

Agenda

Wednesday, September 11, 2024 7:00 PM

Winston-Dillard School District, 620 NW Elwood St, Winston, OR 97496

1. **Call To Order**

2. **Pledge of Allegiance**

3. **Roll Call - Establishment of a Quorum**

4. **DHS Student Report**

5. **SUPERINTENDENT REPORT**

5.A. Enrollment

6. **Directors Report**

7. **ITEMS OF DISCUSSION**

7.A. District Policy Desk Audit 1st Reading

7.B. CharacterStrong Tier II & III

7.C. Annual Title 1 Parent Notification

7.D. 2024 OSBA Annual Convention November 7-9, 2024

7.E. Field Trip Requests

8. **ADOPTION OF CONSENT AGENDA**

8.A. Financial Statement

8.A.1. July Statements

8.A.2. August Statements

8.B. Minutes

8.B.1. Regular Session August 14, 2024

8.C. Recommended Inter-District Student Transfers
for the 2024-25 School Year

8.D. Donations

8.D.1. Thank you to Roger & Karen Hecox from
McGovern Elementary for school supplies valued at
approximately \$100.

8.E. Adoption of Consent Agenda Motion

9. **ACTION ITEMS**

9.A. District Policy Desk Audit Updates 2nd Reading

9.B. CharacterStrong - Title 1 Funds

9.C. Office of the Superintendent Position

9.D. Superintendent Contract

9.E. Food Service Director - Food Service Funds

9.F. Winston Area Community Partnership (WACP):
Afterschool Youth Program Teen Center

10. **COMMUNICATIONS**

11. **FOR THE GOOD OF THE ORDER**

12. **ADJOURNMENT**

13. **UPCOMING**

13.A. Regular Session at WSD District Office
Board Room on October 9, 2024 at 7:00 pm.



SUPERINTENDENT REPORT

September 2024

DOUGLAS HIGH MURAL WALL



WINSTON MIDDLE SCHOOL VESTIBULE



LOOKINGGLASS FENCING



Winston-Dillard School District Student Enrollment 2024-25								
Grade Level	6/9/2024	9/6/2023	9/9/2024					
K	92							
1	89							
2	106							
3	98							
4	104							
5	104							
Elem School Total	593	588	571					
6	89							
7	104							
8	89							
Middle School Total	282	290	308					
9	83							
10	115							
11	72							
12	56							
DAS	79	51	47					
High School Total	405	400	367					
Total Enrollment	1280	1278	1246					
6/7/2024								
Elementary Schools	PK	K	1	2	3	4	5	DAHS
McGovern - 230	0	0	0	0	77	74	79	9
Brockway - 221(PK274)	53	74	71	76	0	0	0	10
Lookingglass -142(PK159)	17	18	18	30	21	30	25	11
Total	70	92	89	106	98	104	104	12
9/9/2024								
Elementary Schools	PK	K	1	2	3	4	5	Total
McGovern -208	0	0	0	0	0	0	0	0
Brockway - 222(PK22)	0	0	0	0	0	0	0	0
LES -141 (PK 17)	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0

Winston-Dillard School District 116

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The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student

to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Winston-Dillard School District 116

OK

Code: IA
Adopted: 6/22/05
Revised/Readopted: 4/20/11; 1/15/14
Orig. Code(s): IA

Instructional Goals

In ~~The~~ establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community ~~through such means as 21st Century Schools Councils, local school committees and advisory committees~~.

The district is committed to a continual process of collaborative decision making and goal setting that supports the ~~physical and cognitive growth and development of students around the following~~ characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, ~~gender~~, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations, and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Supports the physical and cognitive growth and development of students;
5. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
6. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
7. Provides for rigorous academic content standards and instruction in mathematics, science, ~~language arts~~English, history, geography, economics, civics, physical education, health, the arts and world languages;
8. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
9. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
10. Provides students with the knowledge ~~and~~, skills ~~and positive attitude~~ that lead to an active, healthy lifestyle;

11. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
12. Provides opportunities for students to learn through a variety of teaching strategies;
13. Emphasizes involvement of parents and community in the total education of students;
14. Transports students safely to and from school;
15. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
16. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;
17. Provides for a safe, educational environment;
18. Provides increased learning time;
19. Provides each student an education experience that supports ~~Supports~~ students' academic growth beyond proficiency in academic content standards and encourages their attainment of challenging and aspirational individual goals [✓][;] [and] ✓
20. ✓ Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement. ✓

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.125](#)

[ORS 336.067](#)
[OAR 581-022-2030](#)

[OAR 581-022-2315](#)

House Bill 2056 (2021).

Winston-Dillard School District 116

Code: IB
Adopted: 4/20/11
Revised/Readopted: 2/09/22
Orig. Code(s): IB

OK

Freedom of Expression**

Students have a general right to freedom of expression within the school system. The district requires that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation or gender identity. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications K-8, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;

5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists; that are distributed or generally made available, either free of charge or for a fee, to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district[or school] policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a decision within three school days of the meeting.

If the complainant is not satisfied with the decision of the superintendent, the complainant may appeal to the Board under established district procedures.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 329.025](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 336.477](#)
[ORS 339.880](#)
[ORS 339.885](#)
[ORS 659.850](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

Winston-Dillard School District 116

OK

Code: IBDJA
Adopted: 4/20/11
Revised/Readopted: 4/11/18
Orig. Code(s): IBDJA

Relations with Home-schooled Students**

The district recognizes the rights of parents to educate students at home and acknowledges the education service district's role in registering and monitoring test results for students who are being taught at home.

Further, the Board is willing to assist parents in this endeavor if a request is made through the superintendent. The district will furnish basic course descriptions, state standards for elementary and secondary education, and when available, may furnish basic instructional materials upon deposit of a loss/damage fee.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.

The district shall evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Homeschooled ~~Home-schooled~~ students may participate in available interscholastic activities if the following requirements are met:

1. The student can meet the district eligibility requirements, except the district or class attendance requirements;
2. The student need not meet class requirements of the voluntary association administering the interscholastic activities;
3. The student must meet one of the following:
 - a. The student must achieve the minimum score on an examination from the list adopted by the State Board of Education that places the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. The parent or guardian shall submit the examination results to the district. The student may participate while awaiting test results; or
 - b. The district may adopt alternative requirements, in consultation with the parent or guardian, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities.
4. ~~h-~~The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic

activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;

5. The student must reside in the attendance boundaries of the school for which the student participates.

“Interscholastic activities” means, athletics, music, speech and other similar or related activities.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[ORS 339.030](#)

[ORS 339.035](#)

[ORS 339.450 to -339.460](#)

[OAR 581-021-0026 to -0029](#)

[OAR 581-021-0033](#)

[OAR 581-021-0071](#)

[OAR 581-021-0210](#)

[OAR 581-022-2505](#)

Winston-Dillard School District 116

Code: IBDJA-AR(1)
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IBDJA-AR(1)

Home Schooling – Procedures**

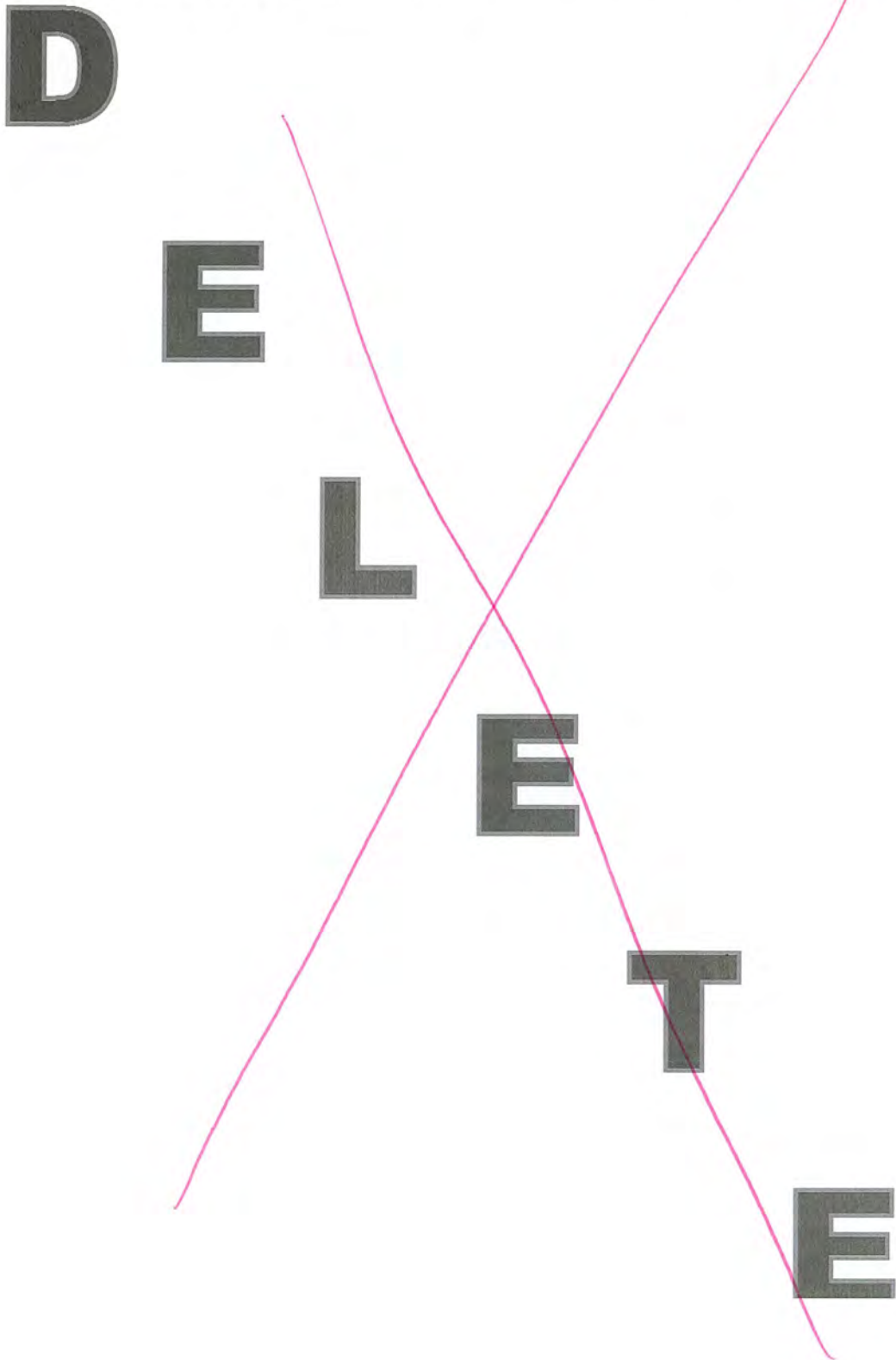
(This restates what is in JEA-AR, which is supported with policy updates from OSBA.)

