022-0705
OAR 851-047-0030
OAR 851-047-0040

Cross Reference(s):

JHCD - Nonprescription Medication

Dallas School District 2

Code: LGA
Adopted: 1/28/02

DELETE

~~Waiver of Standards~~

~~Should it ever become necessary to apply to the Oregon Department of Education for a waiver of a specific standard, the District will prepare a written petition to the Oregon Department of Education that shall specify the reason(s) for seeking the waiver and any other relevant information.~~

~~END OF POLICY~~

~~**Legal Reference(s):**~~

~~ORS 327.103~~
~~ORS 329.085~~
~~ORS 336.035 - 336.088~~

~~OAR 581-022-0102 to -1940~~

Dallas School District 2

Code: JEC
Adopted: 8/26/13
Readopted: 4/14/14; 4/12/16

~~DELETE~~

~~Admissions**~~

~~The board is committed to providing an educational program for all students living in the district. The board believes all students living in the district who have not completed 12 years of education should attend school regularly full-time and be included in the available educational programs.~~

~~Special Education~~

~~Special education students shall be served from ages 0 to 21, unless the student has received a regular high school diploma.~~

~~Nonspecial Education~~

~~A student not needing special education shall be served between ages 5 and 19 or may be served until age 21 if the student is still working toward a diploma.~~

~~State law requires a student whose sixth birthday is on or before September 1 to enroll in a public school; and recognizes a student who is age five on or before September 1 to be kindergarten age.~~

~~All new students must register in the school office. Registration requirements include proof of the student's birth date (a birth certificate, a hospital record or a baptismal record), immunization records, and vision screening or eye examination certification as required by law. Students admitted to any grade must show evidence of completing the prior school years.~~

~~Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance and immunization.~~

~~Students located in the district shall not be excluded from admission solely because the student does not have a fixed place of residence or solely because the student is not under the supervision of a parent.~~

~~Admission of Resident Students~~

~~School-age students who live within the district attendance area may attend school without paying tuition.~~

~~1. Residents over age 19 who have a diploma may be admitted with the approval of the superintendent and upon payment of tuition at the rate established by the board. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.~~

~~2. The board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma. These students may attend school without paying tuition for the remainder of the school year.~~

3. The board shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year, if the student is receiving special education services and:

   a. Has not yet received a regular high school diploma; or
   b. Has received a modified diploma, an extended diploma or an alternative certificate.

A student living in the district who has attained the age of majority is considered a resident of the district.

A minor student living with a parent who resides in the district is considered a resident of the district.

A students who is a ward of the court and who is placed in the district is a resident of the district.

Final determination on any remaining questions of residency of a student shall be made by the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 339.030	ORS 339.134
ORS 336.092	ORS 339.115	ORS 433.267
ORS 339.010	ORS 339.125	
ORS 339.020	ORS 339.133	OAR 581-022-0705

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2006).
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Cross Reference(s):

JECB – Admittance of Nonresident Students
JHCB – Immunization and Vision Screening/Eye Examination
JECBD – Homeless Students

Dallas School District 2

Code: JEC
Adopted: 8/26/13
Readopted: 4/14/14; 4/12/16;

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1 and a child is considered to be five years of age if the fifth birthday of the child occurred on or before September 1.

All new students must register in the office. Registration requirements include immunization records, as required by law, and proof of the student's birth date (e.g., a birth certificate, a hospital record or a baptismal record). Students admitted to any grade must show evidence of completing the prior school years.

Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district.

Minor students living with a parent or guardian who resides in the district are considered residents of the district.

Students who are wards of the court and who are placed in the district are residents of the district.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 339.125	
ORS 336.092	ORS 339.133	OAR 581-022-2220
ORS 339.010	ORS 339.134	
ORS 339.115	ORS 433.267	

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2017).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2017).

Dallas School District 2

Code: GBEC
Adopted: 7/22/02

DELETE

~~Staff Drug and Alcohol Abuse~~

~~The Dallas School District recognizes that the misuse of drugs or abuse of alcohol is harmful to persons and creates dangerous conditions in the community and workplace. The District further recognizes that the use of alcohol, and other controlled substances by staff is both harmful and illegal.~~

~~The School Board places as a basis for this policy its responsibility to provide for the health, safety and general well-being of students and staff of Dallas School District.~~

~~No District employee shall manufacture, distribute, dispense, store, possess, or use alcohol, illegal drugs, controlled substances (except as prescribed by a physician), regardless of quantity, in the workplace. Employees shall not report to work impaired by alcohol or drugs.~~

~~The District will provide annual information to staff members about the effects of these substances and laws relating to use of such substances.~~

~~The Superintendent is directed to prepare Administrative Rules to implement this policy.~~

~~END OF POLICY~~

~~**Legal Reference(s):**~~

~~ORS 243.650~~
~~ORS 336.222~~
~~ORS Chapter 475~~
~~ORS 657.176~~
~~ORS 809.260~~
~~OAR 584-020-0040 (5)(e)~~

~~Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.~~
~~Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V; 21 CFR 1308.11-1308.15 (2000).~~
~~Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.~~

Dallas School District 2

Code: GBEC
Adopted: 7/22/02
Readopted:

Drug-Free Workplace *

The district shall provide a drug-free workplace.

The purpose of this policy is to promote safety, health and efficiency by prohibiting the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace.

This policy applies to all employees, including but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

The district shall provide to each employee a copy of this policy.

An employee shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance or alcohol in the workplace.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances.

An employee shall, as a condition of employment, abide by the provisions of this policy.[1]

Definitions

1. "Controlled substance" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other drug as classified under the federal Controlled Substances Act, as modified under Oregon Revised Statute (ORS) 475.035.

2. "Alcohol" shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.

