

**Agenda
Board Meeting
August 8, 2016
6:30 p.m.
District Office Board Room**

*Michelle L. Johnstone
Superintendent*

*Dennis J. Engle
Assistant
Superintendent*

*2016-17
Board of Directors*

Michael Blanchard

Michael Bollman

Lu Ann Meyer

Matt Posey

Jon Woods

*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
503.623.5597 fax*

- | | | |
|-------------|--|-----|
| 1.0 | Welcome/Pledge of Allegiance | |
| 2.0 | Approval of the Agenda | |
| 3.0 | Good News | |
| 3.1 | Summerfest - Todd Baughman | |
| 3.2 | OASBO Recognition - Tami Montague | |
| 4.0 | Announcements | |
| 4.1 | August Calendar | 110 |
| 4.2 | Next Board Meeting August 22, 6:30 p.m. | |
| 5.0 | Financial Report | 111 |
| 6.0 | Consent Agenda | |
| 6.1 | Approval of July 25, 2016, board minutes | 115 |
| 6.2 | EEA - Student Transportation Service | 118 |
| 6.3 | GCBDD/GDBDD - Sick Time | 121 |
| 6.4 | IGAEB - Drug, Alcohol, and Tobacco Prevention,
Health Education | 123 |
| 6.5 | IGDJA - Student Eligibility for Athletic/Activity Participation -
Grades 9-12 | 126 |
| 6.6 | IKF - Graduation Requirements | 130 |
| 6.7 | DELETE - JFC - Student Conduct | 136 |
| 6.8 | JFC - Student Conduct | 137 |
| 6.9 | DELETE - JFG - Student Searches | 140 |
| 6.10 | JFG - Student Searches | 142 |
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| 6.12 | JGD - Suspension | 146 |
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| 7.0 | Board Goals 2016-17 | 150 |
| 8.0 | Leave of Absence request for Angel Kautz | 156 |
| 9.0 | Facilities Update - Kevin Montague | |
| 10.0 | Public Comment | |
| 11.0 | Executive Session per ORS 192.660 | |
| (i) | to Evaluate the Employment-related Performance of District
Personnel | |
| 12.0 | Adjourn | |

Working together for all students to achieve high levels of learning



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 • Lu Ann Meyer • Matt Posey • Jonathan Woods

August 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 6:30 Board Meeting	9	10	11	12	13
14	15 Fall Sports Begin Registration this week for schools	16	17	18	19	20
21	22 New Teacher Inservice 6:30 Board Meeting	23 New Teacher Inservice DEA Luncheon—Noon Morrison Gym	24 New Teacher Inservice	25	26	27
28	29	30	31	1 All Staff Welcome Back 7:30—10:30	2	3
		District Inservice Week				

Too see the entire Dallas School District Athletics and Upcoming Events go to:
www.dsd2.org

GENERAL FUND		FY 2016-17				Total Received			
Revenue & Resources		Jul-16	Aug-16	Sep-16	YTD Total	Projected	& Projected	Budget	%
Beginning Fund Balance					\$ -	\$ 1,398,000	\$ 1,398,000	\$ 1,000,000	0.0%
Taxes					\$ -	\$ 6,422,000	\$ 6,422,000	\$ 6,422,000	0.0%
Interest Income		\$ 2,217.65			\$ 2,217.65	\$ 36,282	\$ 38,500	\$ 38,500	5.8%
State School Funds		\$ 3,597,735.00			\$ 3,597,735.00	\$ 17,892,614	\$ 21,490,349	\$ 21,490,349	16.7%
Common School Fund					\$ -	\$ 313,060	\$ 313,060	\$ 313,060	0.0%
Other Sources					\$ 224.92	\$ 1,522,065	\$ 1,522,290	\$ 1,522,290	0.0%
Total Revenue		\$ 3,600,177.57	\$ 0.00	\$ 0.00	\$ 3,600,177.57	\$ 27,584,021	\$ 31,184,199	\$ 30,786,199	11.7%
FY 2015-2016		\$ 1,832,857.69	\$ 1,831,001.20	\$ 1,961,855.23					
FY 2014-2015		\$ 3,320,147.58	\$ 1,674,494.96	\$ 1,677,544.29					

Expenditures by Object:		Jul-16	Aug-16	Sep-16	YTD Total	Encumbered	Total Expended & Encumbered	Budget	%
100 Salaries		\$ 287,982.95			\$ 287,982.95	\$ 12,979,779	\$ 13,267,762	\$ 14,644,989	90.6%
200 Associated Payroll		\$ 192,346.77			\$ 192,346.77	\$ 4,448,302	\$ 4,640,649	\$ 8,050,155	57.6%
300 Services		\$ 104,617.76			\$ 104,617.76	\$ 5,073,256	\$ 5,177,874	\$ 5,661,775	91.5%
400 Supplies & Materials		\$ 256,111.56			\$ 256,111.56	\$ 331,836	\$ 587,948	\$ 1,007,800	58.3%
500 Equipment		\$ 24,860.00			\$ 24,860.00	\$ 320	\$ 25,180	\$ 176,500	14.3%
600 Dues & Fees		\$ 188,201.03			\$ 188,201.03	\$ 395	\$ 188,596	\$ 204,980	92.0%
700 Fund Modifications		\$ -			\$ -	\$ -	\$ -	\$ 40,000	0.0%
800 Planned Reserve		\$ -			\$ -	\$ -	\$ -	\$ 1,000,000	0.0%
Not Yet Encumbered/Projected							\$ 5,750,000		
Total Expenditures		\$ 1,054,120.07	\$ -	\$ -	\$ 1,054,120.07	\$ 22,833,888	\$ 29,638,008	\$ 30,786,199	96.3%
FY 2015-2016		\$ 1,337,976.87	\$ 1,016,793.75	\$ 2,352,886.89					
FY 2014-2015		\$ 1,184,401.97	\$ 1,091,655.17	\$ 2,070,042.69					

Expenditures by Function: (Appropriated)		Jul-16	Aug-16	Sep-16	YTD Total	Encumbered	Total Expended & Encumbered	Budget	%
1000 Instruction		\$ 60,353.62			\$ 60,353.62	\$ 14,804,853	\$ 14,865,207	\$ 18,630,088	79.8%
2000 Support		\$ 993,766.45			\$ 993,766.45	\$ 8,029,035	\$ 9,022,801	\$ 11,116,111	81.2%
3000 Community Service		\$ -			\$ -	\$ -	\$ -	\$ -	0.0%
5000 Transfers		\$ -			\$ -	\$ -	\$ -	\$ 40,000	0.0%
6000 Contingency		\$ -			\$ -	\$ -	\$ -	\$ 1,000,000	0.0%
Not Yet Encumbered							\$ 5,750,000		
Total Expenditures		\$ 1,054,120.07	\$ -	\$ -	\$ 1,054,120.07	\$ 22,833,888	\$ 29,638,008	\$ 30,786,199	96.3%
FY 2015-2016		\$ 1,337,976.87	\$ 1,016,793.75	\$ 2,352,886.89					
FY 2014-2015		\$ 1,184,401.97	\$ 1,091,655.17	\$ 2,070,042.69					

Ending Fund Balance		FY 2016-2017		FY 2015-2016		FY 2014-2015	
		\$ 1,546,191	\$ 0	\$ 1,398,000	\$ 1,398,000	\$ 1,992,928	\$ 1,992,928