Home schooling is that situation in which a child is being taught by a parent or a private teacher the courses of study usually taught in grades 1-12 in the public school for a period equivalent to that required of students attending public schools. The procedure for home-schooling students is as follows:

1. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Douglas Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. Notification must be received and acknowledged before a student is withdrawn from school, and thereafter before the start of each school year;
2. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - a. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - b. If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - c. Procedures for home-schooled students with disabilities are set out in OAR 581-021-0029.
3. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
4. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education (ODE);
5. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
6. All costs for the test instrument, administration and scoring are the responsibility of the parent;
7. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

The district assumes no responsibility for the instruction of the child who is being home schooled. A student enrolling at Douglas High School after a period of home schooling may apply to challenge required courses for credit by examination. Application must be addressed to student services for

directions and processes for challenge examination, one week prior to opening of fall semester, and two weeks prior to opening of the second semester.



Winston-Dillard School District 116

Code: IBDJA-AR(2)
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): IBDJA-AR(2)

D

Home Schooling – Interscholastic Participation**

(This seems to be restating policy IBDJA. Is there something in here not covered by policy IBDJA?)

A home-school student may participate in interscholastic activities in his or her resident district's attendance area if the student meets all of the requirements of ORS 339.460 and:

1. Achieves a composite test score that is not less than the 23rd percentile on any of the annual achievement tests listed in OAR 581-021-0026; and
2. Submits the student's composite test score to the district prior to participation in an interscholastic activity.

Notwithstanding this rule, any public school student who chooses to be home schooled may participate in interscholastic activities while awaiting test score results.

A district may adopt alternative requirements, in consultation with the parent or legal guardian of a home-school student, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to a district committee for review to determine whether a student is eligible to participate in interscholastic activities.

Requirements of ORS 339.460 address:

1. Compliance with all rules governing home schooling and provision to the administration acceptable documentation of compliance;
2. Meeting all district eligibility requirements with the exception of:
 - a. The district's school or class attendance requirements; and
 - b. The class requirements of the voluntary association administering interscholastic activities.
3. Achievement of a minimum score on the achievement test required annually;
4. Loss of eligibility;
5. Responsibilities and standards of behavior and performance, including related class or practice and residence requirement;
6. Alternative requirements that a student must meet to participate in interscholastic activities as may be adopted by the district, in consultation with the parent or legal guardian, and consistent with ORS 339.460 (1)(B)(b)(B).

Winston-Dillard School District 116

OK

Code: IC/ICA
Adopted: 1/13/16
Orig. Code(s): IC/ICA

School Year/School Calendar

The Board will approve the school year calendar for the following year no later than its ~~April~~ meeting following due consideration of the recommendation of the superintendent and the input from staff, parents and the community. After Board approval, any modification of the calendar will require Board action.

The superintendent will develop a school calendar that satisfies the requirements of Oregon Administrative Rule 581-022-2320. The calendar will include the number of student days/hours, number of workdays for staff and holidays. The calendar will meet or exceed state requirements. The starting and ending times for the school day will be established annually by the superintendent.

Any instructional hours/Days lost will be made up to ensure that the state-required number of days/hours are met by the district.

END OF POLICY

Legal Reference(s):

[ORS 187.010](#)
[ORS 243.650](#)
[ORS 332.075\(1\)\(a\)](#)

[ORS 332.107](#)
[ORS 336.010](#)

[OAR 581-022-2320](#)

Winston-Dillard School District 116

? PLEASE REVIEW

Code: ICB
Adopted:

Religious and Cultural Holidays**

{Optional policy. The district could adopt portions of the policy or make changes to better meet the district’s needs. If the district adopts this policy, OSBA encourages the district to engage the community to determine what the major holidays are in the district’s school community.}

Accommodation for Religious Instruction and Cultural Observance

The district recognizes each student’s individual right to free exercise of religion. The district may accommodate students’ religious or cultural¹ observance, while neither promoting one religion or culture over another nor preferring religion over non-religion. Specific requests for religious or cultural accommodation should be directed to the student’s teacher or principal [in accordance with Board policy IGBHD - Program Exemptions].

Release Time for Religious and Instruction and Cultural Holidays

The district will permit elementary and secondary school students to be released from school each week consistently for religious instruction in accordance with Oregon law [and Board policy JEF - Release Time for Religious Instruction].

Accommodation of Absences for Religious [and Cultural Reasons]

Any student unable to attend classes on a particular day due to religious beliefs [or cultural observance] shall be excused from attendance requirements for that day. No such absence shall be counted against a student in determining eligibility for educational benefits, exclusion from programs, reduction of grades or failure.

Scheduling Around Major Religious and Cultural Holidays

For purposes of this policy, “major religious or cultural holidays”² are holidays, observance of which: (1) is common among adherents of a student’s religion or culture; (2) include ritual or worship obligations or practices that cannot reasonably be fulfilled during school activities;³ and (3) fulfillment of such obligations or practices would necessarily conflict with scheduled school activities.⁴

¹ An example of a major non-religious cultural holiday would be the Chinese New Year.

² Districts are encouraged to engage with the community to identify holidays that are observed by students, staff and community members that would be considered major religious or cultural holidays.

³ For example, holiday-related dietary restrictions may still be observed while at school, but group prayer or ritual hymns may not.

⁴ If such obligations occur in the evening, then there would be no constraints on scheduling such activities during the school day, so long as the students will be timely released to engage in such evening activities.

1. Schoolwide and Gradewide Events. Schools should avoid scheduling important events that by their nature cannot be made up (such as picture day, open house, prom, graduation, and Outdoor School) days that conflict with major religious or cultural holidays that may impact student attendance or participation. Such events shall be scheduled on major religious or cultural holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course of study, to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

The district will make a good faith effort to identify major religious or cultural holidays observed in the local community by consulting generally accepted sources of information. Students and families may request that one or more holidays from their religious or cultural tradition be included on the district's list of major religious or cultural holidays under this policy.

2. Field Trips, Cocurricular and Extracurricular Activities. When scheduling other special events such as field trips, try-outs, plays, concerts and major cocurricular and extracurricular activities, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with major religious or cultural holidays can be avoided, if it is possible to do so without making burdensome demands on programs or other students, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for accommodation to the school, for major religious or cultural holidays not already recognized by the district.

The field trip approval process will include a question about scheduling and major religious or cultural holidays. For a field trip to be scheduled on a major religious or cultural holiday, an administrator must review and approve the request. Administrator approval is also required to schedule a major cocurricular or extracurricular activity on a major religious or cultural holiday when scheduling is within the control of the school or district.

3. Tests and Assignments. Any tests and assignments a student misses because of religious instruction or religious or cultural observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests, quizzes, and final exam reviews, and to complete homework due on that day or the following school day. When scheduling tests, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a major religious or cultural holiday.

4. Final Exams. Final exams are scheduled based on the district-adopted calendar. The Board should consider the likely resulting exam schedule and possible conflicts with major religious or cultural holidays as they consider calendar options.

Communication

The superintendent will prepare guidelines implementing this policy, including a list of major religious holidays and cultural holidays, which will be communicated to staff. School staff will be informed at least twice per year of dates of major religious or cultural holidays. Parents will be informed at least annually about this policy and their student's right to request accommodation. Information including a list of major religious or cultural holidays will be made available on the district website. Parents are encouraged to communicate their student's need for accommodation to the school.

The superintendent shall reconsider the scope of this policy and recommend changes to the Board as needed if the total number of school days identified as major religious or cultural holidays is likely to impose an unreasonable burden on the district's ability to schedule important school events.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)

[OAR 581-002-0035](#)
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

Winston-Dillard School District 116

DELETE

Code: ID
Adopted: 4/20/11
Orig. Code(s): ID

D

School Day

(See policy IC/ICA)

The number of days of instruction and number of hours of instruction will be determined by the superintendent with final approval by the Board. The district may exceed state requirements. Starting and ending times for the school day will be established annually by the superintendent.

END OF POLICY

E

Legal Reference(s):

[ORS 332.075](#)
[ORS 332.107](#)

[OAR 581-022-1620](#)

L

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Winston-Dillard School District 116

DELETE

Code: IE
Adopted: 4/20/11
Orig. Code(s): IE

D

Organization of Instruction

The district is organized on a K-12 grade-level plan.

Multiple-level offerings may be established to meet the needs of students' continuous progress and individualized instruction. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

Any proposed substantial modification or changes in the organization of instruction as adopted by the Board requires final Board review and approval.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.585](#)
[ORS 332.075](#)
[ORS 336.067](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-0606](#)
[OAR 581-022-0807](#)
[OAR 581-022-1020](#)

[OAR 581-022-1130](#)
[OAR 581-022-1140](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)
[OAR 581-022-1610](#)

L

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Winston-Dillard School District 116

OK

Code: IF
Adopted: 4/20/11
Orig. Code(s): IF

Curriculum Development

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on needed curriculum changes.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075\(1\)](#)
[ORS 336.035](#)
[ORS 336.067](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Winston-Dillard School District 116

PLEASE REVIEW

Code: IFA
Adopted:

Instructional Research

(Version 2)

(See the district's current version of IFA/IFB. This is an alternate version.)

The district has the responsibility to engage in long-range educational planning in order to advise the Board regarding policy and effective decision making. The district is committed to the position that planning must be supported by appropriate research and evaluation.

The superintendent will establish formal procedures through which district personnel can submit educational research proposals. A major purpose of such research is to contribute to the quality of educational programming and advance the general welfare of students.

Objectives include:

1. Inducing change in the curriculum and techniques under conditions which are conducive to the growth of the educational program;
2. Encouraging and coordinating creative efforts so that duplication, conflict and waste of time may be avoided;
3. Facilitating the teacher-learning process and developing greater effectiveness in teaching;
4. Creating a climate for professional growth through creativity and innovation;
5. Establishing criteria for change in educational practices through innovative development and creativity.

Proposals to involve the district in research originating from sources other than district personnel require prior approval from the superintendent. The basic premise for involving the district in research is the ability of the district to use results.

END OF POLICY

Legal Reference(s):

[ORS 329.704](#)

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Winston-Dillard School District 116

PLEASE REVIEW

Code: IFA/IFB
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IFA/IFB

Curriculum Research/Pilot Projects

(Version 1)

(There is an alternate version of this policy – see version 2)

A pilot project is defined as an educational experiment conducted in a controlled environment for a period of time sufficient to test the applicability and viability of that experiment for fulfilling the present and future needs of the district.

Requests for permission to conduct such projects must be submitted to the superintendent and must be approved by the Board. Pilot projects are subject to compliance with state and federal laws and to Board policy and administrative regulations.

END OF POLICY

Legal Reference(s):

[ORS 329.675 - 329.745](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Winston-Dillard School District 116

OK

Code: IFCA
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IFCA

21st Century Schools Councils**

21st Century Schools Councils are mechanisms for implementing shared decision making for school improvement. Shared decision making is one of many strategies to initiate and realize school improvement. It is a process, not an end in itself. Shared decision making provides opportunities for all members of a school community to collaborate, where appropriate, in solving problems, defining goals, and shaping direction for an individual school. The overall purpose of shared decision making is to enhance student achievement through both improvement of the instructional program and delivery of support services.