3. "Conviction" means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or state criminal drug statutes.

4. "Criminal drug statute" means a Federal or State criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol.

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[1]Districts directly receiving grants or contracts from the federal government are required to meet this obligation.

5. "Drug-free workplace" means a site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol.

Sanctions and Remedies[1]

The district, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol, or upon having reasonable suspicion (under the section below) of an employee's unlawful use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action, which may include transfer, granting of leave with or without pay or suspension with or without pay, or discipline up to and including dismissal.

Within 30 calendar days of learning of an employee's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take appropriate action, which may include discipline up to and including dismissal; and/or

2. Require satisfactory participation by the employee in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (e.g., slurred speech, difficulty walking);

2. Direct observation of use in the workplace;

3. The opinion of a medical professional;

4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by employer;

5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

The district shall, upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program.

Establishment of Drug-Free Awareness Program

The district shall establish a drug-free awareness program to inform employees of the:

1. Dangers of drug abuse in the workplace;

2. Existence of and content of this policy for maintaining a drug-free workplace;

3. Availability of drug-counseling, rehabilitation and employee assistance programs; and

4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

Notification by Employee of Conviction[2]

An employee shall, as a condition of employment, notify the district in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Notification by the District of an Employee Conviction

The district shall notify the appropriate federal granting or contracting agency, in writing, of an employee's criminal drug statute conviction, for a violation occurring in the workplace, no later than 10 calendar days after learning of such conviction.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 336.222
ORS 342.721
ORS 342.723
ORS 342.726
ORS Chapter 475
ORS 657.176
OAR 581-022-2045
OAR 581-022-2210
OAR 584-020-0040(5)(e)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2016); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670 (2016).
Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2016).

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[2]Ibid. p. 2

Dallas School District 2

Code: GBEB
Adopted:

Communicable Diseases - Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employees who knows that he or she has or has been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When an administrator has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division, and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law.

The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations. The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 431.150 to -431.157
ORS 433.001 to -433.526
OAR 333-018
OAR 333-019-0010
OAR 333-019-0014
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017). Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Dallas School District 2

Code: GBEB-AR
Revised/Reviewed:

Communicable Diseases – Staff

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. "Restrictable diseases" are defined by rule and include but are not limited to chickenpox, diptheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public's health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy[1] or by the local health administrator after determining that it presents a significant public health risk in the school setting.

2. "Susceptible" means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.

3. "Reportable diseases" means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. An employee of the district will not attend or work at a district school or facility while in a communicable stage of a restrictable disease unless authorized to do so under Oregon law.

2. When an administrator has reason to suspect that an employee has or has been exposed to any restrictable disease that requires exclusion, the administrator shall send the employee home. If the disease is reportable, the administrator will report the occurrence to the local health department.

3. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.

[1] "OAR 333-019-0010(7) Nothing in these rules prohibits a school or children's facility from adopting more stringent exclusion standards under ORS 433.284."

4. An administrator will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.

5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.

6. More stringent exclusion standards for employees from school or work may be adopted by the local health department or by the district through policy adopted by the Board.

7. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.

2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.

3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.

4. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.

3. **All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).**

Dallas School District 2

Code: KBA
Adopted: 1/28/02
Readopted: 12/12/05; 1/14/08; 2/09/09; 11/14/11; 1/13/14

DELETE

~~Public Records**~~

~~"Public record" means any information that:~~

~~1. Is prepared, owned, used or retained by the district;~~

~~2. Is related to an activity, transaction or function of the district; and~~

~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in any appropriate format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.~~

~~The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.~~

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275 (5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same~~

time to the district's attorney.

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addressed assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.445 and ORS 192.502 (3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt. Additionally, the district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:

1. A statement that the district does not possess, or is not the custodian of, the public record;

2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410. to 192.505;

3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided and an estimate of the fees that the requester must pay as a condition of receiving the public records;

4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time;

5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable;

6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.

The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.

The superintendent will charge for public records requests that exceed 30 minutes of staff time or $25 in time and/or materials. The person making the request will be charged $ .10 per copy plus the actual hourly rate of the employee or employees responsible for completing the public records request. Fees will be charged for the actual cost of making public records available, including the costs for summarizing, compiling, or tailoring the public records, either in organization or media, to meet the person's request. As established under paragraph (4)(a) of ORS 192.440, the district will include in a fee the cost of time spent by an attorney in reviewing the public records, redacting material from the public records or segregating the public records into exempt and nonexempt records. The person making the public records request will

be provided with written notification of the estimated amount of the fee. The district will comply with the public records request upon confirmation by the requestor to proceed with making the public records available.

There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Requests for copies of documents shall be in writing and will be presented to the superintendent's office.

The district shall retain and maintain its public records in accordance with OAR 166, Division 400.

END OF POLICY

Legal Reference(s):

ORS Chapter 192

OAR 137-004-0800(1)
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC RECORD AND MEETINGS MANUAL.

Dallas School District 2

Code: KBA
Adopted: 01/28/02
Readopted: 12/12/05; 1/14/08; 2/09/09; 11/14/11; 1/13/14;

Public Records**

"Public record" means any information that:

1. Is prepared, owned, used or retained by the district;

2. Is related to an activity, transaction or function of the district; and

3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent's office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

Legal Reference(s):

ORS Chapter 192

OAR 137-004-0800(1)
OAR 166-400

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).
Americans with Disabilities Act Amendments Act of 2008.

Dallas School District 2

Code: KBA-AR
Adopted:

Public Records

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the superintendent's office at 111 SW Ash Street.