INVESTMENTS		FY 2016-17		
		Jul-16	Aug-16	Sep-16
LGIP 5703 - TANS/SSF/Taxes				
Beginning Balance	\$ 1,725,317.44		\$ -	
Interest	\$ 2,217.65			
Deposits	\$ 3,894,483.41			
Fees	\$ (10.85)			
Withdrawals	\$ (1,715,513.21)			
Month-End Balance	\$ 3,906,494.44	\$ -	\$ -	\$ -
LGIP 5770 - Debt Service				
Beginning Balance	\$ 318,095.75		\$ -	
Interest	\$ 246.69			
Deposit	\$ 15,513.21			
Fees	\$ (10.05)			
Withdrawals	\$ -			
Month-End Balance	\$ 333,845.60	\$ -	\$ -	\$ -
LGIP 5018 - Facilities, Repairs & Maintenance				
Beginning Balance	\$ 162,253.35		\$ -	
Interest	\$ 121.25			
Deposit	\$ -			
Fees	\$ (20.05)			
Withdrawals	\$ -			
Month-End Balance	\$ 162,354.55	\$ -	\$ -	\$ -
LGIP 3804/3974 - GO Bonds S2010/2015				
Beginning Balance	\$ 6,938,831.77		\$ -	
Interest	\$ 5,032.09			
Deposit	\$ -			
Fees	\$ -			
Withdrawals	\$ (253,502.99)			
Month-End Balance	\$ 6,690,360.87	\$ -	\$ -	\$ -
Total Cash Invested in LGIP	\$ 11,093,055.46	\$ -	\$ -	\$ -
LGIP Interest Rate	0.88%			
Prior Year Balance	\$ 3,655,795.68	\$ 4,470,458.70	\$ 4,073,968.24	

NOTES ON DEBT SERVICE		FY 2016-2017	
Debt Service GO Bonds - Debt Service Fund	Final Payment Due June 2022		
Principal Outstanding June 30, 2016		\$ 9,696,340	
Principal Due	16-Jun-17	\$ 2,221,399	
Interest Due	16-Jun-17	\$ 24,301	
Interest Due	15-Dec-16	\$ 24,301	
Current Yr Outstanding - Debt Service 301		\$ 2,270,000	
GO Bond Due June 2017		\$ 2,270,000	
Current DS Fund Balance		\$ (1,936,154)	

Notes from the Business Office

Ending fund balance from 15-16 is looking healthier as we finalize purchases, relieve encumbrances, and work through our year-end closing procedures. In addition the state land board authorized an additional % of allocation for the Common School Fund adding about \$130,000 to our ending fund balance. Currently expecting to end closer to \$1.4 million than \$1 million.

Significant PERS increases still loom on the horizon starting in 2017-2018 as the unfunded PERS liability has grown to \$21 billion. There is currently no talk of potential reform in this upcoming legislative session. Current funding projections for K-12 (without revenue reform) will not allow for coverage of our roll-up costs. Added cost to Dallas just for PERS increase is expected to be around \$700K.

Measure 97 (formerly IP 28) has enough signatures to be on the November ballot and will be a big deal this fall with record amounts of special interest money going to both sides of the campaign.

SUMMARY - ALL FUNDS		Jul-16	Aug-16	Sep-16	YTD Total	Budget	%
Total Revenue This Month		\$ 3,605,577.60			\$ 3,605,577.60	\$ 47,287,906	7.6%
Total Expense This Month		\$ 1,243,668.17			\$ 1,243,668.17	\$ 47,287,906	2.6%
Excess / (Deficiency)						\$ -	
Revenue over Expenditures		\$ 2,361,909.43	\$ -	\$ -	\$ 2,361,909.43		

FUND 102	FACILITIES, REPAIRS & MAINTENANCE		FY 2016-17							
	Revenue & Resources		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Expected</u>	<u>Budget</u>		
	Beginning Fund Balance					\$ -	\$ 620,000	\$ 715,000		
	Revenue from Local Sources		\$ 121.25			\$ 121.25		\$ 7,800		
	Revenue from Federal Sources					\$ -				
	Transfers/Sale of Property					\$ -		\$ 110,000		
	Total Revenue		\$ 121.25	\$ -	\$ -	\$ 121.25	\$ 620,000	\$ 832,800		
	Expenditures by Function:		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Encumbered</u>	<u>Total Expended & Encumbered</u>	<u>Budget</u>	<u>%</u>
	Facilities - 2000		\$ 20,836.74			\$ 20,836.74	\$ 53,018	\$ 73,855	\$ 342,800	21.5%
	Capital Projects - 4000					\$ -		\$ -	\$ 155,000	
Fac, Rep and Maint - Unap End Fund Bal					\$ -		\$ -	\$ 335,000		
Total Expenditures		\$ 20,836.74	\$ -	\$ -	\$ 20,836.74	\$ 53,018	\$ 73,855	\$ 832,800		
Ending Balance										
FUND 203	FOOD SERVICE		FY 2016-17							
	Revenue & Resources		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Expected</u>	<u>Total Received & Expected</u>	<u>Budget</u>	<u>%</u>
	Beginning Fund Balance					\$ -	\$ -	\$ -	\$ 15,000	0.0%
	Revenue from Local Sources					\$ -		\$ -	\$ 200,200	0.0%
	Revenue from State Sources					\$ -		\$ -	\$ 30,000	0.0%
	Revenue from Federal Sources					\$ -		\$ -	\$ 735,000	0.0%
	Transfers/Sale of Property					\$ -		\$ -	\$ 10,000	0.0%
	Total Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 990,200	0.0%
	Expenditures by Function:		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Encumbered</u>	<u>Total Expended & Encumbered</u>	<u>Budget</u>	<u>%</u>
	Food Service - 3100		\$ 8,904.97			\$ 8,904.97		\$ 8,905	\$ 980,200	0.9%
Food Service - Unap Ending Fund Bal					\$ -		\$ -	\$ 10,000		
Total Expenditures		\$ 8,904.97	\$ -	\$ -	\$ 8,904.97	\$ -	\$ 8,905	\$ 990,200		
Ending Balance										
FUND 201-299	SPECIAL GRANTS & PROJECTS		FY 2016-17							
	Revenue & Resources		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>		<u>Budget</u>		
	Revenue from Local Sources					\$ -		\$ 301,000		
	Revenue from Intermediate Sources					\$ -		\$ 371,800		
	Revenue from State Sources					\$ -		\$ 860,544		
	Revenue from Federal Sources					\$ -		\$ 1,450,223		
	Transfers from General Fund					\$ -		\$ -		
	Total Revenue		\$ -	\$ -	\$ -	\$ -		\$ 2,983,567		
	Expenditures by Function:		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Encumbered</u>	<u>Total Expended & Encumbered</u>	<u>Budget</u>	<u>%</u>
	Special Grants & Projects - 1000		\$ 22,984.73			\$ 22,984.73		\$ 22,985	\$ 1,923,681	1.2%
Special Grants & Projects - 2000		\$ 19,748.44			\$ 19,748.44		\$ 19,748	\$ 936,886	2.1%	
Special Grants & Projects - 3000					\$ -		\$ -	\$ 43,000	0.0%	
Special Grants & Projects - 4000					\$ -		\$ -	\$ -		
Transfers to Other Funds - 5000					\$ -		\$ -	\$ 80,000		
Total Expenditures		\$ 42,733.17	\$ -	\$ -	\$ 42,733.17	\$ -	\$ 42,733	\$ 2,983,567		
Ending Balance										
FUND 301	DEBT SERVICE		FY 2016-17							
	Revenue & Resources		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>		<u>Budget</u>		
	Beginning Fund Balance					\$ -		\$ 275,000		
	Revenue from Property Tax Receipts					\$ -		\$ 2,117,640		
	Revenue from Interest Income		\$ 246.69			\$ 246.69		\$ 7,500		
	Transfers from Other Fund					\$ -		\$ -		
	Total Revenue		\$ 246.69	\$ -	\$ -	\$ 246.69		\$ 2,400,140		
	Expenditures by Function:		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Encumbered</u>	<u>Total Expended & Encumbered</u>	<u>Budget</u>	<u>%</u>
	Debt Service - 5110 610 Principal					\$ -	\$ 2,221,399	\$ 2,221,399	\$ 2,221,399	100.0%
	Debt Service - 5110 621 Interest					\$ -	\$ 48,601	\$ 48,601	\$ 48,601	100.0%
Debt Service - 5110 640 Bank Fees		\$ 10.05			\$ 10.05	\$ -	\$ 10	\$ 140	7.2%	
Debt Service - Unap End Fund Bal					\$ -		\$ -	\$ 130,000		
Total Expenditures		\$ 10.05	\$ -	\$ -	\$ 10.05	\$ 2,270,000	\$ 2,270,010	\$ 2,400,140		
Ending Balance										
FUND 401	BOND PROJECTS FUND		FY 2016-17							
	Revenue & Resources		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Expected</u>	<u>Budget</u>		
	Beginning Fund Balance					\$ -		\$ 6,545,000		
	Revenue from Local Sources		\$ 5,032.09			\$ 5,032.09		\$ 50,000		
	Revenue from State Sources (Seismic Grant)					\$ -		\$ 1,500,000		
	Revenue from Bond Proceeds					\$ -		\$ -		
	Total Revenue		\$ 5,032.09	\$ -	\$ -	\$ 5,032.09		\$ 8,095,000		
	Expenditures by Function:		<u>Jul-16</u>	<u>Aug-16</u>	<u>Sep-16</u>	<u>YTD Total</u>	<u>Encumbered</u>	<u>Total Expended & Encumbered</u>	<u>Budget</u>	<u>%</u>
	Bond Expenses- 4000		\$ 117,063.17			\$ 117,063.17	\$ 681,990	\$ 799,053	\$ 7,845,000	10.2%
	Bond Projects - Unap End Fund Bal					\$ -		\$ -	\$ 250,000	0.0%
Total Expenditures		\$ 117,063.17	\$ -	\$ -	\$ 117,063.17	\$ 681,990	\$ 799,053	\$ 8,095,000		
Ending Balance										
Total Revenue all Special Funds		\$ 5,400.03	\$ -	\$ -	\$ 5,400.03			\$ 16,501,707		
Total Expenditures all Special Funds		\$ 189,548.10	\$ -	\$ -	\$ 189,548.10			\$ 16,501,707		