21st Century Schools Councils neither remove nor replace the legal responsibilities of the Board, the superintendent, district staff or administrators. Site-based decision making through the 21st Century Schools Council means moving some decisions traditionally made by the central office to the building level and, in turn, providing opportunities for staff and community members to participate in some decisions normally made unilaterally by the principal. Collaboration is the essential component in shared decision making.

The establishment and charge of a 21st Century Schools Council shall not interfere with the duties, responsibilities and rights of the duly elected Board.

The Board subscribes to and supports the concept of shared decision making as outlined in Oregon's Educational Act for the 21st Century and delineated in ORS 329.705 governing 21st Century Schools Councils.

1. Each school in the district shall establish a 21st Century Schools Council, whose duties shall include, but are not limited to:
 - a. Development of plans to improve the professional growth of the school's staff;
 - b. The improvement of the school's instructional program; and
 - c. Development and coordination of plans for the implementation of programs under ORS Chapter 329 at the school;
 - d. Administration of grants-in-aid for the professional development of teachers and classified district employees; ~~and,~~
 - e. ~~Advising the board in the development of a plan for school safety and student discipline under ORS 339.333.~~
2. Each 21st Century Schools Council shall be composed of the following:
 - a. Not more than half shall be teachers (may include licensed library and/or media specialists and licensed school counselors), elected by licensed teachers of the school site;
 - b. The principal or the principal's designee;

- c. At least one member shall be a classified employee, elected by classified employees at the school site; and
- d. Not more than half of the members shall be parents or legal-guardians of students, elected by parents of students attending the school.

Other members may be designated by the site council from district community that include but are not limited to, local school committee members, business leaders, students and members of the community-at-large.

3. In making recommendations, the 21st Century Schools Council shall:
 - a. Use effective research and assessment to support a recommendation;
 - b. Stay within the district's vision, mission and goals;
 - c. Collaborate with other schools in the district, the district office, and other 21st Century Schools Councils in the district;
 - d. Utilize facilitated shared decision-making;
 - e. Stay within frameworks established by federal law, state law, Oregon Administrative Rules, Board policies, negotiated collective bargaining agreements, and Board-adopted curriculum; and
 - f. Maintain frequent communication with the board in the conceptual stage of plans to develop the knowledgeable support of the Board.
4. The 21st Century Schools Council shall select its own chair or facilitator and recorder.
5. The 21st Century Schools Council shall determine its recommendations and actions through the application of consensus-building.

The 21st Century Schools Council's recommendations addressing significant changes in curriculum or instructional methodology, requiring reallocation of fiscal resources, or having an impact districtwide, must be adopted by the Board before implementation.

If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.

The 21st Century Schools Councils may request a waiver of Board policy. A waiver request must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his or her recommendation to the Board for final approval. A policy waiver request will be considered based on the district's mission statement, philosophy, Board-adopted goals and effective schooling tenets.

All 21st Century Schools Council decisions are subject to superintendent and Board review and approval, respectively. In no case will a 21st Century Schools Council, i.e., site council, abrogate any provision of the district's collective bargaining agreements, district contracts, or Board policy, except through the waiver process.

All 21st Century Schools Council meetings shall follow the notice, meeting, and record -keeping requirements of the Public Records and Meetings Law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#) to -192.690
[ORS 243.650](#)
[ORS 243.782](#)

[ORS 329.125](#)
[ORS 329.704](#)

[OAR 581-020-0100](#) to -0115
[OAR 581-020-0125](#)
[OAR 581-020-0130](#)

Winston-Dillard School District 116

OK

Code: IFD
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IFD

Curriculum Adoption Course Approval

(See policy IIA for curriculum adoption)

Substantive changes to currently approved courses of study must be approved by the Board. However, changes prompted by state mandates, compliance to maintain standards, or minor building level organizational needs not affecting the district generally, need not be brought to the Board for approval.

A “course,” i.e., Latin America, is defined as a subject/class taught within a program (i.e., Social Studies).

The addition or deletion of courses shall require principal approval with review by the superintendent and shall be consistent with district and course goals.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 336.035](#)

[OAR 581-022-2000](#)
[OAR 581-022-2030](#)

Winston-Dillard School District 116

OK

Code: IFE
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IFE

Curriculum Design, Curriculum Guides and Course Outlines

~~The curriculum of the district is designed to provide students a range of preparation in academic areas, as well as in developing values and behaviors in interpersonal relations, exploring leisure time activities, preparing for the world of work, and acquiring the broad spectrum of skills necessary for success in life.~~

Curriculum guides and course outlines will ~~shall~~ be written ~~available~~ for all courses offered in the district. Academic content standards ~~17~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Syllabi shall be written for courses in grades 9-12. Information regarding course offerings and course descriptions shall be available to all students and interested ~~patrons of the~~ district community members, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

¹ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

Winston-Dillard School District 116

OK

Code: IGAC
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 4/11/18
Orig. Code(s): IGAC

Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#) [ORS 336.035](#)

U.S. Const. amend. I.
OR. CONST., art. I.
Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022).

Winston-Dillard School District 116

Code: IGAC-AR
Revised/Reviewed: 7/10/02; 4/20/11; 4/11/18
Orig. Code(s): IGAC-AR

OK

Recognition of Religious Beliefs and Customs

Observances of Religious Holidays

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;
2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;
4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;
5. The district's calendar should be prepared to minimize conflicts with religious holidays.

Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.
3. Curriculum and instruction includes theories, views and precepts.
4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

The practice of the district shall be as follows:

OK

1. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.
2. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

Winston-Dillard School District 116

Code: IGAEB
Adopted: 4/20/11
Revised/Readopted: 4/13/16
Orig. Code(s): IGAEB

OK

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, 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, 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 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 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 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 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.

"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 escort the student to the office or designated area and will report the information to the principal or his/her designated representative.

The principal or designee will:

1. Call law enforcement if deemed appropriate;
2. Call the parents for a meeting;

3. Discuss the incident with student, parents if available and ~~law enforcement police~~ if contacted;
4. Impose the penalty for violations using due process procedures;
5. Tell parents 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 of placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

Each year the administration will meet with law enforcement officials to discuss:

1. Who the school should call for suspected violations of the law or other needs;
2. How school representatives should handle evidence of a suspected offense (i.e., school staff should not taste a substance to ascertain whether or not it is a drug). What about fingerprints? Paraphernalia?
3. What questioning procedures may take place on district property;
4. Other needs of the district and law enforcement to avoid conflicts or confusion before a substance-related incident occurs.

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 shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical 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.

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 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 ~~plan~~ policy, related board policies, rules and procedures will be reviewed annually and updated as needed.

END OF POLICY

R7/01/17 | PH

Drug, Alcohol and Tobacco Prevention, Health Education** – IGAEB

Legal Reference(s):

[ORS 163.575](#)

[ORS 336.067](#)

[ORS 336.222](#)

[ORS 339.873](#)

[ORS Chapter 475](#)

[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](#)

[OAR 581-015-2230](#)

[OAR 581-015-2235](#)

[OAR 581-015-2240](#)

[OAR 581-015-2325](#)

[OAR 581-015-2410](#)

[OAR 581-015-2415](#)

[OAR 581-015-2420](#)

[OAR 581-015-2425](#)

[OAR 581-015-2430](#)

[OAR 581-015-2435](#)

[OAR 581-015-2440](#)

[OAR 581-015-2600](#)

[OAR 581-015-2605](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

[OAR 581-022-2030](#)

[OAR 581-022-2045](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Winston-Dillard School District 116

ok

Code: IGAEC
Adopted: 4/20/11
Orig. Code(s): IGAEC

Anabolic Steroids and Performance-Enhancing Substances

The district will not tolerate the possession, selling or use of anabolic steroids. In addition, the district will use an evidence-based instructional grade K-12 health education program that seeks to prevent the use of anabolic steroids and performance-enhancing substances. The program will meet additional minimum requirements as defined by law¹.

~~The district will not tolerate the possession, selling or use of unlawful drugs or hormonal substances chemically or pharmacologically related to testosterone. In addition, the district will utilize an evidence based instructional grade K-12 program that shall prevent the use of anabolic steroids and performance-enhancing substances. The program will meet additional minimum requirements as defined by law.~~

Definitions

“Anabolic steroid” includes any drug or hormonal substance chemically or pharmacologically related to testosterone, all prohormones, including dehydroepiandrosterone and all substances listed in the Anabolic Steroid Control Act of 2004. Anabolic steroid does not include estrogens, progestins, corticosteroids and mineralocorticoids.

“Performance-enhancing substance” means a manufactured product ~~for~~ oral ingestion, intranasal application or inhalation containing compounds that contain a stimulant, amino acid, hormone precursor, herb or other botanical or any other substance other than an essential vitamin or mineral; and are intended to increase athletic performance, promote muscle growth, induce weight loss or increase an individual’s endurance or capacity for exercise.

“School district employee” means an administrator, teacher or other person employed by a school district; a person who volunteers for a school district; and a person who is performing services on behalf of a school district pursuant to a contract.

The Board directs the superintendent to ensure that anabolic steroid and performance-enhancing substance abuse by students is addressed and may be a part of the district’s Prevention Program (OAR 581-022-20450413).

~~The district is committed to an aggressive K-12 education program to eliminate abuse of anabolic steroid and performance enhancing substance by students.~~

¹ Additional requirements include prevention strategies, strength-building alternatives and the understanding of health food labels.

The program shall include training for school district employees~~staff~~ who are athletic directors, and/or coaches^{2}, including volunteers and contractors,⁴ at least once every four years in accordance with law.

Each year students and parents shall receive a code of conduct explaining expected behaviors and related consequences for violations of the code of conduct~~code~~ which may include discipline up to and including expulsion. Students violating the code of conduct prohibiting substance abuse, possessing, selling and/or using unlawful drugs or alcohol or other prohibited substances may be subject to an assessment and, if appropriate, referred to law enforcement officials. When considering disciplinary action for a student 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.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.250](#)

[ORS 342.721](#)
[ORS 342.726](#)

[OAR 581-022-2045](#)
[OAR 581-022-2210](#)

Controlled Substances Act, 21 U.S.C. § 812 (2018); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2019).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2018).

{² Volunteers and contractors are included in the definition of “school district employee,” but can be included in this paragraph if it would help district remember that this training should be made available to some who are not employees under the typical meaning of the word.}

Winston-Dillard School District 116

Code: IGAED
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IGAED

ADOPT?
SIMILAR TO

Safety Instruction

(Similar language is also in policy JHF. Need both?)

Appropriate safety instruction shall be provided for students in order that they will be able to identify hazards, assess risks, and make and execute wise decisions regarding safety.