2. Upon receipt of a written request, the district shall respond within five business days[1] acknowledging receipt of the request or completing[2] the district's response to the request. If the district provides an acknowledgment of the request, it must:

   a. Confirm that the district is the custodian of the requested record;
   b. Inform the requester that the district is not the custodian of the requested record; or
   c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

   a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
   b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

   a. The staff or volunteers[3] necessary to complete a response to the public records request are unavailable;
   b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

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[1]"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

[2]The district response to a public records request will be considered complete pursuant to criteria in Oregon law (ORS 192.410-192.505).

[3]Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

c. Of the volume of the public records request being simultaneously processed by the district.

The district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.

6. If a copy of a public record is requested, the district will provide a single certified copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5) (a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of $.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date he/she was informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9. The district reserves the right to restrict the inspection of some public records to the district's facilities.

Dallas School District 2

Code: **JHFE-AR (1)**
Revised/Reviewed: 9/10/12;

Reporting of Suspected Abuse of a Child

Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent.

If known, such report shall contain the names and addresses of the child, the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and/or HR director.

When the district receives a report of suspected abuse of a child by one of its employees, and the ~~HR director~~ **Assistant Superintendent** determines that there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave until the Department of Human services or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the district employee. If the Department of Human services or a law enforcement agency is unable to determine whether the abuse of a child occurred, the district may either reinstate the employee or take disciplinary action at the district's discretion.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

Definitions

1. Oregon law recognizes these types of abuse:

    a. Physical;
    b. Neglect;

c. Mental injury;
d. Threat of harm;
e. Sexual abuse and sexual exploitation.

2. Child means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a district employee or former district employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

~~**Cooperation with Investigator**~~

~~The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:~~

~~1. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the principal or representative. The officer shall sign the student out on a form to be provided by the school;~~

~~2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;~~

~~3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;~~

~~4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.~~

Dallas School District 2

Code: JHFE-AR(2)
Adopted:

Abuse of a Child Investigations Conducted on District Premises

An investigation of a report of abuse of a child may be conducted on school premises by an investigator from the Department of Human Services (DHS) or a law enforcement agency according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

The investigator shall be advised by a school administrator or a school staff member of a child's disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

I, _____ (name of investigator or worker), am directing _____ (district staff member) not to notify any person, including the parent or guardian of _____ (name of student), other than the Department of Human Services (DHS) or law enforcement agency, of this investigation and directing _____ (name of district staff member) not to disclose any information obtained during the investigation pursuant to ORS 419B.045. The DHS or law enforcement agency are responsible for notifying the parents or guardians regarding the investigation pursuant to Oregon Administrative Rule (OAR) 413-015-0420. Pursuant to ORS 419B.045, DHS will assume liability and indemnify the district and its staff for complying with this order.

_____

Worker/Investigator Badge or ID Number _____ Name of Agency

_____

Name of Worker's/Investigator's Supervisor _____ Supervisor Contact Information

_____

Investigator Signature _____ Date

_____

FOR COMPLETION BY DISTRICT STAFF

_____ ☐ Student not available for interview
Name of Administrator Notified ☐ Student refused to be interviewed
☐ Administrator participated in interview

This form should be placed in a separate secure file and not in the student's file.

Dallas School District 2

Code: JFCG/JFCH/JFCI
Adopted: 9/9/02
Readopted: 11/28/05; 9/29/15;

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student possession, use, distribution or sale of tobacco products or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats, and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age ~~18~~ **21** possessing a tobacco **product** or inhalant delivery system ~~product~~ **on district property, in a district facility or while attending a district-sponsored activity** is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, or a tobacco-burning or inhalant delivery system device, to a person under ~~18~~ **21** years of age is in violation of state law and is subject to a court-imposed fine.

An "unlawful drug" is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of board policy and any accompanying administrative regulations.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY____

Legal Reference(s):

ORS 153.018
ORS 161.605
ORS 161.625
ORS 163.575
~~ORS 167.400~~
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.840
ORS 431.845
ORS 431A.175
ORS 433.835 to -433.990
ORS Chapter 475
OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-~~0413~~ **2045**
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)-(o)
OAR 581-053-0430(12)-(14)
OAR 581-053-0531(11)-(13)
OAR 581-053-0630
OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812 **(2017):** Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (~~2006~~ **2017**).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (~~2006~~ **2017**).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (~~2006~~ **2017**).

Dallas School District 2

Code: JECA
Adopted: 9/09/02
Readopted: 1/14/08; 8/26/13

~~DELETE~~

~~Admission of Resident Students**~~

~~School-age students who live within the district attendance area between the ages of 5-19 shall attend school without paying tuition.~~

1. ~~Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.~~

2. ~~The Board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma. These students may attend school without paying tuition for the remainder of the school year.~~

3. ~~The Board shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:~~

   a. ~~Has not yet received a regular high school diploma; or~~
   b. ~~Has received a modified diploma, an extended diploma or an alternative certificate.~~

4. ~~Students with disabilities voluntarily placed outside the home by their parent may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent and school staff can demonstrate it is in the student's best interest.~~

5. ~~The Board will, based on district criteria, deny regular school admission to students who have become residents and who are under expulsion from another district for reasons other than a weapons policy violation.~~

6. ~~The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to students who have become residents and who are under expulsion from another district for a weapons policy violation.~~

7. ~~The Board may, based on district criteria, provide alternative programs of instruction to students expelled for a weapons policy violation.~~

~~END OF POLICY~~

~~**Legal Reference(s):**~~

~~ORS 109.056~~
~~ORS 327.006~~
~~ORS 339.115~~
~~ORS 339.133~~
~~ORS 339.134~~
~~ORS 433.267~~

Dallas School District 2

Code: JECA
Adopted: 9/09/02
Readopted: 1/14/08; 8/26/13;

Admission of Resident Students**

A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.

A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if he/she is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.

The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

1. Has not yet received a regular high school diploma or a modified diploma; or

2. Has received an extended diploma or an alternative certificate.

A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.