GENERAL FUND		FY 2015-2016				Total Received & Projected		Budget	%
Revenue & Resources	Prior Months	Jun-16	Jul-16	YTD Total	Projected				
Beginning Fund Balance	\$ 1,992,828.09			\$ 1,992,828.09	\$ -	\$ 1,992,828	\$ 1,665,000	119.7%	
Taxes	\$ 5,934,652.37	\$ 150,087.69	\$ 43,146.94	\$ 6,127,887.00	\$ 53,000	\$ 6,180,887	\$ 5,940,200	103.2%	
Interest Income	\$ 39,299.77		\$ 3,174.94	\$ 42,474.71		\$ 42,475	\$ 33,000	128.7%	
State School Funds	\$ 20,914,797.59			\$ 20,914,797.59		\$ 20,914,798	\$ 21,994,482	95.1%	
Common School Fund	\$ 158,836.43			\$ 158,836.43	\$ 238,000	\$ 396,836	\$ 309,300	51.4%	
Other Sources	\$ 649,212.40	\$ 335,278.56	\$ 37,450.49	\$ 1,021,941.45	\$ 130,000	\$ 1,151,941	\$ 1,946,290	52.5%	
Total Revenue	FY 2015-2016	\$485,366.25	\$83,772.37	\$30,258,765.27	\$ 421,000	\$ 30,679,765	\$ 31,888,272	94.9%	
	FY 2014-2015	\$260,145.50	\$266,401.07	\$28,671,600.62					
	FY 2013-2014	\$4,080,961.53		\$26,980,406.02					
	FY 2012-2013	\$1,984,515.86		\$25,433,344.00					

Expenditures by Object:	Prior Months	Jun-16	Jul-16	YTD Total	Encumbered	Total Expended & Encumbered	Budget	%
100 Salaries	\$ 11,714,361.10	\$ 2,781,590.63	\$ (3,332.62)	\$ 14,492,619.11	\$ 14,000	\$ 14,506,619	\$ 14,452,335	100.4%
200 Associated Payroll	\$ 6,353,550.16	\$ 1,401,814.16	\$ (6,402.22)	\$ 7,748,962.10		\$ 7,748,962	\$ 8,353,952	92.8%
300 Services	\$ 5,148,700.23	\$ 434,815.39	\$ 79,909.34	\$ 5,663,424.96		\$ 5,663,425	\$ 5,915,163	95.7%
400 Supplies & Materials	\$ 1,028,978.16	\$ 78,774.00	\$ 1,906.48	\$ 1,109,658.64		\$ 1,109,659	\$ 1,151,563	96.4%
500 Equipment	\$ 15,200.00	\$ 1,687.44		\$ 16,887.44		\$ 16,887	\$ 118,000	14.3%
600 Dues & Fees	\$ 193,238.13	\$ 2,150.00		\$ 195,388.13		\$ 195,388	\$ 206,754	94.5%
700 Fund Modifications			\$ 40,000.00	\$ 40,000.00		\$ 40,000	\$ 40,000	100.0%
800 Planned Reserve				\$ -		\$ -	\$ 1,650,506	0.0%
Not Yet Encumbered/Projected								
Total Expenditures	FY 2015-2016	\$ 4,700,831.62	\$ 112,080.98	\$ 29,266,940.38	\$ 14,000	\$ 29,280,940	\$ 31,888,272	91.8%
	FY 2014-2015			\$ 26,793,571.07		\$ 26,793,571.07		
	FY 2013-2014	\$ 4,080,961.53	\$ 155,439.42	\$ 25,945,280.10		\$ 25,945,280.10		
	FY 2012-2013	\$ 2,057,017.28	\$ 93,506.36	\$ 23,784,093.03		\$ 23,784,093.03		

Expenditures by Function:	Prior Months	Jun-16	Jul-16	YTD Total	Encumbered	Total Expended & Encumbered	Budget	%
1000 Instruction	\$ 14,972,529.63	\$ 3,512,154.88	\$ 21,174.40	\$ 18,505,858.91	\$ 14,000	\$ 18,519,859	\$ 19,152,423	96.7%
2000 Support	\$ 9,481,498.15	\$ 1,188,676.74	\$ 50,906.58	\$ 10,721,081.47		\$ 10,721,081	\$ 11,045,343	97.1%
3000 Community Service				\$ -		\$ -	\$ -	0.0%
5000 Transfers			\$ 40,000.00	\$ 40,000.00		\$ 40,000	\$ 40,000	100.0%
6000 Contingency				\$ -		\$ -	\$ 1,650,506	0.0%
Not Yet Encumbered						\$ -		
Total Expenditures	FY 2015-2016	\$ 24,454,027.78	\$ 4,700,831.62	\$ 29,266,940.38	\$ 14,000	\$ 29,280,940	\$ 31,888,272	91.8%
	FY 2014-2015			\$ 26,793,571.07		\$ 26,793,571.07		
	FY 2013-2014	\$ 4,080,961.53	\$ 155,439.42	\$ 25,945,280.10		\$ 25,945,280.10		
	FY 2012-2013	\$ 2,057,017.28	\$ 93,506.36	\$ 23,784,093.03		\$ 23,784,093.03		

Ending Fund Balance	FY 2015-2016		
	FY 2014-2015	\$ 1,398,825	\$ 0
	FY 2013-2014	\$ 1,992,828	
	FY 2012-2013	\$ 1,035,126	

INVESTMENTS		Jun-16
LGIP 5703 - TANS/SSF/Taxes		
Beginning Balance	\$ 5,629,150.55	
Interest	\$ 3,079.16	
Deposits	\$ 256,427.26	
Withdrawals	\$ (4,163,339.53)	
Month-End Balance	\$ 1,725,317.44	
LGIP 5770 - Debt Service		
Beginning Balance	\$ 2,564,858.22	
Interest	\$ 528.90	
Deposit	\$ 63,328.78	
Withdrawals	\$ (2,310,620.15)	
Month-End Balance	\$ 318,095.75	
LGIP 5018 - Facilities, Repairs & Maintenance		
Beginning Balance	\$ 162,157.10	
Interest	\$ 116.30	
Deposit		
Withdrawals	\$ (20.05)	
Month-End Balance	\$ 162,253.35	
LGIP 3804/3974 - GO Bonds S2010/2015		
Beginning Balance	\$ 6,983,824.34	
Interest	\$ 4,975.44	
Deposit		
Withdrawals	\$ (49,968.01)	
Month-End Balance	\$ 6,938,831.77	
Total Cash Invested in LGIP	\$ 9,144,498.31	
LGIP Interest Rate	0.88%	
<i>Prior Year Bal</i>		