Safety instruction shall provide for:

1. General safety education goals appropriate to safety instruction coordinated across the curriculum at all grade levels - K-12 and for all classes;
2. Safety instruction in all curriculum areas involving laboratory activities;
3. Instruction in basic emergency procedures for each laboratory, shop, and studio, including identification of common physical, chemical and electrical hazards;
4. Instruction in specific accident prevention procedures for each type of classroom and laboratory;
5. A written and/or performance test for students to measure their knowledge of safe working practices in the laboratory, shop or studio;
6. Fire and earthquake safety instruction in keeping with ORS 336.071. *(This is in policy EBCB.)*

END OF POLICY

Legal Reference(s):

ORS 329.0925

[ORS 332.107](#)

OAR 581-022-2225

Winston-Dillard School District 116

OK

Code: IGAI
Adopted: 4/20/11
Revised/Readopted: 4/16/14; 7/13/16; 10/09/19
Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department~~departments~~ staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that ~~their~~his/her child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school -age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Winston-Dillard School District 116

Code:
Adopted:

IGAJ

Traffic Safety Education

(This is required if the district receives money from ODOT to provide driver safety education.)

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district [will] charge a tuition rate as established by the Board.

Eligible nonresident students [may] enroll in the district's traffic safety education program if resources are available. Nonresident students [will be] charged tuition.

No resident student shall be denied enrollment in the district's traffic safety education program based solely on the ability to pay tuition.

The district will develop procedures for establishing tuition rates, enrolling nonresident students and reducing or waiving tuition.

END OF POLICY

Legal Reference(s):

[ORS 336.790 - 336.815](#)
[ORS 339.141](#)

[ORS 802.110](#)

[OAR 737-015-0010 - 0100](#)

Winston-Dillard School District 116

Code: IGAJ-AR
Revised/Reviewed:

Traffic Safety Education

(This is required if the district receives money from ODOT to provide driver safety education.)

The following procedures shall be used in implementing the district's traffic safety education program.

Tuition Rate

Each year prior to the Board's organization meeting, following July 1, the superintendent will provide the Board with data regarding the district's traffic safety education program. The data shall include the number of available "slots," the number of "slots" filled, the number of resident and nonresident students enrolled, the cost of the program, the amount of state reimbursement and other appropriate information. From this data, the superintendent will propose a tuition rate for Board adoption annually.

Nonresident Student Enrollment

Each August the superintendent will identify districts that might benefit from the district's traffic safety education program.

The superintendent [will] send a letter inviting nonresident student application. Such application shall establish a "waiting list." The waiting list shall be based upon a "first come, first served" basis. When the resident student enrollment is established, the waiting list will be activated.

All students shall be subject to the district's code of conduct, policies and administrative regulations. Violation may result in disciplinary action up to and including removal from the traffic safety education program.

Reduction or Waived Tuition

When a student requests a waiver or reduction of the established fee for traffic safety education, a review committee consisting of [the traffic safety education instructor], [the student's counselor] and [an administrator] shall review the request.

The committee shall only consider students who qualify for free or reduced-price meals under federal child nutrition programs or students whose family believes the tuition is a severe hardship.

Tuition waivers or reductions may result in:

1. Accessing a fund set aside to assist needy students;
2. Setting up a work program with the student;
3. Setting up a "payment plan";
4. Other.

Winston-Dillard School District 116

ok

Code: IGAM
Adopted: 1/25/06
Readopted: 4/20/11
Orig. Code(s): IGAM

Distance Learning

(Does this policy reflect current practice? What needs to be revised?)

The district supports distance learning as a viable methodology for delivering direct classroom instruction, program enrichment and staff development.

Licensed teachers may be assigned to a distance learning program without additional license requirements. Teachers offering instruction via live, interactive satellite must hold a current license either from the employing state or Oregon and pass a nationally recognized basic skills test.

The district may contract with the Superintendent of Public Instruction to provide online courses through the Oregon Virtual School District. The district may also allow students to access the online courses offered by the Oregon Virtual School District.

END OF POLICY

Legal Reference(s):

[ORS 342.140](#)
[ORS 342.173](#)

[ORS 342.400](#)
[ORS 342.192](#)
[ORS 354.410 - 354.430](#)

[OAR 584-036-0017](#) Div 36 does not exist. If this policy is kept I will need to research a new OAR, if applicable.

Winston-Dillard School District 116

Code: IGBA
Adopted: 2/06/08
Revised/Readopted: 4/20/11; 4/18/12; 12/13/17;
9/12/18
Orig. Code(s): IGBA

ok

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency Douglas ESD is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Native American¹ Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five on or before September 1 of the current school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular high school diploma.

¹ The Individuals with Disabilities Education Act uses the term "Indian."

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)

[ORS 338.165](#)

[ORS 339.115 - 339.137](#)

[ORS 343.151](#)

[ORS 343.157](#)

[ORS 343.193](#)

[ORS 343.221](#)

[ORS 343.517](#)

[ORS 343.533](#)

[OAR 581-015-2040](#)

[OAR 581-015-2045](#)

[OAR 581-015-2080](#)

[OAR 581-015-2085](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2315](#)

[OAR 581-015-2480](#)

[OAR 581-021-0029](#)

[OAR 581-022-2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Winston-Dillard School District 116

OK

Code: IGBA-AR
Adopted: 4/20/11
Revised/Readopted: 4/18/12
Orig. Code(s): IGBA-AR

Students with Disabilities - Child Identification Procedures

1. The district's child find efforts include ~~District's Child Find Efforts Include:~~
 - a. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies or advocacy organizations.
 - (1) The district provides information about special education services in the district and the district's special education referral process to public and private facilities and public charter schools located in the district, including day care centers, homeless shelters, group homes, local or regional correctional facilities ~~county jails~~, hospitals, medical offices ~~offices~~ and other facilities that serve children birth to 21 years of age ~~old~~.
 - (2) The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.
 - b. Notice of confidentiality. Before any major child find activity, the district publishes notice in newspapers or other media, or both, informing parents that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents within the district's jurisdiction.
 - c. Staff awareness. The district ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
 - d. Communication to parents. District staff shall inform parents about the availability of special education services in the district and provide them with information about initiating referral for special education evaluation, including the information about early intervention/early childhood special education services (EI/ECSE) and the designated referral and evaluation agencies with which the district collaborates.
2. Private School Children with Disabilities:
 - a. The district's child find system applies to children, including those children who are residents of another state, that are enrolled by their parents in private schools, located within the boundaries of the district.
 - b. The district's child find activities for private school students enrolled by their parents in private schools are similar to, and completed within a comparable time period, as child find activities for students in district public schools.
 - c. The district does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Education Act (IDEA) ~~IDEA~~ funds on parentally-placed school students with disabilities.

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- d. The district consults with private school representatives and parents of private school students with disabilities about how to carry out these child find activities, including:
 - (1) How private school children suspected of having a disability can participate equitably; and
 - (2) How parents, teachers and private school officials will be informed of the process.
 - e. The district child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate count of such children.
3. Home-Schooled Students with Disabilities
- a. The district collaborates with the education service district ~~ESD~~ that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.
 - b. The district collaborates with home schooling organizations in the district's jurisdiction and provides information about special education services in the district and how to make a referral.
 - c. If the district has reason to suspect that a home -schooled student has a disability, the district will obtain parent consent for initial evaluation.

Winston-Dillard School District 116

Code: IGBAB/JO
Adopted: 6/18/08
Revised/Readopted: 4/20/11; 12/13/11; 7/11/12
Orig. Code(s): IGBAB/JO

OK

Education Records/Records of Students with Disabilities**

“Education records” are those records maintained by the district that are directly related to a student.

The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student’s educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

~~The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district to determine a student’s appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.~~

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student’s identification, evaluation, educational placement and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

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

1. Inspect and review the student’s records;
2. Request the amendment of the student’s educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB — Personally Identifiable Information);

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- 4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
- 5. Obtain a copy of the district's education records policy.

~~The~~Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials within the agency have legitimate educational interests. School officials may also include a volunteer or contractor who performs an institutional service on behalf of the school.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18, those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or an emancipated student and the general public.

Records requested by another district to determine a student's appropriate placement may not be withheld.

END OF POLICY

Legal Reference(s):

- | | | |
|-----------------------------|--------------------------------|---|
| ORS 30.864 | ORS 326.580 | OAR 166-400-0010 to -166-400-0065 |
| ORS 107.154 | ORS 339.270 | OAR 581-021-0220 to -0430 |
| ORS 326.565 | ORS 343.177(3) | OAR 581-022-2260 |
| ORS 326.575 | | OAR 581-022-2270 |

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
 Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
 Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Winston-Dillard School District 116

OK

Code: IGBAB/JO-AR
Revised/Reviewed: 4/8/09; 4/20/11; 7/11/12;
9/11/13
Orig. Code(s): IGBAB/JO-AR

Education Records/Records of Students with Disabilities Management

I. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, ~~which~~ that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of ~~his/her~~ status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in ~~his/her~~ professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual ~~he/she~~ is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- a. Full legal name of the student;
- b. Student birth date and place of birth;
- c. ~~Names~~ Name of parents;

- OK
- d. Date of entry in school;
 - e. Name of school previously attended;
 - f. Courses of study and marks received;
 - g. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
 - h. Credits earned;
 - i. Attendance;
 - j. Date of withdrawal from school; and
 - k. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence ~~that~~ there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), ~~IEP~~, or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- d. Provide a written, dated request to inspect a student's education record; and
- e. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their~~his/her~~ expense, choose~~have those records reviewed by a physician or other appropriate professional and have those records reviewed of his/her choice.~~

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's~~students~~ educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345~~501~~(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

~~Student~~Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or his~~her~~-designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who ~~needs~~need to review an educational record in order to fulfill their~~his or her~~ professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;

- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

- (1) Determine eligibility for the aid;
- (2) Determine the amount of the aid;
- (3) Determine the conditions for the aid; or
- (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

- (1) Develop, validate or administer predictive tests;
- (2) Administer student aid programs; or
- (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
- (2) Specifies the personally identifiable information being disclosed;

- (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state -supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
 - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
 - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
 - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
 - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA — Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational

agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;

- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

~~The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records;~~

- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

~~The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.~~

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~his/her~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or ~~his/her~~ assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, ~~the student or parent(s) he/she~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of ~~his/her~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or ~~his/her~~ designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~his/her~~ own expense, ~~choose to be assisted or represented by one or more individuals to assist or represent them of his/her own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is ~~disagreement~~ ~~the/she~~ ~~disagrees~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Winston-Dillard School District 116

OK

Code: IGBAC
Adopted: 11/16/05
Revised/Readopted: 4/20/11; 9/13/17
Orig. Code(s): IGBAC

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retain personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL - Staff Development - Licensed.

END OF POLICY

Legal Reference(s):

[OAR 584-220-0180](#)

[OAR 584-220-0185](#)

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3) (2012).
Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207 (2017).

Winston-Dillard School District 116

OK

Code: IGBAE
Adopted: 2/6/08
Readopted: 4/20/11
Orig. Code(s): IGBAE

Special Education - Participation in Regular Education Programs

The district ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

END OF POLICY

Legal Reference(s):

[ORS 343.223](#)

[OAR 581-015-2040](#)

[OAR 581-015-2045](#)

[OAR 581-015-2050](#)

[OAR 581-015-2055](#)

[OAR 581-015-2060](#)

[OAR 581-015-2065](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.114 to -330.118 (2006).