A student with disabilities voluntarily placed outside the home by his/her parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent or guardian and school staff can demonstrate it is in the student's best interest.

The Board may, based on district criteria, deny regular school admission to a students who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a students who has become a resident student and who is under expulsion from another district for a weapons policy violation.

The Board may, based on district criteria, provide alternative programs of instruction to a students expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 433.267

Dallas School District 2

Code: **IGBHE**
Adopted: 11/28/05
Readopted: 1/22/07; 8/25/08; 5/14/12; 9/26/17

~~DELETE~~

~~Expanded Options Program~~

~~The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students~~

~~Eligible Students~~

~~Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she:~~

~~1. Is 16 years or older at the time of enrollment in a course under the Expanded Options Program;~~

~~2. Is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;~~

~~3. Has developed an educational learning plan; and~~

~~4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.~~

~~Student Notification~~

~~Prior to February 15 of each year, the district shall notify all high school students and the student's parents of the Expanded Options Program for the following school year. The district will notify a transfer high school student or a returning dropout of the Expanded Options Program if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.~~

~~It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.~~

~~The notice must include the following:~~

~~1. The definitions below:~~

~~a. "Eligible student": a student who is enrolled in an Oregon public school and who:~~

(1) Is 16 years or older at the time of enrollment in a course under the Expanded Options Program;
(2) In grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
(3) Has developed an educational learning plan as described in this policy; and
(4) Has not successfully completed the requirements for a high school diploma.

An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;

b. "Eligible post-secondary institution": a community college, a state institution of higher education listed in Oregon Revised Statute (ORS 352.002) and the Oregon Health and Science University;

c. "Eligible post-secondary course": any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.

An eligible post-secondary course does not include a duplicate course offered at the student's resident school. Eligible post-secondary courses include academic and professional technical courses and distance education courses.

2. Purposes of the Expanded Options Program which include the following:

a. To create a seamless education system for students enrolled in grades 11 and 12 to:

(1) Have additional options to continue or complete their education;
(2) Earn concurrent high school and college credits; and
(3) Gain early entry into post-secondary education.

b. To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources;

c. To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution; and

d. To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.

e. To increase the number of at-risk students earning college credits or preparing to enroll in an eligible post-secondary institution.

3. Financial arrangements for tuition, textbooks, equipment and materials;

4. Available transportation services;

5. The effect of enrolling in the Expanded Options Program on the student's ability to complete high school graduation requirements;

6. The consequences of failing or not completing a post-secondary course; and

7. Notification that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution.

8. District timelines affecting student eligibility and duplicate course determinations;

9. The following information about eligibility for the Expanded Options Program:

   a. Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;
   b. A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program.

10. Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;

11. The district's responsibility for providing any required special education and related services to the student;

12. The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;

13. The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;

14. Information about program participation priority for at-risk students;

15. Exclusion of duplicate courses as determined by the district;

16. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the superintendent's designee;

17. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school; and

18. Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the district of his/her intent to enroll in post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed post-secondary course to the remaining graduation requirements.

A student who intends to participate in the Expanded Options Program shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and

2. The relationship of the post-secondary courses proposed under the Expanded Options Program and the student's learning goals.

A student who enrolls in the Expanded Options Program may not enroll in post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the Expanded Options Program in grade 12 may not enroll in post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in a post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes. The Board's designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5).

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education. An "at-risk" student includes a student who meets state or federal Every Student Succeeds Act of 2015 (ESSA): (1) Title I - Improving Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C - Education of Migratory Children; (3) Title I, Part D - Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk; (4) Title III - Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title IXA - Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the Expanded Options Program and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning a post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision using an appeals process adopted by the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the Expanded Options Program. The student's education record shall indicate that the credits were earned at a post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment including tuition and fees and the costs of textbooks, equipment and materials.

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the school district; or

2. Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for a post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. "Related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. "Special education" means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum. If a

post-secondary institution intends to provide special education and related services to an Expanded Options Program participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;

3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and

4. Immediate notification to the district of any complaint made by the parents of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The Expanded Options Program does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 to -336.665
ORS Chapter 340

Every Student Succeeds Act of 2015, 20 U.S.C. § 1111-1605; § 3111-3203 (2017).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2017).

Dallas School District 2

Code: IGBHE
Adopted: 11/28/05
Readopted: 1/22/07; 8/25/08; 5/14/12; 9/26/17;

Expanded Options Program**

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if he/she:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;

2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;

3. Has developed an educational learning plan;

4. Has not successfully completed the requirements for a high school diploma or a modified diploma. A student who has graduated from high school may not participate; and

5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;

2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;

4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution;

6. District timelines affecting student eligibility and duplicate course determinations;

7. Exclusion of duplicate courses as determined by the district;

8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;

9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and

2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of

participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the

EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition, textbooks, equipment and materials.

Waiver

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or

2. Accel Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents or guardian and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;

3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and

4. Immediate notification to the district of any complaint made by the parents or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006 between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 to -336.665
ORS Chapter 340

Every Student Succeeds Act of 2015, 20 U.S.C. § 1111-1605; § 3111-3203 (2017).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2017).

Dallas School District 2

Code: IGBHE-AR
Adopted:

Annual Expanded Options Program Notification

Dallas School District
111 SW Ash St.
Dallas, Oregon 97338
Phone: 503-623-5594

Date: _____

Student/Parent(s) or Guardian(s): _____

Address: _____

Dear _____,
(Student/Parent(s))

This notice is required by law to notify you of potential opportunities under the Expanded Options Program (EOP) for your student. Your student may qualify as an eligible student to participate in the EOP for the following school year if your student meets the criteria below.