NOTES ON DEBT SERVICE		FY 2015-16
Debt Service GO Bonds - Debt Service Fund	Final Payment Due June 2016	
Principal Outstanding June 30, 2015	\$ 2,290,000	
Principal Due	16-Jun-16 \$ 2,290,000	
Interest Due	16-Jun-16 \$ 10,305	
Interest Due	\$ 10,305 15-Dec-16	
Current Yr Outstanding - Debt Service 301	\$ 2,300,305	
GO Bond Due June 2016	\$ 2,300,305	
Current DS Fund Balance	\$ (1,982,209)	

SUMMARY - ALL FUNDS		Jun-16	Jul-16	YTD Total	Budget	%
Total Revenue This Month	\$ 789,960.99	\$ 278,791.49	\$ 45,810,293.09	Includes Student Body Funds not itemized	\$ 49,582,588	92.4%
Total Expense This Month	\$ 7,800,112.50	\$ 422,853.74	\$ 37,294,587.79		\$ 49,582,588	75.2%
Excess / (Deficiency)						
Revenue over Expenditures	\$ (7,010,151.51)	\$ (144,062.25)	\$ 8,515,705.30			

FUND	FACILITIES, REPAIRS & MAINTENANCE															
	Revenue & Resources			Prior Months	Jun-16	Jul-16	YTD Total	Expected	Budget							
FUND 102	Beginning Fund Balance	\$	791,554.26			\$	791,554.26		\$	733,000						
	Revenue from Local Sources	\$	3,799.90	\$	113.71	\$	116.30	\$	4,029.91	\$	7,700					
	Revenue from Federal Sources	\$	-			\$	-		\$	-						
	Transfers/Sale of Property	\$	-			\$	98,700.00		\$	98,700.00						
	Total Revenue	\$	795,354.16	\$	113.71	\$	98,816.30	\$	894,284.17	\$	850,700					
	Expenditures by Function:															
	Facilities - 2000	\$	238,469.28	\$	7,494.41	\$	28,376.55	\$	274,340.24	\$	407,700	67.3%				
	Capital Projects - 4000	\$	-			\$	-		\$	-						
	Fac, Rep and Maint - Unap End Fund Bal	\$	-			\$	-		\$	-	\$	443,000				
	Total Expenditures	\$	238,469.28	\$	7,494.41	\$	28,376.55	\$	274,340.24	\$	850,700					
Ending Balance																
FOOD SERVICE																
FUND 203	Revenue & Resources			Prior Months	Jun-16	Jul-16	YTD Total	Expected	Total Received & Encumbered		Budget	%				
	Beginning Fund Balance	\$	15,705.55			\$	15,705.55		\$	15,706	\$	15,000	104.7%			
	Revenue from Local Sources	\$	170,504.58	\$	5,182.70	\$	930.56	\$	176,617.84	\$	176,618	\$	200,200	88.2%		
	Revenue from State Sources	\$	25,355.56	\$	1,129.20		\$	26,484.76		\$	26,485	\$	20,000	132.4%		
	Revenue from Federal Sources	\$	540,495.68	\$	119,857.25	\$	68,479.49	\$	728,832.42	\$	4,800	\$	733,632	98.5%		
	Transfers/Sale of Property	\$	-			\$	-	\$	10,000		\$	10,000	0.0%			
	Total Revenue	\$	752,061.37	\$	126,169.15	\$	69,410.05	\$	947,640.57	\$	14,800	\$	962,441	\$	990,000	97.2%
	Expenditures by Function:															
	Food Service - 3100	\$	806,960.86	\$	81,864.67	\$	49,148.77	\$	937,974.30	\$	30,000	\$	967,974	\$	975,000	99.3%
	Food Service - Unap Ending Fund Bal	\$	-			\$	-		\$	-		\$	-	\$	15,000	
Total Expenditures	\$	806,960.86	\$	81,864.67	\$	49,148.77	\$	937,974.30	\$	30,000	\$	967,974	\$	990,000		
Ending Balance																
SPECIAL GRANTS & PROJECTS																
FUND 201-299	Revenue & Resources			Prior Months	Jun-16	Jul-16	YTD Total		Total Expended & Encumbered		Budget	%				
	Revenue from Local Sources	\$	236,128.94	\$	8,769.85	\$	5,772.22	\$	250,671.01		\$	415,000				
	Revenue from Intermediate Sources	\$	447,000.00	\$	-	\$	0.00	\$	447,000.00		\$	348,670				
	Revenue from State Sources	\$	388,514.04	\$	-	\$	\$23,512.08	\$	412,026.12		\$	734,820				
	Revenue from Federal Sources	\$	860,049.80	\$	116,518.25	\$	\$23,512.08	\$	953,055.97		\$	1,337,376				
	Transfers from General Fund	\$	-			\$	-		\$	-		\$	-			
	Total Revenue	\$	1,931,692.78	\$	125,288.10	\$	5,772.22	\$	2,062,753.10		\$	2,835,866				
	Expenditures by Function:															
	Special Grants & Projects - 1000	\$	1,243,563.77	\$	286,670.35	\$	19,748.52	\$	1,549,982.64	\$	1,549,983	\$	1,704,233	90.9%		
	Special Grants & Projects - 2000	\$	613,546.88	\$	169,443.46	\$	58,365.77	\$	841,356.11	\$	841,356	\$	1,006,633	83.6%		
Special Grants & Projects - 3000	\$	11,659.88	\$	-	\$	-	\$	11,659.88	\$	11,660	\$	45,000	25.9%			
Special Grants & Projects - 4000	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-				
Transfers to Other Funds - 5000	\$	-	\$	-	\$	68,700.00	\$	68,700.00	\$	68,700	\$	80,000				
Total Expenditures	\$	1,868,770.53	\$	456,113.81	\$	146,814.29	\$	2,471,698.63	\$	-	\$	2,471,699	\$	2,835,866		
Ending Balance																
DEBT SERVICE																
FUND 301	Revenue & Resources			Prior Months	Jun-16	Jul-16	YTD Total		Total Expended & Encumbered		Budget	%				
	Beginning Fund Balance	\$	451,675.13			\$	451,675.13		\$	2,290,000	\$	2,290,000	100.0%			
	Revenue from Property Tax Receipts	\$	2,085,375.12	\$	53,023.78	\$	15,513.21	\$	2,153,912.11		\$	2,110,750				
	Revenue from Interest Income	\$	10,217.77	\$	-	\$	528.90	\$	10,746.67		\$	7,000				
	Transfers from Other Fund	\$	-			\$	-		\$	-		\$	-			
	Total Revenue	\$	2,547,268.02	\$	53,023.78	\$	16,042.11	\$	2,616,333.91		\$	2,417,750				
	Expenditures by Function:															
	Debt Service - 5110 610 Principal	\$	-	\$	2,290,000.00	\$	-	\$	2,290,000.00	\$	-	\$	2,290,000	100.0%		
	Debt Service - 5110 621 Interest	\$	10,305.00	\$	10,305.00	\$	-	\$	20,610.00	\$	-	\$	20,610	100.0%		
	Debt Service - 5110 640 Bank Fees	\$	110.75	\$	-	\$	10.15	\$	120.90	\$	-	\$	140	86.4%		
Debt Service - Unap End Fund Bal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	107,000				
Total Expenditures	\$	10,415.75	\$	2,300,305.00	\$	10.15	\$	2,310,730.90	\$	-	\$	2,310,731	\$	2,417,750		
Ending Balance																
BOND PROJECTS FUND																
FUND 401	Revenue & Resources			Prior Months	Jun-16	Jul-16	YTD Total	Expected	Total Expended & Encumbered		Budget	%				
	Beginning Fund Balance	\$	8,683,268.80			\$	8,683,268.80		\$	2,032,903	\$	2,855,000	71.2%			
	Revenue from Local Sources	\$	44,164.79	\$	-	\$	4,978.44	\$	49,143.23	\$	-	\$	100,000	0.0%		
	Revenue from Bond Proceeds	\$	-			\$	-		\$	-		\$	-			
	Total Revenue	\$	8,727,433.59	\$	-	\$	4,978.44	\$	8,732,412.03		\$	9,400,000				
	Expenditures by Function:															
	Bond Expenses- 4000	\$	1,692,977.35	\$	253,502.99	\$	86,423.00	\$	2,032,903.34	\$	-	\$	2,032,903	71.2%		
	Bond Projects - Unap End Fund Bal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	6,545,000	0.0%		
	Total Expenditures	\$	1,692,977.35	\$	253,502.99	\$	86,423.00	\$	2,032,903.34	\$	-	\$	2,032,903	\$	9,400,000	
	Ending Balance															
Total Revenue all Special Funds																
Total Expenditures all Special Funds																

**Minutes
Board Meeting
July 25, 2016
6:30 p.m.
District Office Board Room**

Present: Jon Woods, Lu Ann Meyer, Michael Bollman, Michael Blanchard, Michelle Johnstone, Dennis Engle, Kevin Montague, Debbie Green, Steve Spencer, Jamie Richardson

Excused: Matt Posey

Visitors: Jolene Guzman

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

Lu Ann Meyer moved to approve the agenda as presented, seconded by Michael Bollman. The motion passed unanimously.