Winston-Dillard School District 116

OK

Code: IGBAE-AR
Revised/Reviewed: 2/6/08; 4/20/11
Orig. Code(s): IGBAE-AR

Special Education - Participation in Regular Education Programs**

1. Placement Decisions of the Student

- a. The placement decision for each eligible student is:
 - (1) Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
 - (2) Made in conformity with the requirements of least restrictive environment;
 - (3) Determined at least annually, every 365 days;
 - (4) Based on the student's individualized education program (IEP); and
 - (5) As close as possible to the student's home.
- b. The student is educated in the school that the student~~he/she~~ would attend if nondisabled unless the services identified in the IEP cannot ~~feasibly~~ feasible be provided in this setting.
- c. The district ensures that:
 - (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
 - (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified in~~on~~ the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
 - (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.
- d. Placement teams, including the parent, select the least restrictive environment for each student, using the following decision-making process:
 - (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the regular class;
 - (2) If all IEP services cannot be provided in the regular class, identifying those that must be provided outside the regular class; however, the district will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum;
 - (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;
 - (4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
 - (5) In selecting the student's placement, the placement team considers and documents:

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- (a) All placement options considered, including placement options requested by the parent;
 - (b) Potential benefits of placement options that are considered;
 - (c) Any potential harmful effects on the student or on the quality of services that the student~~the or she~~ needs; and
 - (d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.
- (6) The placement team documents the placement selected, and provides a copy of the determination to the parent;
- (7) If the selected placement is a change from previous placement, the district provides the parent with prior written notice of the change in placement; and
- (8) If the parent requests a specific placement that the team rejects, the district provides a prior written notice of refusal.

2. Youth Incarcerated in Adult Correctional Facilities

For students otherwise entitled to a free appropriate public education (FAPE), FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

3. Nonacademic Settings

- a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
- b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:
 - (1) Counseling services;
 - (2) Athletics;
 - (3) Transportation;
 - (4) Health services;
 - (5) Recreational activities;
 - (6) Special interest groups or clubs;
 - (7) Referrals to agencies that provide assistance to individuals with disabilities; and
 - (8) Employment of students.

Winston-Dillard School District 116

Code: IGBAF
Adopted: 11/16/05
Revised/Readopted: 4/20/11; 4/18/12; 10/12/22
Orig. Code(s): IGBAF

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Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.151](#)
[ORS 343.155](#)

[OAR 581-015-2000](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)
[OAR 581-015-2229](#)
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Winston-Dillard School District 116

Code: IGBAF-AR
Revised/Reviewed: 2/6/08; 4/20/11; 4/13/16;
10/12/22
Orig. Code(s): IGBAF-AR

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Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new

- information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
 - e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
 - f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a

representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
 - (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

6. ~~Individualized COVID-19 Recovery Services[†]~~

~~Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:~~

- ~~a. Special education and related services;~~
- ~~a. Supplementary aides and services;~~
- ~~a. Additional or intensified instruction;~~
- ~~a. Social emotional learning support; and~~
- ~~a. Peer or adult support.~~

~~The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.~~

- ~~a. IEP teams shall consider the impact COVID-19 on the eligible student’s ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.~~
- ~~b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student’s initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.~~
- ~~c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student’s IEP considering the need for Individualized COVID-19 Recovery Services.~~

[†]The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- e. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7.6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.

- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8.7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 - (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

- (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
5. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9.8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10.9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.

- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11.10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive FAPE. ~~a free appropriate public education.~~ In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12.11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides FAPE. ~~a free appropriate public education~~ to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide FAPE. ~~a free appropriate public education~~ to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.

- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Winston-Dillard School District 116

Code: IGBAG
Adopted: 4/8/09
Revised/Readopted: 4/20/11
Orig. Code(s): IGBAG

OK

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education¹ ;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

¹ If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the Procedural Safeguards Notice in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a ~~FAPE~~ free appropriate public education to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.
5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.165](#)
[ORS 343.177](#)
[ORS 343.181](#)

[OAR 581-001-0005](#)
[OAR 581-015-2000](#)

[OAR 581-015-2030](#)
[OAR 581-015-2090](#)
[OAR 581-015-2095](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2305](#)
[OAR 581-015-2310](#)

[OAR 581-015-2325](#)
[OAR 581-015-2330](#)
[OAR 581-015-2345](#)
[OAR 581-015-2360](#)
[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517 (2008).

Winston-Dillard School District 116

Code: IGBAG-AR
Revised/Reviewed: 4/8/09; 4/20/11; 9/11/13;
12/13/17; 9/12/18; 10/12/22
Orig. Code(s): IGBAG-AR

OK

Special Education - Procedural Safeguards**

1. Procedural Safeguards

- a. The district provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called "eligible students").
- b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year;
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy; and
 - (4) To the parent and the student one year before the student's 18th birthday or upon learning that the student is emancipated.
- c. The *Procedural Safeguards Notice* is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in their native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and

- (4) Represent the student in all matters relating to the provision of FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:

- (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
 - d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
 - e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
 - f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
 - g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
 - (1) Written in language understandable to the general public; and

- (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Re-evaluation

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.

¹ "Consent" means that the parent or adult student: a) has been fully informed, in their native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which their consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

(2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.

b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.

b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:

(1) Does not use mediation or due process hearing procedures to seek consent; and

(2) Does not consider the child as eligible for special education services.

c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.

d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:

(1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;

(2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;

(3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and

(4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

a. The district does not need written parent or adult student consent before:

(1) Reviewing existing data as part of an evaluation or re-evaluation;

(2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;

(3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or

(4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
 - b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
 - c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.
19. Discipline and Placement in Interim Alternative Setting
- See Board policy JGDA - Discipline of Students with Disabilities.

Winston-Dillard School District 116

OK

Code: IGBAH
Adopted: 4/08/09
Revised/Readopted: 4/20/11; 12/13/17; 9/12/18
Orig. Code(s): IGBAH

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as ~~children in a migrant environment or experiencing houselessness~~ ~~migrant and homeless children~~;
2. Wards of the state;
3. ~~Native American~~ ^{Indian} preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

¹ The Individuals with Disabilities Education Act uses the term "Indian".

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for early intervention/early childhood special education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 - 2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Winston-Dillard School District 116

OK

Code: IGBAH-AR
Revised/Reviewed: 2/6/08; 4/20/11; 8/12/20
Orig. Code(s): IGBAH-AR

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation
 - a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
 - b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.
 - c. If a meeting is held, the district invites parents to participate.
 - d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
 - e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
 - a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
 - c. The parent repeatedly fails or refuses to produce the child for evaluation.
4. Re-evaluation
 - a. The district conducts re-evaluations:
 - (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
 - (2) When the child's parents or teacher request a re-evaluation; and
 - (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

- b. The district does not conduct re-evaluation more than once a year unless the parent and district agree otherwise.

5. Evaluation Planning

- a. As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals as appropriate, must review existing information on the child, including:
 - (1) Evaluations and information provided by the child's parents;
 - (2) Current classroom-based, local or state assessments and classroom-based observations;
 - (3) Observations by teachers and related service providers; and
 - (4) Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
 - (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs, or continues to need, early intervention/early childhood special education (EI/ECSE) or special education and related services; and
 - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;

- (3) Are used for the purposes for which the assessments or measures are valid and reliable;
- (4) Are administered by trained and knowledgeable personnel; and
- (5) Are administered in accordance with any instructions provided by the producer of the assessments.

- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of ~~this or her~~ ^{his or her} age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement

tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.

- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
 - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Winston-Dillard School District 116

Code: IGBAI
Adopted: 2/6/08
Revised/Readopted: 4/20/11
Orig. Code(s): IGBAI

OK

Special Education - Private Schools**

Individuals with Disabilities Education Act (IDEA) IDEA requires special education services for two different groups of private school students: those referred or placed by the district and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the district to implement differentiated procedures and services for these groups districts.

The district shall ensure that a student with a disability who is placed in or referred to a private school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

All parentally-placed private school students attending a private school within the district's boundaries will be included in the district's special education private school student count and the private school students for whom the district may provide services.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[OAR 581-015-2080](#)

[OAR 581-015-2085](#)

[OAR 581-015-2265](#)

[OAR 581-015-2270](#)

[OAR 581-015-2280](#)

[OAR 581-015-2450](#)

[OAR 581-015-2455](#)

[OAR 581-015-2460](#)

[OAR 581-015-2470](#)

[OAR 581-015-2480](#)

[OAR 581-015-2515](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.221, 300.380 - 300.382 (2006).

Winston-Dillard School District 116

OK

Code: IGBAI-AR
Revised/Reviewed: 2/6/08; 4/20/11
Orig. Code(s): IGBAI-AR

Special Education - Private Schools

Approved Private Schools

1. Obligations of the district:
 - a. The district ensures that parents are included in any decision about their child's evaluation, eligibility, placement or provision of services.
 - b. If the district refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the district ensures that the student receives an education that meets the standards of the state in a private preschool, school or facility approved by the Oregon Department of Education (ODE) to provide such education in conformance with an individualized education program (IEP), and at no cost to the parents, and has all the rights of a student with a disability who is served by the district.
 - c. Before placing a student with a disability in an approved private school or preschool, the district ensures that the program has current ODE Oregon Department of Education approval to provide special education and related services.
 - d. The district or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/individualized family service plan (IFSP) IFSP development and placement when determining whether to place the child in an approved private preschool or school for special education services.
 - e. For each student age three through 21, the district's or public agency's placement team, including the parent, determines whether placement in an approved private school constitutes a free appropriate public education in the least restrictive environment.
 - (1) When proposing to place a child with a disability in an approved private school or preschool, the district ensures that school-age students are district residents or preschool-age children are eligible to receive early intervention/early childhood special education (EI/ECSE) EI/ECSE or special education services.
 - (2) The district initiates and conducts an individualized education program team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the district and the parent may agree to use alternative means of meeting participation such as individual or conference telephone calls, or video conferences.
 - (3) After the district initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the district or public agency, unless the district or public agency requests by written agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.

- (4) The district may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement the district remains responsible for ensuring the private school or preschool meets:
 - (a) All federal and state requirements related to these meetings; and
 - (b) Ensures the participation of parents and the district or public agency representative.
- (5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents and the district or public agency representative.
- (6) The district in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
- (7) The district or public agency terminates the placement of students in a private school or preschool if ~~ODE~~the Oregon Department of Education suspends, revokes or refuses to renew the approval of a private school or preschool.
 - (a) The district ensures that every student with a disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services:
 - (i) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parents;
 - (ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
 - (iii) Has all of the rights of a student with a disability who is served by the public agency.
 - (b) The district ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
 - (c) The district initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

2. Out-of-State Placements for Special Education

- a. The district ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
- b. The district maintains documentation of such approval and makes it available to ~~ODE~~the Oregon Department of Education (ODE) upon request.
- c. The district makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the district has:

- (1) Developed an individualized education program;
- (2) The placement team has determined that no appropriate in-state placement options are available.

3. District Responsibility for Students Enrolled by their Parents in Private Schools

- a. The district provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents in private schools located within district boundaries. Nonresident students include children who are residents of another state.
- b. The district consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations and eligibility determinations comparable to those provided for the district's public schools.
- c. The district maintains in its records and provides annually to the Oregon Department of Education, a count of the number of parentally-enrolled private school students evaluated, the number found eligible and the number to whom it provides services.