Your student may be permitted to participate if he/she is an eligible student applying to an eligible post-secondary institution for an eligible post-secondary course. An "eligible student" means a student enrolled in a public school and who:

1. **Is 16 years of age or older at the time of enrollment in a course under the EOP;**

2. **Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;**

3. **Has developed an educational learning plan as described in Board policy IGBHE - Expanded Options Program;**

4. **Has not successfully completed the requirements for a high school diploma or a modified diploma; and**

5. **Is not a foreign exchange student enrolled in a school under a cultural exchange program.**

An "eligible post-secondary institution" means:

1. **A community college;**

2. **A public university listed in ORS 352.002; and**

3. **The Oregon Health and Sciences University.**

An "eligible post-secondary course" means: any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree. It includes academic courses, career and technical education courses and distance education courses. It does not include a duplicate course, which is defined as "a course with a scope that is identical to the scope of another course".

Purpose

The purpose of this program is to:

1. Allow eligible students who participate in the EOP to enroll full-time or part-time in an eligible post-secondary institution; and

2. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the EOP.

Graduation and Course Credit

Participating in the EOP will not adversely affect your student's ability to graduate because credit received from successfully completing an eligible post-secondary course may be applied towards high school graduation requirements. If, however, your student does not receive a passing grade in the eligible post-secondary course, your student may not receive credit towards high school graduation.

Selection

An eligible students may apply for the EOP, but an eligible students who applies may not be accepted because of space limitations. Enrollment in the EOP may be limited because of caps on total credit hours that will be awarded by the high school. Unless notified otherwise, the total number of credits awarded under the EOP by each high school equals one-third of its enrollment in grades 9 through 12. (For example, if high school enrollment in grades 9- through 12 is 1,000 students, the high school may award no more than 330 credit hours for all students in the EOP.) If qualified applications to the EOP exceed space limitations, the district will establish a process that gives priority to "at-risk students".

Enrollment and Participation

To be eligible, participation in the EOP depends on your student's acceptance by an eligible post-secondary institution to take an eligible post-secondary course. Your student will not be eligible for state financial aid. Your student will have all costs paid for by the district in the same manner as if your student was attending the public high school. The district will pay for textbooks, fees, equipment or materials, and any other cost associated with enrollment. You will be responsible for providing transportation to the eligible post-secondary institution. The district and the eligible post-secondary institution may be able to arrange transportation services, although this service may not always be available, depending on circumstances. If your student receives special education services, the district will continue to provide special education services under an individualized education program (IEP).

Your student is expected to comply with the same behavior and attendance standards as if the student was attending the public high school. Failure to successfully complete an eligible post-secondary course or make satisfactory progress in the course may result in no credit received toward graduation, removal from the EOP, disciplinary action or referral to law enforcement.

Your student may participate in the EOP for no more than two years. After two years, your student is no longer eligible. If your student is in grade 12 when he or she first enrolls, he/she may participate no more than the equivalent of one academic year in the EOP. If your student is enrolled in high school full-time and he/she is taking a post-secondary course, he/she will not be awarded credit for that course under the EOP. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

If your student intends to enroll in a course that is already offered by the district, *i.e.*, a duplicate course, your student will not be eligible to participate in the EOP. You will be notified within 20 business days after the student has submitted the list of intended courses if a specific course is denied and is considered a duplicate course. A "duplicate course" is one with a scope that is identical to the scope of another course. Your child should consider district-provided, educational alternative programs that offer post-secondary level courses.

If you disagree with the district's assessment that a course is a duplicate course as determined by the district, you may appeal the decision under the procedures outlined below.

Contested Decisions/Appeal

If you disagree with the district's determination that a course is a duplicate course, you may appeal to the Board. Your appeal must be in writing and contain at a minimum the following information: (1) name of student; (2) name of post-secondary course; (3) detailed description of post-secondary course; (4) name of duplicate course offered by high school; (5) detailed description of duplicate course offered by high school; and (6) reasons why you believe course is not a duplicate. You must initiate your appeal within 5five days of receiving notification that the post-secondary course is a duplicate.

The Board will issue a written decision on the appeal within 30 business days of receipt of the appeal.

If dissatisfied with the Board's decision, you may appeal the decision to the Superintendent of Public Instruction or under Oregon Revised Statute (ORS) 340.030.

Student Notification to District

If you have questions, please call the district office. Please respond to this notice before May 15 if your student intends to enroll in an eligible post-secondary course during the following school year. If your student decides to enroll in an eligible post-secondary course, we will schedule a meeting with your advisory support team to develop an educational learning plan that addresses your student's short-term and long-term academic and career goals. Thank you for your cooperation.

Sincerely,

Principal

Dallas School District 2

Code: **IGBB**
Adopted: 10/14/02
Readopted: 6/14/10;

Talented and Gifted (Tag) Program and Services

Dallas School District is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted as defined by ORS 343.395 and OAR 581-022-1310. Copies of the statute and administrative rule are available at each school office or the Dallas School District Office, 111 SW Ash Street, Dallas, OR 97338. This policy can be found on the district website.