3.0 Announcements

3.1 August Calendar

3.2 Next Board Meeting August 8, 6:30 p.m.

4.0 Consent Agenda

4.1 Approval of July 11, 2016, board minutes

Michael Blanchard moved to approve the consent agenda as presented, seconded by Lu Ann Meyer. The motion passed unanimously.

5.0 Board Goals 2016-17

The board reviewed the draft goals in the packet. The board discussed the communication goal and the possibility of doing a survey this year to ask what we can do to improve communication to our staff and parents. The current language or improving communication is not specific enough to measure.

6.0 Approval of Seismic Rehabilitation Grant Program Contract (Action)

Kevin Montague, facilities director, indicated that this approval was a formality step for the seismic grant our district received for work at Whitworth Elementary. The bonds have been sold and we need board permission to enter into a contract with the state for this project. The work can take place two years after the grant is awarded which would be summer 2017.

Michael Blanchard moved to approve the grant, seconded by Michael Bollman. The motion passed unanimously.

7.0 Leave of Absence request for Angel Kautz

The board requested to know if she intends to return to her current position and if the job opportunity experience will be of benefit to the district.

8.0 Policies (Second Reading)

8.1 EEA - Student Transportation Service

- 8.2 GCBDD/GDBDD - Sick Time
- 8.3 IGAEB - Drug, Alcohol, and Tobacco Prevention, Health Education
- 8.4 IGDJA - Student Eligibility for Athletic/Activity Participation -
Grades 9-12 (bold and underline 9 - nine)
- 8.5 IKF - Graduation Requirements
- 8.6 DELETE - JFC - Student Conduct
- 8.7 JFC - Student Conduct
- 8.8 DELETE - JFG - Student Searches
- 8.9 JFG - Student Searches
- 8.10 JG - Student Discipline
- 8.11 JGD - Suspension
- 8.12 JGDA/JGEA - Discipline of Students with Disabilities

9.0 Facilities Update - Kevin Montague

The roof work at DHS and Lyle is progressing and on schedule for completion as per contract. The Citizens Oversight Committee looked at several scenarios from the energy audit and will make a recommendation on how to move forward at their August meeting. The engineering and construction documents for the multi-purpose rooms are moving to bid in November. New blacktop installation at Lyle is expected to be complete at the end of this week. There will be a meeting to discuss the condition and life of the high school track with staff and a consultant. Work has been done to redo the stadium goal posts and fencing from the back of Whitworth to DHS will not happen before school starts, but shortly thereafter. There is a new concrete sidewalk at Lyle connecting the two parking lots and some new concrete and asphalt at Whitworth. The new bleachers on the stadium visitors side are complete. The old bleachers were repurposed and placed in other locations.

9.1 Lead Testing Update

In April 2016 - Oregon's governor declared that school districts need to test for lead this summer. The Oregon Health Authority and Oregon Department of Education (ODE) has no regulatory authority to do this and the declaration was changed to a request. The Health Authority recommended testing under EPA guidelines. Some districts are testing every water outlet and there is no continuity in what is being tested in various districts. There are two standards for testing lead in the water. One for public areas and one for schools. There has been no continuity in testing and many districts have used the public testing measure instead of school requirements. The EPA guidelines indicate testing should be done under normal use conditions. Our district completed 117 tests while school was in session to test under normal conditions. How do you replicate normal conditions in the summer? The district will finish testing when students return to school so we can meet the standards of the test (under normal classroom use conditions). ODE is working on a rule for school districts to have a plan in place for healthy and safe buildings by October 1, 2016. Kevin's recommendation is to let science guide us and not emotion. Most lead exposures are from paint, not water and are typically from home.

10.0 Public Comment

No public comment.

11.0 Executive Session per ORS 192.660

(i) to Evaluate the Employment-related Performance of District Personnel

12.0 Adjourn at 7:45 p.m.

Board Chair/Jon Woods

Date

Board Secretary Debbie Green

Date

Dallas School District 2

Code: **EEA**
 Adopted: 1/14/08
 Readopted: 5/14/12; 12/10/14

Student Transportation Service

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the superintendent or designee.

Elementary students (K-5) who live more than one mile from school will be transported. Secondary students (6-12) who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined by the District's approved supplemental plan in accordance with OAR 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

¹"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

²Federal funds means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who is under four years of age or weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until four feet nine inches or age eight and the adult belt properly fits.⁴ In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the **Transportation** code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate building principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the building principal and/or transportation supervisor.

The district nurse and/or student's case manager shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus/vehicle driver will be responsible for the school bus/vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

END OF POLICY

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Legal Reference(s):

<u>ORS 327.006</u>	<u>ORS 815.055</u>	<u>OAR 581-053-0031</u>
<u>ORS 327.033</u>	<u>ORS 815.080</u>	<u>OAR 581-053-0040</u>
<u>ORS 327.043</u>	<u>ORS 820.100 to-820.190</u>	<u>OAR 581-053-0053</u>
<u>ORS 332.405</u>		<u>OAR 581-053-0060</u>
<u>ORS 332.415</u>	<u>OAR 581-021-0050 to-0075</u>	<u>OAR 581-053-0070</u>
<u>ORS 339.240 to-339.250</u>	<u>OAR 581-022-1530</u>	<u>OAR 581-053-0210</u>
<u>ORS 343.155 to-343.246</u>	<u>OAR 581-023-0040</u>	<u>OAR 581-053-0220</u>
<u>ORS 343.533</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0230</u>
<u>ORS 343.155 to-343.243</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0240</u>
<u>ORS 811.210</u>	<u>OAR 581-053-0004</u>	<u>OAR 735-102-0010</u>
<u>ORS 811.215</u>	<u>OAR 581-053-0010</u>	

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Cross Reference(s):

EEAC - School Bus Safety Program

Dallas School District 2

Code: GCBDD/GDBDD
Adopted:

Sick Time

Sick time eligible employee means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers, independent contractors or employees covered by collective bargaining agreements or other employer/employee contracts that address sick leave. District employees receive sick leave under ORS 332.507. All district employees will receive a minimum of 40 hours of sick leave. Sick leave provisions are considered to be substantially equivalent to minimum requirements of Oregon Sick Time.

Sick time eligible employees qualify to begin earning and accruing sick time on the first day of employment with the district.

The district shall allow sick time eligible employees to access up to 40 hours of paid sick time per year. Sick time shall accrue at the rate of one hour of paid sick time for every 30 hours the employee works.

Sick time eligible employees may carry up to 40 hours of unused sick time from one year to the subsequent year. Sick time eligible employees are limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments and may be used for the sick time eligible employee's or a family member's¹ mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after five (5) consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

¹"Family member" is defined by the Oregon Family Leave Act (OFLA).

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of their intention to use sick time within three (3) days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, and mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district, consistent with the reporting time established by the district.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545

ORS 342.610
ORS 659A.150 to -659A.186

SB 454 (2015)

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).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Dallas School District 2

Code: **IGAEB**
 Adopted: 11/10/03
 Readopted:

Drug, Alcohol and Tobacco Prevention, Health Education**

Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol and tobacco use is illegal and harmful and interferes with both effective learning and the healthy development of students and adolescents, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol and tobacco use and to maintain a drug-free educational environment.