4. Consultation with Representatives of Private School Students with Disabilities

- a. The district consults, in a timely and meaningful way with representatives of private schools and parents of parentally placed private school students with disabilities enrolled in private schools located within the district's boundaries.
- b. Consultation includes:
 - (1) The child find process, including:
 - (a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents, teachers and private school officials will be informed of the process;
 - (b) How parents, teachers and private school officials will be informed of the process;
 - (c) How, where and by whom the special education and related services will be provided;
 - (d) The determination of the proportionate amount of federal funds available including how the amount is calculated, the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this is calculated;
 - (e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made;
 - (f) A written explanation of service decisions that the district provides to officials of private schools if the district disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.
- c. Written affirmation and complaint:
 - (1) The district requests a written affirmation, signed by the administrator of each private school participating in the consultation process that a timely and meaningful consultation occurred;

- (2) If private school officials do not provide this affirmation within a reasonable period of time, the district forwards its documentation of the consultation process to the ~~ODE; Oregon Department of Education (ODE);~~
 - (3) The district maintains documentation of its consultation process;
 - (4) The district acknowledges the right of a private school official to submit a complaint to the ~~Oregon Department of Education (ODE)~~ regarding the district's implementation of these requirements. Should such a complaint occur, the district forwards to ODE appropriate documentation, including documentation of the district's consultation process.
- d. The district makes the final decisions with respect to the services to be provided to eligible private school students.
 - e. Child Find for Parentally-Placed Private School Children:
 - (1) The district's child find process includes all resident and nonresident parentally placed students attending private schools located within the district's boundaries.
 - (2) The district provides child find activities that are similar to, and completed within a comparable time period as child find activities for students in the district's public schools.
 - (3) The district consults with private school representatives and parents about how to implement the child find activities and how to keep parents and private school personnel informed.
 - (4) The district ensures the equitable participation of parentally placed private school students in the child find process.
 - (5) The district does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal ~~Individuals with Disabilities Education Act (IDEA)~~ IDEA funds on parentally placed private school students with disabilities.
 - (6) The district ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the district spends for services in the subsequent fiscal year.
5. Provisions for serving students placed by their parents in private schools:
 - a. District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the district's plan for service of parentally-placed private school students and their services plans.
 - b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the district program.
 - c. The district may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the district.
 - d. The district may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
 - e. If a parent of a private school student with a disability requests an IEP meeting from the resident district, the resident district will either:

- (1) Hold an IEP meeting within a reasonable time; or
- (2) Provide the parent with prior written notice of the district's refusal to hold an IEP meeting.

6. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities

- a. The district conducts evaluations, reevaluations and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parents in private schools located within district boundaries.
- b. Eligibility for special education and related services will be determined by the district in the same manner as for public school students with disabilities.
- c. The district in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
- d. If parents who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the district does not use due process procedures to override the lack of consent. The district does not, and is not required to, consider the child as eligible for special education services in these cases.
- e. If a parent refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
- f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the district will notify the parent in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a district program, and conducts a meeting to develop, review or revise the student's services plan.
- g. If the parent does not choose to remove the child from private school to enroll in a district public school, the district initiates and conducts a meeting to develop, review or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the district has determined through the consultation process.
- h. The district in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents seek enrollment in the student's resident district and the resident district requests records.

7. Service Plans

- a. If a student with a disability is enrolled by a parent in a private school the district offers a services plan.
- b. The district ensures that the services plan describes the specific special education and related services the district will provide to the student in light of the services that have been determined through the consultation process.
- c. The district convenes individual meetings to develop, review and revise the services plan consistent with procedures for IEP team membership, parent participation and IEP content, to the extent appropriate.

- d. The district ensures that a representative of the private school attends each meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls.
- e. The district is not required to provide transportation from the student's home to the private school. ~~except in the following circumstances:~~

If necessary for the student to benefit from or participate in the services provided by the district, ~~the district must provide public agency, a private school student with a disability will be provided~~ transportation:

- (1) From the student's school or the student's home to a site other than the private school; and
- (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

8. Property, Equipment and Supplies

- a. The district keeps title to and exercises continuing administrative control of all property, equipment and supplies that the district acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The district may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The district ensures that the equipment and supplies placed in a private school:
 - (1) Are used only for implementation of special education activities; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The district removes equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for special education activities, programs or services; or
 - (2) The district determines removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The district does not use IDEA funds for repairs, minor remodeling or construction of private school facilities.

9. Separate Classes Prohibited

The district does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

- a. The classes are at the same site; and
- b. The classes include students enrolled in public school programs and students enrolled in private schools.

10. Funds and Property Not to Benefit Private Schools

- a. The district will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The district will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
 - (1) The needs of a private school; or
 - (2) The general needs of the students enrolled in the private school.

11. Use of School Personnel

- a. The district may use IDEA funds to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. The district may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
 - (1) The employee performs the services outside of their~~his/her~~ regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

12. Federal Funds Available for Services

- a. The district calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the ~~IDEA, Individuals with Disabilities Act (IDEA).~~
- b. If the district does not expend the proportionate share of funds by the end of the fiscal year, the district obligates the remaining funds to be used in the following year.
- c. ~~Maintenance of Effort.~~ The district does not include child find expenditures in determining whether the district has met its expenditure requirements for parentally placed private school students, but may include the cost of transportation required for students to access required special education services.
- d. The district does not supplant the proportionate amount of federal funds required to be expended for parentally placed private school students.

Winston-Dillard School District 116

Code: IGBAJ
Adopted: 4/8/09
Revised/Readopted: 4/20/11; 1/15/14; 12/13/17;
9/12/18
Orig. Code(s): IGBAJ

OK

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they are advancing from grade-to-grade;
 - b. Who have not graduated with a regular high school diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)
[OAR 581-015-2020](#)

[OAR 581-015-2035](#)
[OAR 581-015-2040 - 2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)
[OAR 581-015-2530](#)

[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

Winston-Dillard School District 116

Code: IGBAJ-AR
Revised/Reviewed: 2/6/08; 4/20/11; 4/18/12;
9/11/13; 12/13/17
Orig. Code(s): IGBAJ-AR

OK

Special Education - Free Appropriate Public Education (FAPE)**

1. FAPE and Age Ranges

The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, as provided below:

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school ~~or modified~~ diploma is no longer entitled to FAPE.
- b. The district provides prior written notice in a reasonable time before a student with a disability, graduates with a regular high school ~~or modified~~ diploma.
- c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school ~~or modified~~ diploma.
- d. Graduation with an alternative document:

- (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.

- (2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.
 - e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular ~~or modified~~ diploma.
- 4. Incarcerated Youth
 - a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
 - b. The district provides FAPE for students with disabilities ages 18 through 21, incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an individualized education program (IEP).
 - c. The district's provisions of FAPE ~~do~~ does not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.

- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.
- c. If specially designed physical education is included in the child's IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district's provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student's parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The district provides supplementary and related services onsite at a district public charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those public charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-district public charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student's parent, guardian or person in parental relationship to provide information about:
 - (1) The district's responsibility to identify, locate and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:
 - (1) That the student no longer is enrolled in the public charter school; and
 - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school district in which the student resides to identify, locate and evaluation students and implement services;
 - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to -2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE;
- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

- a. A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.
- b. With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:
 - (1) May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
 - (2) May not use the child's benefits under a public insurance program if that use would:
 - (a) Decrease available lifetime coverage or any other insurance benefit;
 - (b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
 - (c) Increase premiums or lead to the discontinuation of insurance; or

- (3) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; **and**
- c. Prior to accessing a student’s or parent’s public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student’s parents and must obtain written consent¹ that:
 - (1) States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
 - (2) States the purpose of the disclosure (e.g. billing for services under IDEA);
 - (3) Names the agency to which the disclosure may be made (e.g. Medicaid);
 - (4) Specifies that the parent understands and agrees that the public agency may access the parent’s or student’s public benefits or insurance to pay for services under IDEA;
 - (5) Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
 - (6) Acknowledges the district may not use the student’s benefits under a public insurance program, if that use would:
 - (a) Decrease available lifetime coverage of any other insured benefit;
 - (b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (c) Increase premiums or lead to the discontinuation of insurance; or
 - (d) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

11. Extended School Year (ESY) services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

12. Assistive technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

¹ “Consent” means that the parent or adult student a) has been fully informed, in their native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which their consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

Winston-Dillard School District 116

OK

Code: IGBAK
Adopted: 2/6/08
Revised/Readopted: 4/20/11; 9/13/17
Orig. Code(s): IGBAK

Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the district implements policies, procedures and programs for special education, consistent with state and federal requirements;
 - b. Performance of students with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
 - (1) Identifying the excess costs of educating students with disabilities;
 - (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort (MOE));
 - (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA);
 - (4) Documenting the annual district application for IDEA funds; and
 - (5) Reporting of official audits, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2017).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1413, 1418 (2012).

Winston-Dillard School District 116

ok

Code: IGBAL
Adopted: 11/16/05
Readopted: 4/20/11
Orig. Code(s): IGBAL

Special Education - Services for Home-Schooled Students with Disabilities**

If the district receives notice that a parent intends to home school a student with a disability, the district will offer an opportunity for an individualized education program (IEP) meeting to consider providing special education and related services in conjunction with home schooling and will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district. This notice shall be provided annually as long as:

1. The student remains eligible for special education; and
2. The student is exempt from compulsory education as a home-schooled student; and
3. The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s):

[ORS 339.020](#)
[ORS 339.030](#)
[ORS 339.035](#)
[ORS 343.165](#)

[OAR 581-015-2080](#)
[OAR 581-015-2130 to 2190](#)
[OAR 581-015-2210](#)
[OAR 581-015-2310](#)

[OAR 581-015-2315](#)
[OAR 581-021-0026 to -0029](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (2006).

Winston-Dillard School District 116

OK

Code: IGBAL-AR
Revised/Reviewed: 2/6/08; 4/20/11
Orig. Code(s): IGBAL-AR

Special Education - Services for Home-Schooled Students with Disabilities**

Home Schooling for Students with Disabilities

1. As soon as the district learns of the parent's intent to home school or when the district is informed that a resident student with disabilities is home schooled, the district provides written notice to the parent that it stands ready to provide a free appropriate public education if the student enrolls in the district.
2. The district offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.
3. ~~The~~This district provides an annual written notice that it stands ready to provide a free appropriate public education if the student enrolls in the district as long as:
 - a. The student remains eligible for special education;
 - b. The student is exempt from compulsory education as a home-schooled student; and
 - c. The student is not receiving special education and related services from the district.
4. To consider the provision of special education services, the district convenes the IEP team for a student with a disability if the IEP team determines that a free appropriate public education can be provided in conjunction with home schooling. Services may be provided in the home only to the extent that special education or related services would be provided in the home if the student was not home schooled.
5. The district develops an IEP consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:
 - a. The student's parent shall be treated as both parent and regular education teacher of the student unless the parent designates another individual as the regular education teacher;
 - b. Under "extent of nonparticipation in regular education" the IEP shall state that the student is exempt from compulsory school attendance and regular education is provided through home schooling; and
 - c. The IEP will state how "satisfactory educational progress" will be determined for the student. A parent may use a privately developed plan (PDP) to determine satisfactory progress. If so, the IEP indicates that satisfactory progress will be determined by the PDP team, at parent request. If the student may enroll in a regular education class, pursuant to the district's policy for students who are home schooled, the IEP team includes a regular education teacher.