The District administration will maintain procedures for identifying academically talented and intellectually gifted students K-12. The District will also develop a written plan that identifies instructional options or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. **The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options.**

END OF POLICY

Legal Reference(s):

ORS 343.391
ORS 343.395
ORS 343.397
ORS 343.401
ORS 343.407
ORS 343.409
ORS 343.413
OAR 581-015-0805 to -0825
OAR 581-022-1310

Dallas School District 2

Code: GCN
Adopted: 2/11/13
Readopted: 4/14/15

DELETE

~~Evaluation of Licensed Staff~~

~~An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under board policy, administrators/supervisory employees are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for administrators/supervisory employees who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.~~

~~Licensed Staff~~

~~Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.~~

~~The evaluation system shall be customized between teachers and administrators based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.~~

~~Evaluations must attempt to:~~

~~1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;~~

~~2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;~~

~~3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;~~

~~4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;~~

~~5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher.~~

~~END OF POLICY~~

~~**Legal Reference(s):**~~

~~ORS 243.650~~
~~ORS 332.505~~
~~ORS 342.850~~
~~OAR 581-022-1720~~
~~OAR 581-022-1723~~
~~OAR 581-022-1724~~

Dallas School District 2

Code: GCN
Adopted: 2/11/13
Readopted: 4/14/15;

Evaluation of Staff *

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;

3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:

    a. Classroom-based assessments including observations, lesson plans and assignments;
    b. Portfolios of evidence;
    c. Supervisor reports; and
    d. Self-reflections and assessments.

4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;

5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

6. Customized by each district, which may include individualized weighting and application of standards.

An evaluation using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;

2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school and the district;

3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;

4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;

5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher; and

6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.505
ORS 342.850
ORS 342.856
OAR 581-022-2405
OAR 581-022-2410
OAR 581-022-2415

Dallas School District 2

Code: GCN-AR
Revised/Reviewed: 2/11/13

DELTE

~~Licensed Educator Evaluation~~

~~The evaluation system shall be developed collaboratively by teachers and administrators. The system shall include core teaching standards adopted by the State Board of Education. The evaluation system must:~~

~~1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate administrative behaviors. These measures use multiple evaluation methods that utilize multiple measures to evaluate teacher performance which may include, but is not limited to:~~

~~a. Student performance;~~
~~b. Student assessment;~~
~~c. Classroom-based assessments, including observations, lesson plans and assignments;~~
~~d. Portfolios of evidence;~~
~~e. Supervisor reports; and~~
~~f. Self-reflections and assessments.~~

~~2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including student performance data;~~

~~3. Be research based;~~

~~4. Be separately developed for each teacher; and~~

~~5. Be customized to the district, which may include individualized weighting and application of standards.~~

~~Local evaluation and support systems established by the district for teachers must be:~~

~~1. Designed with four performance level ratings of effectiveness as defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems;~~

~~2. Based on significant consideration of student learning, which may include, but is not limited to:~~

~~a. School-wide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485;~~
~~b. Formative and summative assessments; and~~
~~c. Classroom-level student learning goals set collaboratively between teachers and evaluators.~~

~~3. On a regular cycle.~~

~~Superintendents shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.~~

Dallas School District 2

Code: **IKF**
Adopted: 8/27/12
Readopted: 8/23/13; 4/14/14; 4/21/16; 8/09/16; 9/26/17

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child[1];

2. Homeless;

3. A runaway;

4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;

5. A child of a migrant worker; or

6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school[2].

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics, shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I;

2. Four credits of English shall include the equivalent of one unit in written composition;

3. Three credits of science;

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[1]**As defined in ORS 30.297.**
[2]**For a diploma awarded on or after January 1, 2018.**

4. Three credits of social sciences including history, civics, geography and economics including personal finance;

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world language units shall be earned in any one or a combination.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-~~1131~~**2025**.

Students must complete the required number of credits indicated in the chart below to become eligible to receive a Dallas High School diploma. Students must also complete all specific requirements as described in IKF-AR Administrative Rules and all applicable state requirements.

Graduation Year	Credits Required Standard Diploma	Credits Required Honors Diploma	Credits Required Modified Diploma	Credits Required Extended Diploma
2010 and following	24	26	24	12

* Dependent on student program

To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-022-~~1130~~**2000** and OAR 581-022-~~1134~~**2010**, respectively, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;

2. Develop an education plan and build an education profile;

3. Demonstrate extended application through a collection of evidence;

4. Participate in career-related learning experiences.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and

2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;

2. Are unable to demonstrate proficiency in the Essential Skills in English;

3. Have been enrolled in a U.S. school for five years or less; and

4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)[3].

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards ~~established~~ **adopted** by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria 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:

1. Three credits in English;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciences **which may include history, civics, geography, and economics (including personal finance**;

5. One credit in health **education**;

6. One credit in physical education; and

[3]This criteria does not apply to students seeking a diploma in 2017-2018.

7. One credit in career technology, the arts or a world language **(units may be earned in any one or a combination)**.

In addition to credit requirements as outlined in OAR 581-022-~~1134~~**2010**, a student must:

1. Develop an education plan and build an education profile;

2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

1. For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

g. One credit of the arts or a world language.

2. Have a documented history of:

a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
b. A medical condition that creates a barrier to achievement; or
c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement. ~~A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.~~

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the 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, an extended diploma or an alternative certificate in either 4 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, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, **an** extended diploma or **an** 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 superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who **qualifies to receive or** receives a modified diploma, an extended diploma or an alternative certificate ~~will~~ **shall** have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a ~~modified diploma,~~ an extended diploma or an 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 are required to be provided to students who are attending a public high school, ~~unless reduced~~ **as determined** by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.[4]

The district 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, the district 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 alternative 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 **by grade five** of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[5] and submitting the form to the district.