After consulting with parents ~~legal guardians~~, teachers, school administrators, local community agencies and persons from the drug, alcohol or health service community who are knowledgeable of the latest research information, the ~~School~~ Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program.

Drug Prevention Program

The district's drug, alcohol and tobacco curriculum will be age-appropriate, reviewed bi-annually and updated as necessary to reflect current research **and Oregon's Health Education Academic Content Standards.**

Drug, alcohol and tobacco prevention instruction will be integrated in the district's ~~counseling and~~ health education courses **for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses.** At least annually, all high school students, **grades 9-12** shall receive ~~such~~ instruction **about drug and alcohol prevention.** Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules.

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies in student/parent and staff handbooks.

DRUG INTERVENTION PROGRAM

Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited drug, alcohol and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will ~~arrange for the student to be escorted~~ **the student** to the office or designated area and will report the information to the ~~building~~ principal or his/her designated representative.

The ~~building~~ principal or designee will:

1. Call the police- **law enforcement** if deemed appropriate;
2. Call the parents/legal guardians for a meeting;
3. Discuss the incident with student, parents/legal guardians if available and police if contacted;
4. Impose the penalty for violations using due process procedures;
5. Tell parents/legal guardians about resources which offer treatment or assistance for young people suffering from drug-, alcohol- or tobacco-related problems.

Students possessing, using and/or selling unlawful drugs, including drug paraphernalia, alcohol and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. **When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting.** Students may also be referred to law enforcement officials.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents/legal guardians shall be contacted immediately. **A staff member shall be designated to accompany the student to the hospital or emergency facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district’s comprehensive first aid/emergency plan.**

The district will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.

Funds needed to support District activities related to unlawful drug, alcohol and tobacco prevention will be identified by source, particularly the 1986 Drug-Free Schools Act monies, or other grants received from federal, state or local sources.

A planned staff development program that includes current drug, alcohol and tobacco prevention education, an explanation of the district’s plan and staff responsibilities within that plan will be developed by the superintendent. The input of staff, parents/legal guardians and the community is encouraged to ensure a staff development program that best meets the needs of district students.

The district will develop a public information plan for students, staff, and parents.

The district’s Drug, Alcohol and Tobacco Prevention, Health Education policy, related board policies, rules and procedures will be reviewed annually and updated as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575
ORS 336.067
ORS 336.222
~~ORS 339.133 to 137~~
ORS 339.873
ORS Chapter 475
~~ORS 809.260~~

OAR 581-011-0052
OAR 581-015-2000
OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2050

OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2070
OAR 581-015-2075
OAR 581-015-2205
OAR 581-015-2220
OAR 581-015-2225
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OAR 581-015-2600
OAR 581-015-2605
OAR 581-021-0050
OAR 581-021-0055
OAR 581-022-0413
OAR 581-022-1210

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).
 Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
 Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).
 34 C.F.R. §§ 300.108.

Dallas School District 2

Code: **IGDJA**
 Adopted: 10/14/02; 8/22/05; 9/15/09
 Readopted: 10/26/09

Student Eligibility Requirements for Athletic/Activity Participation - Grades 9-12

The School Board, in establishing this policy, recognizes that scholastic achievement and normal progress towards graduation are the primary responsibilities of students. It also recognizes that athletic/activity participation is, and needs to be, a privilege extended to those students meeting all eligibility standards established for such participation.

Dallas High School

The School Board establishes the following basic standards for student participation in athletics and activities in grades 9-12 at Dallas High School. The standards apply to all participants in Dallas High School athletics and activities including students from OSAA associate member schools within Dallas School District boundaries who access Dallas High School program.

1. OSAA Standards
 - a. Athletics

Participation at Dallas High School conforms to OSAA rules. A student must be enrolled in school, attending regularly and passing in all subjects equivalent to at least five (5) credits of work (one [1] credit equals one-half [$\frac{1}{2}$] unit), and during the immediate preceding semester was enrolled in school, attended regularly and passed subjects equivalent to at least five (5) credits of work. Students may claim only one (1) off-campus credit per semester and must be enrolled in four (4) other credits per semester in order to remain eligible. In addition to the specific credit requirement identified in OSAA Rule 8.1.1. to be scholastically eligible, a student must be making satisfactory progress towards the school's graduation requirements by earning a minimum of the quantity of credits indicated on the chart below. ~~for the specified year.~~

Graduation Year	2015-2019						
Credits to Graduate	24	25	26	27	28	29	30
Prior to Grade 10	<u>6</u>	<u>6</u>	<u>6.5</u>	<u>6.5</u>	<u>7</u>	<u>7</u>	<u>7.5</u>
Prior to Grade 11	<u>10</u>	<u>10.5</u>	<u>11</u>	<u>11</u>	<u>11.5</u>	<u>12</u>	<u>12.5</u>
Prior to Grade 12	<u>17</u>	<u>17.5</u>	<u>18.5</u>	<u>19</u>	<u>19.5</u>	<u>20.5</u>	<u>21</u>

- b. Activities

Eligibility to participate shall meet the standards in 1.a. above.

2. Grade Point Standard

Coaches will be provided or will create a list of student athletes whose grade point average is below 2.0 or who are failing one (1) or more courses during the preceding six (6) week period. Coaches are required to monitor and assist students in improving academic performance through the use of study tables or other appropriate means.

3. Courses Passed Standard

A student must also earn a passing grade in all courses in which enrolled in the preceding six week grading period or be required to attend weekly study tables until grade(s) are raised.

4. Activity Groups

- a. Any group of students who represent Dallas High School in interschool activities shall be considered activities under 1.b. above:
- b. Some activities may have a graded component for out of class events. Activity directors each school year shall, prior to student participation, prepare a list of these events for approval by the school administration. Participation in these events shall not be governed by this policy.

5. Exceptions to this policy shall include

- a. A student identified and eligible for special education services, has an IEP (Individual Education Program), and is making progress toward his/her goals and objectives, may not be required to meet these standards. Such a decision shall be made by the IEP team.
- b. A student who can show an exceptional extenuating circumstance which prevented him/her from meeting the established standards such as prolonged illness or injury. Such hardship cases shall be ruled upon by the league's eligibility committee and/or OSAA.
- c. An appropriate review committee shall be established in the school to act on hardship cases in activities not governed by the league. It shall also act on all requests for waiver of standards under these expectations.
- d. A ninth grade student entering Dallas High School shall not be held accountable for the standards established in 1. above until the second semester of that year, nor will entering ninth grade students be held accountable for the standards established in 2., and 3. above until the first six (6) week grades are tabulated.
- e. Home schooled students that are properly registered with the Education Service District and score, as a minimum, in the 23rd percentile on any of the state required home school achievement tests. Students may participate while awaiting test results. (Test must be completed by August 15.)
- f. Second semester seniors taking fewer than five (5) classes may participate in all activities except: OSAA sanctioned activities.

6. Nine-Week Grading

At the end of each nine-week grading period coaches and directors of all athletic and activity teams will be provided a list of participants in their programs who are subject to exclusion under these standards. The coaches and directors shall make known this status to those students and encourage them to seek the assistance needed to avoid becoming ineligible.

La Creole Middle School

The school Board establishes the following basic standards for student participation in athletics and activities in grades 6-8 at LaCreole Middle School.

1. Academic Standard

- a. LaCreole Middle School requires that a student participating in athletics or a co-curricular activity be passing five (5) classes. **LaCreole Middle School partners with athletic clubs regarding athletic participation eligibility.**
- b. Home school students must be properly registered with the Education Service District and score, as a minimum, in the 23rd percentile on any of the state required home school achievement tests. Students may participate while awaiting test results. (Test must be completed by August 15.)
- c. Students enrolled less than full time must be passing 70% of subjects taken.

2. Activities

The following groups shall be considered activities at La Creole Middle School

- a. Drama;
- b. Harmonic Convergence;
- c. Any group of students who represents LaCreole Middle School in interschool activities;
- d. Any school sanctioned activity that requires the student to be absent from class.