6. The district ensures that:
 - a. Students with disabilities who are home schooled are reevaluated at least every three years unless waived by mutual agreement of the parent and the district, and not more than once a year unless the parent and district agree otherwise;
 - b. If the team determines a specific evaluation is necessary to continue eligibility or to determine appropriate special education and related services for the student's IEP, and the parent refuses consent for such evaluation, or refuses to make the student available, the district will document to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available;
 - c. If the district does not have sufficient evaluation information to determine eligibility or to develop an IEP, the district is not required to complete these activities. The district will provide prior written notice if the district terminates eligibility or services under these circumstances.

Testing and Reporting Requirements

1. If a student with a disability is receiving IEP services from the district and the IEP includes a provision for IEP team assessment of satisfactory educational progress, the district:
 - a. Completes the assessment; and
 - b. Provides the parent with a copy of the results, including a summary statement indicating whether the student has made satisfactory educational progress in light of the student's age and disability.
2. If a student with a disability is receiving IEP services in a core area of instruction, the district includes the student in statewide assessments, unless an exemption is requested by the parent.

Child Find

1. If the district suspects that a home-schooled student has a disability, the district:
 - a. Obtains parent consent for initial evaluation; and
 - b. Conducts an initial evaluation and determines the student's eligibility to receive special education and related services.
2. If the student is eligible, the district notifies the parent and offers an opportunity for an IEP meeting to consider initiation of special education and related services to the student with a disability.
3. If the parent refuses consent, does not respond or refuses to make the student available, the district documents to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available.

School Enrollment

1. If the district permits partial enrollment of home-schooled students in its regular education program, the district will permit students with disabilities to participate to the same extent as nondisabled students, if appropriate, whether or not the student is receiving IEP services from the district.

2. A student who is exempt from compulsory school attendance as a home-schooled student with a disability will continue to be considered an exempt home-schooled student by the district even though the student receives special education and related services from the district, unless these services are the equivalent of full-time enrollment in the district; or the district permits partial enrollment of home-schooled students and, pursuant to that policy, the student attends one or more regular education classes, unless partial enrollment is the equivalent of full-time enrollment in the district.

Winston-Dillard School District 116

Code: IGBB
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 10/12/22
Orig. Code(s): IGBB

ok

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted students. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental ~~are those who have been identified as academically talented and/or learning progressions,~~ with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability ~~intellectually gifted.~~

The Board directs the superintendent to develop a ~~process for written identification of~~ process for identifying academically talented and intellectually gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The district will develop a written plan of instruction for talented and gifted students¹ in accordance with law¹ that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

¹The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities; in using original or nontraditional methods in thinking and producing; leadership abilities; in motivating the performance of others in educational or noneducational settings; or unusual abilities in visual or performing arts and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401	OAR 581-022-2325	OAR 581-022-2370
ORS 343.407 - 343.413	OAR 581-022-2330	OAR 581-022-2500

Winston-Dillard School District 116

Code: IGBB-AR
Revised/Reviewed: 10/12/22
Orig. Code(s): IGBB-AR

ok

Complaints Regarding the Talented and Gifted Program and/or Services

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. A form is available, but not required. The superintendent may use the form to document and gather relevant information.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.
2. The review committee shall meet within five working days of when the complaint was received and review all pertinent information. ~~A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.~~

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

~~A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.~~

The superintendent shall review the committee's recommendation and make a decision. ~~The superintendent's decision will issue a decision within 10 working days of receiving the recommendation.~~

3. If dissatisfied with the superintendent's decision, the complainant may submit an appeal to the Board within five working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Timelines may be extended upon written agreement between the district and the complainant.

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Winston-Dillard School District
620 Elwood St, Winston, OR 97496

TALENTED AND GIFTED PROGRAM AND/OR SERVICES COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

Winston-Dillard School District 116

ok

Code: IGBBA
Adopted: 4/20/11
Revised/Readopted: 7/13/16; 10/09/19; 10/12/22
Orig. Code(s): IGBBA

Talented and Gifted Students - Identification**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints ~~and~~ or the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Winston-Dillard School District 116

Code: IGBBA-AR
Revised/Reviewed: 4/20/11; 7/13/16; 10/12/22
Orig. Code(s): IGBBA-AR

OK

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator to request reconsideration.
2. The TAG coordinator will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator.
3. The program supervisor, TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through Board policy KL – Public Complaints and may begin at Step 3.
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Winston-Dillard School District 116

DELETE

Code: IGBBC
Adopted: 4/20/11
Revised/Readopted: 12/13/17; 10/09/19
Orig. Code(s): IGBBC

Talented and Gifted – Programs and Services**

(This policy language was reorganized and merged into policy IGBB and IGABA as appropriate; this is no longer relevant. See policy IGBB.)

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options.

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGABA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, KL AR - Complaints, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

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Winston-Dillard School District 116

DELETE

Code: IGBBC-AR
Revised/Reviewed: 4/20/11; 12/13/17
Orig. Code(s): IGBBC-AR

D

Complaints Regarding the Talented and Gifted Program

(See IGBB-AR. This is no longer needed.)

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG")

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint;

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor.
2. The review committee shall meet within [two] working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 school days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report immediately the recommendations of the review committee to the Board at the next regularly scheduled Board meeting;

3. After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 20 school days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.
4. If the complainant, who is a student, is a parent or guardian of a student who attends school in the district or is a person who resides in the district, remains dissatisfied and has exhausted local procedures, an appeal may be filed with the Deputy Superintendent of Public Instruction and is subject to the appeal procedure identified in Oregon Administrative Rule (OAR) 581-002-0040. The district shall provide a copy of the appropriate OAR upon request.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the superintendent or designee.¹

¹ The timelines may be extended upon written agreement between both parties.

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

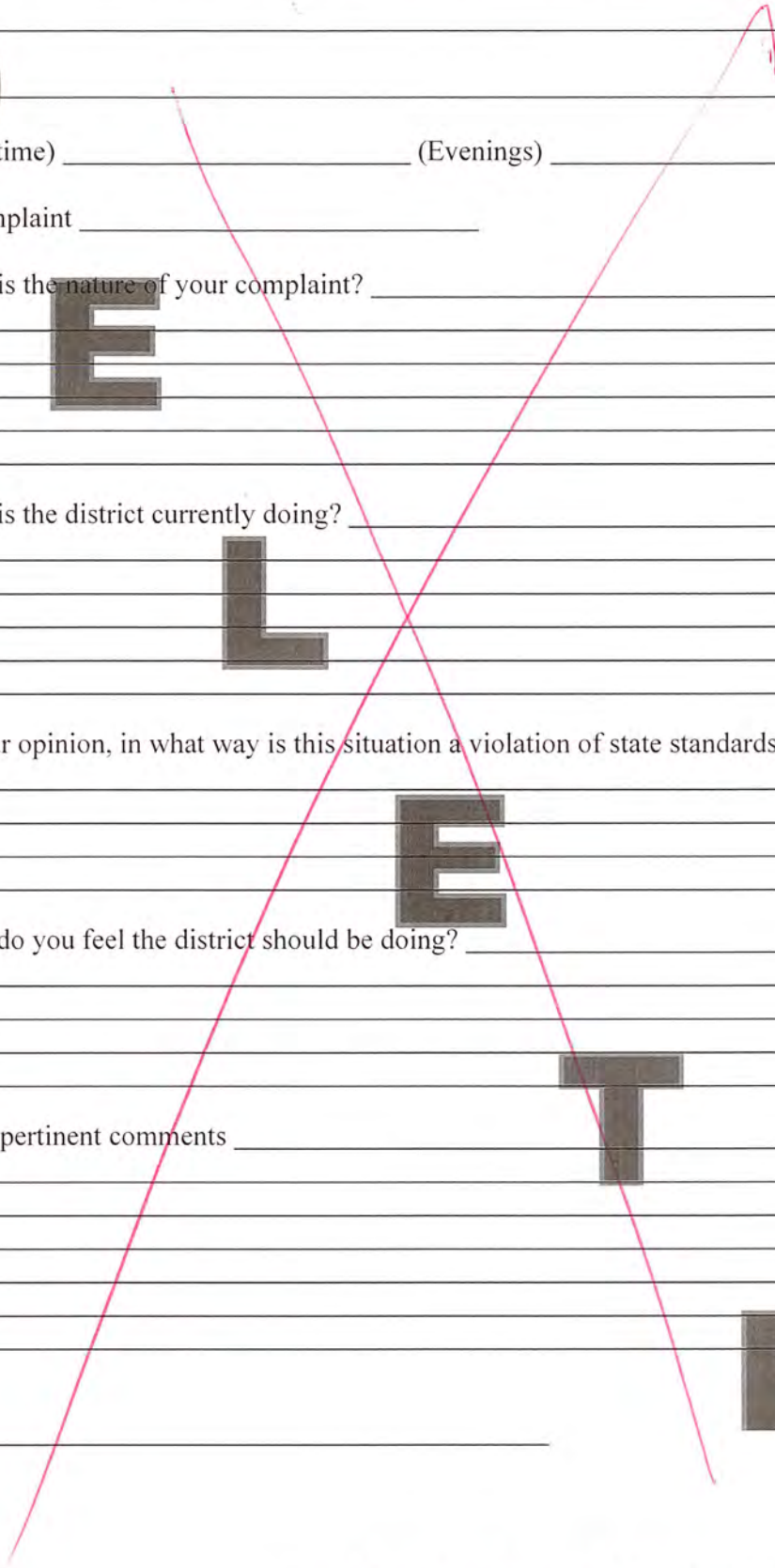
2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards? _____

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____



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Winston-Dillard School District 116

ok

Code: IGBC
Adopted: 11/08/06
Revised/Readopted: 4/20/11; 9/13/17
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement**

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the district's parental and family engagement policy, Title IA district and school plans and the school-parent compacts.

Parental and Family Engagement Policy

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to ~~homeless~~-children and youth **experiencing houselessness**.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.
14. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:
 - a. Annual parent-teacher conferences at the elementary school level; and
 - b. Frequent reporting to parents on their student's progress.

The district shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

The district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

[OAR 581-037-0005 to -0025](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Winston-Dillard School District 116

REVIEW

Code:
Adopted:

IGBG

Homebound Instruction

Instruction will be provided to any student whose health or impairment will, as substantiated by a physician's statement, cause the student to be absent from school for at least [10] consecutive school days and who can benefit educationally from such instruction.