The district will issue a high school diploma, upon request **and pursuant to Oregon law (ORS 332.114),** to a person **or representative of a deceased person** who served in the **U.S.** Armed Forces[6], ~~as specified in~~

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[4]A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

[5]*www.ode.state.or.us*: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

[6]The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
   a. World War I;
   b. World War II;
   c. The Korean Conflict; or

~~Oregon law, if the person~~ **and** was discharged or released under honorable conditions ~~and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.~~

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
~~ORS 338.115~~
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-022-1910
OAR 581-022-~~1130~~**2000**
OAR 581-022-~~1134~~**2010**
OAR 581-022-~~1133~~**2015**
OAR 581-022-~~1135~~**2020**
OAR 581-022-~~1131~~**2025**
OAR 581-022-~~1210~~**2030**
OAR 581-022-~~0615~~**2115**
OAR 581-022-~~0617~~**2120**

~~OAR 581-022-1215~~
OAR 581-022-~~1350~~**2505**

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

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d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
   a. Operation Urgent Fury (Grenada);
   b. Operation Just Cause (Panama);
   c. Operation Desert Shield/Desert Storm (Persian Gulf War);
   d. Operation Restore Hope (Somalia);
   e. Operation Enduring Freedom (Afghanistan); or
   f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Dallas School District 2

Code: GCA
Adopted: 7/22/02
Readopted: 8/12/13

DELETE

~~License Requirements~~

~~The Board, in adhering to Oregon Revised Statutes, shall require all applicants to hold a valid Oregon license as a condition of employment. The district must be able to verify the current license of those offered employment before the Board will consider approving their employment. Applicants whose license cannot be verified prior to the beginning of school or the first day employment is to begin, will not be employed until such license is verified.~~

~~This verification includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current.~~

~~END OF POLICY~~

~~**Legal Reference(s):**~~

~~ORS 342.120 – 342.203~~ ~~OAR Chapter 584~~

Dallas School District 2

Code: GCA
Adopted: 7/22/02
Readopted: 8/12/13;

License Requirements

The Board, in adhering to Oregon Revised Statutes, shall require all applicants selected for employment for positions that require licensing, to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment.

If an applicant's teaching license application with the TSPC is pending, the applicant may teach for 90 calendar days after the date of submission of the application, if the applicant has:

1. **Submitted an application in the manner and form required by the TSPC, including payment of all required fees;**

2. **Completed a background clearance conducted by the TSPC that includes having:**

   a. **Furnished fingerprints, if required;**
   b. **Provided satisfactory responses to character questions in the form and manner required by the TSPC; and**
   c. **Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.**

The district will complete a review of the applicant's employment history prior to beginning employment.

The district will verify the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.

The verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current.

END OF POLICY

Legal Reference(s):

ORS 339.374
ORS 342.120 to-342.203
OAR 584-050-0035
OAR 584-200-0020

January 22, 2018

ITEM: Staffing Recommendation Update for 2017-2018

INFORMATION: The following staff are being recommended for employment for the 2017-18 school year.

Dallas High School

Joy Maddy	Counselor (temporary)	1.0 FTE

LaCreole Middle School

Drew Reinhardt	6th Grade Math Teacher Temporary to Regular Probationary	1.0 FTE

Lyle Elementary School

Jennifer Westendorf	Kindergarten Teacher (Temp)	1.0 FTE

(Replaces Lydia Hodge who moved to open LaCreole math position)

Division 22
Standards for Public Elementary and Secondary Schools
2017-2018 Assurances
REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by OAR 581-022-2305. Please *do not* submit this form to the Oregon Department of Education.

- ✓ Determine your district's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review via the Secretary of State's webpage.
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **February 1, 2018.**

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
581-022-0102	Definitions	☒	☐
581-022-0620	Test Development	☒	☐
581-022-1512	Child Development Specialist Programs	☒	☐
581-022-1910	Exemptions	☒	☐
581-022-1920	Waivers and Permission	☒	☐
581-022-2000	Diploma Requirements	☒	☐
581-022-2010	Modified Diploma	☒	☐
581-022-2015	Extended Diploma	☒	☐
581-022-2020	Alternative Certificate	☒	☐
581-022-2025	Credit Options	☒	☐
581-022-2030	District Curriculum	☒	☐
581-022-2045	Prevention Education Programs in Drugs and Alcohol	☒	☐
581-022-2050	Human Sexuality Education	☒	☐
581-022-2055	Career Education	☒	☐
581-022-2060	Comprehensive Guidance and Counseling	☒	☐
581-022-2260	Records and Reports	☒	☐
581-022-2265	Report on Physical Education Data	☒	☐
581-022-2100	Administration of State Assessments	☒	☐
581-022-2110	Exception of Students with Disabilities from State Assessment Testing	☒	☐
581-022-2115	Assessment of Essential Skills	☒	☐

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
581-022-2120	Essential Skills for English Language Learners	☒	☐
581-022-2130	Kindergarten Assessment	☒	☐
581-022-2205	Policies on Reporting of Child Abuse	☒	☐
581-022-2210	Anabolic Steroids and Performance Enhancing Substances	☒	☐
581-022-2215	Safety of School sports -- Concussions	☒	☐
581-022-2220	Health Services	☒	☐
581-022-2223	Healthy and Safe Schools Plan	☒	☐
581-022-2225	Emergency Plans and Safety Programs	☒	☐
581-022-2230	Asbestos Management Plans	☒	☐
581-022-2250	District Continuous Improvement Plan	☒	☐
581-022-2255	School and District Performance Report Criteria	☒	☐
581-022-2270	Individual Student Assessment, Recordkeeping, Grading, and Reporting	☒	☐
581-022-2300	Standardization	☒	☐
581-022-2305	Operating Policies and Procedures	☒	☐
581-022-2310	Equal Educational Opportunities	☒	☐
581-022-2315	Special Education for Children with Disabilities	☒	☐
581-022-2320	Required Instructional Time	☒	☐
581-022-2325	Identification of Academically Talented and Intellectually Gifted Students	☒	☐
581-022-2330	Rights of Parents of Talented and Gifted Students	☒	☐
581-022-2335	Daily Class Size	☒	☐
581-022-2340	Media Programs	☒	☐
581-022-2345	Auxiliary Services	☒	☐
581-022-2350	Independent Adoptions of Instructional Materials	☒	☐
581-022-2355	Instructional Materials Adoption	☒	☐
581-022-2360	Postponements of Purchase of State-Adopted Instructional Materials	☒	☐
581-022-2370	Complaint Procedures	☒	☐
581-022-2400	Personnel	☒	☐
581-022-2405	Personnel Policies	☒	☐
581-022-2410	Teacher and Administrator Evaluation and Support	☒	☐
581-022-2415	Core Teaching Standards	☒	☐
581-022-2420	Educational Leadership – Administrator Standards	☒	☐
581-022-2430	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure...	☒	☐