3. Participation

- a. A student who fails to meet academic eligibility requirements may participate in practices.
- b. Students will be assessed every three (3) weeks during their athletic season for academic eligibility and may participate in competitions once eligible under 1.a.

4. Study Tables

- a. Any student whose grade point average is below a 2.0 or who is failing one (1) or more courses is considered "at risk" and will be placed on study table until grades improve.
- b. Any student required to participate in study table who is eligible under 1.a. of this policy may participate in events or competitions.

END OF POLICY

Legal Reference(s):

ORS 326.051

ORS 332.075(1)(e)

ORS 332.107

ORS 339.430

ORAR 581-021-0045 to -0049

OAR 581-022-1680

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
OR. SCH. ACTIVITIES ASS'N, OSAA HANDBOOK (2005).

Dallas School District 2

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

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 received by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

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, Algebra 1 or higher;
2. Four credits of English (one unit in written comprehension);
3. Three credits of science;
4. Three credits of social sciences;
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.

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 OAR 581-022-1131.

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	Credit Required Standard Diploma	Credits Required Honors Diploma	Credits Required Extended Campus Diploma*	Credits Required Modified Diploma	Credits Required Extended Diploma
2010 and following	24	26	36+	24	12

* Dependent on student program

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

1. Demonstrate proficiency in the essential skills of reading, writing and apply math;
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 students who by the end of their ~~11th grade year~~ high school are:

1. On track to meet all other graduation requirements; and
2. 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 students who by the end of their ~~11th grade year~~ 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. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

The district will develop procedures to provide assessment options as described in the Test Administration 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.

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 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;
5. One credit in health;
6. One credit in physical education; and
7. One credit in career technology, the arts or a world language.

In addition to credit requirements as outlined in OAR 581-022-1134, 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 modification 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 504 Plan may not receive a modified OAKS assessment.

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

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

Extended Diploma

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

3. 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.

4. 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 achievement, 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 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 four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, 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 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.

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 is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

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, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

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 requirements 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 Form¹ and submitting the form to the district.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces², as specified in Oregon law, if the person 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 332.107
ORS 332.114
ORS 338.115
ORS 339.115
ORS 339.505

ORS 343.295
OAR 581-022-0615
OAR 581-022-0617
OAR 581-022-1130
OAR 581-022-1131
OAR 581-022-1133

OAR 581-022-1134
OAR 581-002-1135
OAR 581-022-1210
OAR 581-022-1215
OAR 581-022-1350
HB 2655 (2015)

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.

¹ www.ode.state.or.us; or navigate to Teaching & Learning > Testing – Student Assessment > Smarter Balanced

²The 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
 - 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: **JFC**
 Adopted: 11/10/03
 Readopted: 6/23/14

DELETE Student Conduct

~~The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff, and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.~~

~~Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.~~

~~A student handbook, code of conduct, or other document shall be developed by district administration in cooperation with staff, and will be made available and distributed to parents and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act of 2001 (NCLBA). In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. All rules applying to student conduct shall be posted in a prominent place in each school building and posted on the Dallas School District website.~~

~~Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.~~

~~The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.~~

END OF POLICY

Legal Reference(s):

ORS 339.240
 ORS 339.250

ORS 339.260
 ORS 659.150

OAR 581-021-0050 to -0075

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
 Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
 Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
 Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
 No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006)

<h2>Dallas School District 2</h2>

Code: JFC
Adopted:

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, but not limited to, shall be subject to discipline, suspension or expulsion:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence;
3. Coercion;
4. Threats of violence or harm;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon;
7. Vandalism, malicious mischief or theft or willful damage or destruction of private property on district premises or at district-sponsored activities;
8. Sexual harassment;
9. Use of tobacco, alcohol or drugs;

10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school, or classroom rules.

The district recognizes that under the Unsafe School Choice Option of the No Child Left Behind Act of 2001 (NCLBA), a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record and report these infractions to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

Parents, students and employees shall be notified by handbook, the District's Code of Conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

ORS 659.850

OAR 581-021-0050 to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Dallas School District 2

Code: JFG
Adopted: 9/09/02
Readopted: 9/13/04; 8/11/15

DELETE

Student Searches**

The Board seeks to ensure a learning environment that protects the health, safety, and welfare of students and staff. To assist the Board in attaining these goals, district officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

- 1. The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally poses, or is in possession of some item that poses an immediate risk or serious harm to the student, school officials, and/or others at the school.
2. The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) that could contain the item(s) sought and not excessively intrusive in light of the age, sex, maturity of the student, and nature of the infraction.

Routine inspections of district property assigned to students may be conducted at any time.

Use of drug detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent.

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

Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. Law enforcement searches ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.

The superintendent shall develop an administrative regulation for implementing this policy in a manner which protects students' rights and provides a safe learning environment without unreasonable interference. Provisions for staff, student and parent notice of the Board's policy and accompanying regulation shall be included.

END OF POLICY

Legal Reference(s):

ORS 332.107

OAR 581-021-0050 to 0075

New Jersey v. T.L.O., 469 U.S. 325 (1985).

State ex. rel. Juv. Dept. v. M.A.D., 233 P3d. 437, 348 Or. 381 (2010).

State v. B.A.H., 263 P3d. 1046, 245 Or. App. 203 (2011).

State v. A.J.C., 326 P3d. 1195, 355 Or. 552 (2014).

Cross Reference(s):

KN-Relations with Law Enforcement Agencies

<h2 style="margin: 0;">Dallas School District 2</h2>
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Code: JFG
Adopted:

Student Searches**

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

Routine inspections of district property assigned to students may be conducted at any time.

Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent.

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

Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. Law enforcement searches ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.

The superintendent shall develop an administrative regulation for implementing this policy in a manner which protects students' rights and provides a safe learning environment without unreasonable interference. Provisions for staff, student and parent notice of the Board's policy and accompanying regulation shall be included.

END OF POLICY

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ORS 332.107

OAR 581-021-0050 to -0075

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Dallas School District 2

Code: **JG**
 Adopted: 9/09/02
 Readopted: 6/23/14

Student Discipline **

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity, and safety;
2. Understanding and respect for the law, board policies, administrative regulations, and school rules;
3. Understanding and respect for public and private property rights.

The board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective.

The district shall enforce consistently, fairly, and without bias all student conduct policies, administrative regulations, and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, **except that expulsion may not be used to address truancy;** or c) when required by law. **The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion.** The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below is limited to:

1. **Nonaccidental conduct causing serious physical harm to a student or employee;**
2. **When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or**

3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students, and employees shall be notified by handbook, the District's Code of Conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.061
ORS 332.072

ORS 332.107
ORS 339.115
ORS 339.240 to -339.280

OAR 581-021-0045
OAR 581-021-0050 to -0075

Cross Reference(s):

JFC - Student Conduct
 JGD - Suspension of Students
 JGE - Expulsion of Students

Dallas School District 2

Code: JGD
 Adopted: 8/26/02
 Readopted: 12/11/06; 8/12/13

Suspension of Students

Failure to comply with school rules, willful disobedience, open defiance of a teacher's authority, the use of profane or obscene language, willful damage or injury to school property, use of threats, intimidation, harassment or coercion against any student or school employee is sufficient cause for discipline and/or suspension.

Suspension is an action which takes away a student's right to attend school or participate in school activities on a temporary basis which shall not exceed ten (10) school days. A suspension action is taken only by the principal or his/her designee.

Students may be suspended when such suspension contains within its procedures the elements of prior notice (OAR 581-021-0075) specification of charges, and all opportunity for the student to present his or her view of the alleged misconduct. The suspending official shall notify the student's parent or guardian of the suspension, the conditions for reinstatement, and appeal procedures, where applicable.

The Superintendent shall prepare Administrative Rules for suspension and the appeals procedures.

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the District's Code of Conduct made available by the district.

Each suspension will include a statement of the reasons for the suspension, the length of the suspension, a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

Suspensions may be appealed to the superintendent or his/her designee.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

OAR 581-021-0050 to 0075

Cross Reference(s):

JG - Management of Student Behavior

<h2>Dallas School District 2</h2>

Code: JGDA/JGEA
 Adopted: 4/14/08

Discipline of Students with Disabilities**

When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving IEP services;
2. For the student not yet identified as a student with a disability, the district had knowledge that the student had a disability and needed special education.