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
581-022-2440	Teacher Training Related to Dyslexia	☒	☐
581-022-2500	Programs and Services for Talented and Gifted Students	☒	☐
581-022-2505	Alternative Education Programs	☒	☐

Districts must report their status with regards to the Division 22 Standards to their communities by

February 1, 2018

Luckiamute Valley Charter Schools

BOARD MEETING

DECEMBER 13, 2017

PEDEE CAMPUS

WORK SESSION @ 5:30 WITH GENERAL SESSION TO FOLLOW

WORK SESSION: TO MEET WITH DOUG WISER TO SET PRIORITIES ON FACILITIES AND MAINTENANCE

In attendance: Matt Beasley, Vicki Avery, Kendall Cates, Fred Weisensee, Christi Wilkins, Steve Diehl, Tammy Pryce,
Absent: Jim Gardner
Visitors: Doug Wiser, Diane Kelly, Daniel Shimek, Jerry McGuffee

Work Session came to order at 6:00 p m

Doug Wiser suggests a few work sessions. He provided a document of specifications of a remodel of existing buildings and a template of renovations. Doug gave recommendations of different replacements ideas and energy saving options. A facility report was given as an example of what we can strive for. An evaluation of what the facilities look like and what the board vision is needed. What are the immediate needs and long term goals? What are the facility items that need to be replaced; a plan from year to year? Look for a grant writer for construction; fundraising, There needs to be an assessment of how much money is needed.
Pedee needs: gym floor, quieter classrooms, kitchen upgrade downstairs, and transition area for students.
Bridgeport needs: new kitchen, admin offices all together, gymnasium, and a stage.

General Board Session began 7:33 pm

1. Consent Agenda

1.1 Approval of Minutes from November 15, 2017 Board Meeting
1.2 AC –Nondiscrimination
AC-AR – Discrimination Complaint Procedure
BDDH – Public Participation at Board Meetings
GCA – License Requirement

Fred made a motion to accept consent agenda as presented, Vicki seconded, all in favor.

2. Announcements

2.1 Board Meeting January 17, 2017
2.2 Check for tax credit-$2654.62. Thank you board member, Fred Weisensee for taking the credit!
2.3 ODE – Food Service Review, Pedee 9th & 10th
2.4 Lockdown Practice – January 17th
2.5 Fire Drill – January 30th

3. Visitors

3.1 Daniel Shimek had been working on upgrading our internet service at Pedee. He has contacted Verizon and Exede Satellite to see if we can get higher speeds and bandwidth. Costs can be as high as $500 a month for 100 GB of service and additional costs for equipment. Board would like to move forward with looking at a contract from Verizon.
3.2 PTO had a game night in November. They had about 52 people come. They served hot dogs, had a raffle and it was a huge hit. Families had a great time socializing. Next event is an arts and crafts night on January 18th, hot dogs will be served as well. February 15th they are planning a Community Connection & Tech Talk Nights. A flyer will go out to the community to partner with the community to better serve and inform our school families of the resources and avenues available to them.

4. **Reports and Discussion**
   - 5.1. Directors Report: A summary of the LVCS OSBA Evaluation was included in the packet. Responses have been sent back to Kristen Miles with updates. She will then formulate our updates and then give her report to the District in January for review.
   - 5.2 BP Campus Principals Report included: Amber Chase is the Staff member of the month. Six staff members went to MANDT training, Jenneca is working on the BP Evacuation and Reunification Plan. Writing committee is working on writing curriculum. 3 admins attended the COSA law conference in Eugene.
   - 5.3 PD Campus Principal Report included: Assembly from the Salem K-9. The schools raised monies from the last 2 years to help pay for dog vests. 5th grade came to Pedee for the day. McGuffee went to bp's 5th grade class for a meet and greet to answer questions on what to look forward to at pedee.
   - 5.4 Resignation of Joanna Castellanos & New Hire: Ariana Locke
   - 5.5 A comparison of percentages on attendance patterns from this year and last year on our 4 day vs. 5 days. Currently we are 3% higher than last year.
   - 5.6 Current enrollment as of 12/13/2017 is 188
   - 5.7 November Financial Reports-Profit Loss, Balance, Board Report
   - 5.8 Annual Financial Report for 2016-2017 has been finalized and reports sent out.

5. **Board Agenda Settings**
   - 5.1 Work on bylaws
   - 5.2 Make public comment forms available at meetings

6. **Board Policy – First Reading**
   - 6.1 JHFE-AR2 –Abuse of Child Investigations Conducted on Public Charter School Property –put on consent agenda as is.
     JHFE-AR2 –Child Abuse Investigations Conducted on School Premises – DELETE- put on consent agenda
     KN-AR(2) – Abuse of a child or other investigations conducted on public charter school property- DELETE – put on consent agenda as is.

7. **Board Policy – Second Reading**
   - 7.1 EBBB – Injury/Illness Reports- put on consent agenda
     GCDA-GDDA – Criminal Records Checks and/or Fingerprinting-put on consent agenda
     GCDA-GDDA-AR – Criminal Records Checks and/or Fingerprinting- put on consent agenda

8. **Public Comments**
9. **Adjourn** 9:30 pm

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours in advance. Phone: 623-4837