For a violation of a **the District's** Code of Conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF POLICY

Legal Reference(s):

<u>ORS 326.565</u>	<u>OAR 581-015-2400</u>
<u>ORS 326.575</u>	<u>OAR 581-015-2405</u>
<u>ORS 336.187</u>	<u>OAR 581-015-2410</u>
<u>ORS 339.240</u>	<u>OAR 581-015-2415</u>
<u>ORS 339.250</u>	<u>OAR 581-015-2420</u>
<u>ORS 339.252</u>	<u>OAR 581-015-2425</u>
<u>ORS 339.260</u>	<u>OAR 581-015-2430</u>
<u>ORS 343.177</u>	<u>OAR 581-015-2435</u>
	<u>OAR 581-015-2440</u>

Individuals with Disabilities Education Act (IDEA, 20 U.S.C. § 1415 (k) (2006).

Assistance to States for the Education of Children with Disabilities, 34 CFR § 300.507 and § 300.508(a)-(c); §§ 300.510 - 300.514; §§ 300.530 - 300.536.

**Dallas School District
Board Goals
2016-17**

MISSION: WORKING TOGETHER FOR ALL STUDENTS TO ACHIEVE HIGH LEVELS OF LEARNING

VISION:

- District defined Common Core Standards
- Ongoing collaboration among all staff
- All teachers teaching to Common Core Standards
- Common regular assessments
- Interventions and enrichments based on regular assessments
- Improve teaching based on data, reflection, and evaluation
- Improve learning based on data, reflection, and evaluation
- Accurate and timely feedback and reporting to parents
- All students will attain a high school diploma

Goals 2016-17

- 1.0 School District, all students will obtain a high school diploma that is appropriate and meaningful. One hundred percent (100%) of students will meet the annual goal of graduating on or before 2025 as aligned to The Promise of Oregon.
- 2.0 Dallas School District will update long-range facilities plan with future recommendations that include developing standards for facilities inclusive of future schools by June 2017.
- 3.0 Dallas School District will continue to improve communication efforts with students and families and with the community.
- 4.0 Dallas School District will continue to promote transparency with greater involvement of the budget review committee, district staff, and others in the allocation of resources to meet the mission of the district.
- 5.0 Dallas School District will continue to focus on creating safe learning environments.

- 1.0 *In Dallas School District, all students will obtain a high school diploma that is appropriate and meaningful. One hundred percent (100%) of students will meet the annual goal of graduating on or before 2025 as aligned to The Promise of Oregon.*

Strategy	Timeline/ Progress	Responsibility
<p>The board will monitor student achievement progress with board data updates.</p> <p>100% of students will meet or exceed standards in reading, writing, and mathematics based on school or individual data.</p> <p>Indicator:</p> <ul style="list-style-type: none"> ● Research-based Instructional Strategies <i>Evidence: Instructional Rounds, Cognitive Coaching, Visible Learning, bi-weekly school visits</i> ● Professional Learning Communities <i>Evidence: Engage in PLC research: Shirley Hord, Project Based Learning</i> ● Intervention/Progress Monitoring <i>Evidence: Local and state assessments</i> ● Full-day Kindergarten <i>Evidence: Comparability data with current baseline year of 2015-16</i> ● Curriculum Alignment/Common Core Standards: <i>Project Based Learning</i> ● Professional Development/Instructional Coaches <i>Evidence: CLASS, Professional Learning Specialists</i> 	<p>Ongoing</p> <p>June 2017</p>	<p>Superintendent, Director of Learning Services, Principal</p>

<p>Increase learning opportunities for students.</p> <p>Indicator:</p> <ul style="list-style-type: none"> ● TAG Program <i>Evidence: Learning opportunities, feedback survey from parents and students, short term plan for this year that builds for future</i> ● Expand CTE Options <i>Evidence: Schedule of classes, community feedback on skills desired in graduates that includes feedback from local businesses, Board vision of programs offered</i> 	<p>June 2017</p>	<p>Superintendent, Director of Learning Services, Principals</p>
<p>In order to learn more about student achievement progress, the school board will conduct periodic meetings in schools (first board meeting in October, November, January, and March).</p>	<p>Ongoing</p>	<p>Superintendent Board</p>

2.0 Dallas School District will update the long-range facilities plan with future recommendations that include developing standards for facilities inclusive of future schools by June 2017.

Strategy	Timeline/ Progress	Responsibility
<p>The facilities committee will revise a long-range facilities plan with future schools recommendations for approval by the school board.</p> <p><i>Evidence: Revised plan inclusive of enrollment projections, demographics projections versus actual enrollment, student reciprocal movement.</i></p>	June 2017	Superintendent/ Facilities Director/Citizens Oversight Committee
<p>The facilities committee will communicate bond work in progress and completed to all patrons in Dallas School District.</p> <p><i>Evidence: Before and After Video Clips to share with patrons (in progress), FB Page, Updates at Board Meetings</i></p>	On going	Superintendent/ Facilities Director/Citizens Oversight Committee

3.0 Dallas School District will continue to improve communication efforts with students and families and with the community.

Strategy	Timeline/ Progress	Responsibility
<p>School Board and City Council collaborative meetings</p> <p><i>Evidence: Meeting agenda</i></p>	Fall/ Spring	Board, City Council, Superintendent City Manager
<p>Superintendent will create a "Superintendent Update" to staff, parents, and patrons to share district news.</p> <p><i>Evidence: Updates via email, FB, newspaper</i></p>	Monthly	Superintendent

Draft for Board Consideration July 1, 2016

Superintendent will gather feedback through “coffee shop” discussions. Locations: McDonalds, DRV, Cerres Glen	Monthly	Superintendent
Superintendent will continue community involvement; Dallas Chamber Board, Rotary, OASE Funding Coalition	2016-2017	Superintendent

4.0 *Dallas School District will continue to promote transparency with greater involvement of the budget review committee, district staff, and others in the allocation of resources to meet the mission of the district.*

Strategy	Timeline/ Progress	Responsibility
Oversee priority based budgeting process and implementation of this process based on the fiscal picture for the district. <i>Evidence: Annual meetings and budget</i>	Annually	Superintendent Director of Fiscal Services Finance Committee District Collaboration Team
Determine any community and staff communication on the budget process. <i>Evidence: District Collaboration Committee, Budget Committee, Administrators, email, newspaper</i>	Annually	Director of Fiscal Services Finance Committee District Collaboration Team
Determine community communication regarding the district’s management of the bond and bond projects. <i>Evidence: -Citizens Oversight, Budget Committee, District Collaboration Committee, Administrators, newspaper</i>	Annually	Director of Fiscal Services Finance Committee District Collaboration Team

5.0 Dallas School District will continue to focus on creating safe learning environments.

Strategy	Timeline/ Progress	Responsibility
Review/Revise the Critical Incident Manual <i>Evidence: Critical Incident Manual</i>	Annually	Superintendent
Plan and conduct one evacuation drill in addition to the two safety drills and monthly fire drills. Evacuation drill will be conducted at Dallas High School in the fall of 2016. <i>Evidence: Feedback on the evacuation drill</i>	2016-17	Superintendent/ Administrators
Provide parent and student opportunities to learn about marijuana. <i>Evidence: Basic information posted for parents, informational meetings and classes</i>	Fall 2016	Superintendent/ Administrators
Report on work completed based on the recommendations from the Superintendent Facilities Committee.	On going	Superintendent/ Facilities Director

Angel Kautz
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July 8, 2016

Dallas School District Board
Dallas School District
111 SW Ash St.
Dallas, Oregon 97338

To Whom It May Concern,

This letter is a formal request for a leave of absence. I would like to request a leave of absence from September 1st, 2016 to September 1st, 2017.

The reason for my request is to experience an opportunity outside of the district. I realize that over the past few years I have closely worked one on one with a few students and will still be available by phone or email if my assistance is needed.

Thank you very much for your consideration in providing me with this opportunity for a leave of absence.

Sincerely,



Angel Kautz