The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

END OF POLICY

Legal Reference(s):

[ORS 336.615 to -336.665](#)
[ORS 339.030](#)

[OAR 581-021-0071](#)
[OAR 581-022-2000](#)

[OAR 581-022-2030](#)
[OAR 581-022-2505](#)

Winston-Dillard School District 116

OK

Code: GCQABIGBG-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code: GCQAB-AR

Tutoring for Pay: Home Bound Services

Students may become eligible for home-bound services as part of their educational program while enrolled as students in the district. To provide home-bound service for district-enrolled students, the district shall follow procedures in obtaining and providing qualified home bound tutors.

1. The superintendent shall seek interested and qualified home-bound tutors. All home-bound tutors shall maintain a valid Oregon Teacher or Substitute Teacher license.
2. For home-bound tutors employed as teachers under the collective bargaining agreement, the district shall include this salary with other district paid salaries and shall pay all benefits occurring to teachers covered by the collective bargaining agreement, the district shall pay only the stated salary.
3. The district shall pay mileage to the home-bound tutor at the current IRS business rate for the round trip mileage between the least of the following locations and the locations at which the home-bound student receives tutoring services:
 - a. Tutor's home to student location where tutoring is provided;
 - b. School location where tutor is employed to student location where tutoring service is provided;
 - c. One way from school location and one way from tutor's residence to student location where tutoring service is provided, if tutor starts and ends at the district school where he or she is employed.

Winston-Dillard School District 116

Code: IGBHA
Adopted: 6/22/05
Readopted: 4/20/11; 2/09/22
Orig. Code(s): IGBHA

OK

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)

[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)
[OAR 581-021-0045](#)

[OAR 581-021-0065](#)

[OAR 581-021-0070](#)

[OAR 581-021-0071](#)

[OAR 581-022-2320](#)

[OAR 581-022-2505](#)

[OAR 581-023-0006](#)

[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: IGBHA-AR(1)
Revised/Reviewed: 10/8/08; 4/20/11
Orig. Code(s): IGBHA-AR(1)

OK

Evaluation of Alternative Education Programs

Date _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505-1350, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the District office at 620 NW Elwood, Winston, OR 97496 no later than _____. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

1. Have criminal records checks requirements been met?
 - * Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

Curriculum

1. Are students receiving instruction in the state academic content standards and earning to earn diploma credits?
 - * Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
2. Are statewide assessments Oregon Statewide Assessments administered and the results reported annually to students, parents and the district?
 - * Attach copy of summary report and sample of information reported to student, parents and the district.
3. Are students receiving, at least annually, a report of academic progress?
 - * Attach copy of report used.
4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?
 - * Attach the document that supports the physical education requirements.

Discrimination

1. Does the program comply with nondiscrimination requirements of law? (Program—program does not discriminate based on age, disability, national origin, sexual orientation, gender identity, race, color, marital status, religion, sexual orientation or sex)?
- * Attach student enrollment/withdrawal summary based on above criteria.

Registration (Private alternative education programs only)

1. Is the program registered with the ODE?
- * Attach copy of the registration application and approval from ODE (including the institution identification number assigned by ODE).

Site Evaluation

1. Does the program comply with health and safety statutes and rules?
- * Attach copy of appropriate documentation, including first aid, and emergency procedures plan, healthy and safe schools plan, radon testing plan, such as staff/student handbooks, in-service agenda, plans, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
- * Attach list of any fees required and explanation.

Contract

1. The program complies with any statute, rule or district policy specified in the contract with the public or private alternative education program.
- * Attach as applicable.
2. Does the contract with the public or private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
- * Contract on file with district and program, as applicable.

Expenditures

1. Does the program district comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4-(2)))?
- * Attach annual statement of expenditures.

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?

* Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

Superintendent

Dated

* Compliance indicators are intended as examples only. District may modify, as appropriate.

Winston-Dillard School District 116

OK

Code: IGBHA-AR(2)
Revised/Reviewed: 4/20/11
Orig. Code(s): IGBHA-AR(2)

Evaluation of Alternative Education Programs - District Summary (for district use only)

The district's alternative education ~~program~~ ~~programs~~ evaluator should complete the following and file with materials submitted by the alternative education program coordinator.

Program Name _____ Date _____

Program Coordinator _____

Staff

1. Meets criteria Does not meet criteria

Comments: _____

Curriculum

1. Meets criteria Does not meet criteria

Comments: _____

2. Meets criteria Does not meet criteria

Comments: _____

3. Meets criteria Does not meet criteria

Comments: _____

4. Meets criteria Does not meet criteria

Comments: _____

Discrimination

1. Meets criteria Does not meet criteria

Comments: _____

Registration (Private alternative education programs only)

1. Meets criteria Does not meet criteria

Comments: _____

Site Evaluation

1. Meets criteria Does not meet criteria

Comments: _____

Tuition and Fees

1. Meets criteria Does not meet criteria

Comments: _____

Contract

1. Meets criteria Does not meet criteria

Comments: _____

2. Meets criteria Does not meet criteria

Comments: _____

Expenditures

1. Meets criteria Does not meet criteria

Comments: _____

Winston-Dillard School District 116

Code: IGBHB
Adopted: 3/22/06
Readopted: 4/20/11
Orig. Code(s): IGBHB

OK

Establishment of Alternative Education Programs

The superintendent will develop alternative education program options in compliance with Oregon law. ~~Administrative Rules and Oregon Revised Statutes:~~

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
2. For students who have not met or who have exceeded all of Oregon's academic content standards;
3. When necessary to meet a student's educational needs and interests;
4. To assist students in achieving district and state academic content standards;
5. When a public or private alternative education program is not readily available or accessible.

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure and pedagogy.

The examples ~~Examples~~ of alternative education program options available could include:

1. ~~[A separate school];~~
2. ~~[Evening classes];~~
3. ~~[Tutorial instruction];~~
4. ~~[Small group instruction];~~
5. ~~[Large group instruction];~~
6. ~~[Personal growth and development instruction];~~
7. ~~[Counseling and guidance];~~
8. ~~[Computer-assisted instruction];~~
9. ~~[Professional technical programs [or] [Career Technical Education]];~~
10. ~~[Cooperative work experience and/or supervised work experience, in accordance with the student's educational goals];~~
11. ~~[Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges];~~

- 12. ~~Supervised community service activities performed as part of the instructional program;~~
- 13. ~~Supervised independent study in accordance with a student's educational goals;~~ and ~~1~~
- 14. ~~The district's Expanded Options Program.~~

The superintendent will develop an administrative regulation to establish ~~regulations for establishing~~ alternative education programs.

END OF POLICY

Legal Reference(s):

ORS 329.485	ORS Chapter 340	OAR 581-021-0071
ORS 332.072		OAR 581-022-2320
ORS 336.175	OAR 581-021-0045	OAR 581-022-2505
ORS 336.615 to -336.665	OAR 581-021-0065	OAR 581-023-0006
ORS 339.250	OAR 581-021-0070	OAR 581-023-0008

Winston-Dillard School District 116

Code: IGBHB-AR
Revised/Reviewed: 6/22/05; 4/20/11
Orig. Code(s): IGBHB-AR

OK

Establishment of Alternative Education Programs**

Proposals from students or parents or guardians of students for the establishment of an alternative education program shall be submitted in writing to the superintendent.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic content standards of the district and the state.

Proposals for alternative education programs shall include the following:

1. Goals;
2. Criteria for enrollment;
3. Proposed budget;
4. Staffing;
5. Location;
6. Assurance of nondiscrimination.

Proposals must be submitted to the superintendent prior to October 1 for programs to be implemented the following school year.

The superintendent will establish an evaluation committee to review proposals based on district criteria. The committee shall provide a written report to the superintendent by December 10 stating why the proposal should be accepted, rejected or modified.

The superintendent’s recommendation to accept, reject or accept with modifications will be presented to the Board for consideration by February 1. The superintendent will provide notification of the Board’s final decision.

Winston-Dillard School District 116

Code: IGBHC
Adopted: 6/22/05
Readopted: 4/20/11
Orig. Code(s): IGBHC

OK

Alternative Education Notification**

General notification of the alternative education program law and the availability of existing programs, and the procedures to request the establishment of new alternative education programs shall be (contained in the student/parent handbook) distributed each year.

Individual notification to students and parents or guardians regarding the availability of alternative education programs will shall be given semiannually, or when new programs become available under the following situations, as appropriate:

1. When two or more ~~Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problems occur~~ ~~problem~~ within a three-year period (Severe disciplinary problems will be defined in the ~~code of conduct~~);
2. When ~~the district finds a student's attendance is~~ ~~pattern to be so erratic that the student is not benefitting from the educational program~~ (Erratic attendance will be defined on a case-by-case basis.);
3. When ~~an the district is considering~~ ~~expulsion is being considered as a disciplinary alternative as deemed appropriate by the superintendent~~ (for reasons other than a weapons policy violation);
4. When a student is expelled pursuant to ORS 339.250 (3) as deemed appropriate by the ~~superintendent~~ (for reasons other than a weapons policy violation);
5. When an emancipated minor, parent, or legal guardian applies for a student's exemption from compulsory attendance on a semiannual basis ~~as provided in ORS 339.030 (2)~~;

~~Individual~~ A written notification shall be **hand delivered** or **sent by certified mail**. Parents or guardians shall receive individual notification prior to an actual expulsion.

The ~~written notification shall of appropriate and accessible alternative programs must include, but is not limited to, the following:~~

1. ~~The student's~~ ~~Student~~ action which is the basis for consideration of alternative education;
2. A ~~list~~ ~~Listing~~ of the alternative education programs ~~for available to this student;~~
3. The program ~~recommendations~~ ~~recommended~~ for the student based on the student's learning ~~styles~~ ~~style~~ and needs;
4. Procedures for enrolling the student in the recommended program, ~~and~~

The notice will be provided in a ~~When the parent or guardian's language the parents or guardians is other than English, the district must provide notification in a manner that the parent or guardian can understand.~~

The superintendent will develop notification procedures in accordance with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)
[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-021-0076](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: IGBHC-AR
Revised/Reviewed: 6/22/05; 4/20/11
Orig. Code(s): IGBHC-AR

Alternative Education Notification**

[District]
[Address]

Date: _____

To: the Parent of _____

From: _____

RE: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action:

Alternative education programs available for your student at this time consist of:

The recommendation of district staff members for your student is:

Procedures for enrolling your student in the recommended program are as follows:

[Superintendent]

Date

Winston-Dillard School District 116

Code: IGBHD
Adopted: 7/10/02
Readopted: 4/20/11; 7/12/23
Orig. Code(s): IGBHD

Program Exemptions**

The district may excuse students from a state-required program or learning activity for reasons of religion, disability¹ or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-002-0035](#)
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

Winston-Dillard School District 116

OK

Code: IGBHE
Adopted: 12/12/07
Revised/Readopted: 4/20/11; 12/13/11; 9/13/17;
12/13/17; 9/12/18
Orig. Code(s): IGBHE

Expanded Options Program**

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

Eligible Students

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

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not ~~an~~ a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

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

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

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District timelines affecting student eligibility and duplicate course determinations;
- ~~7. Exclusion of duplicate courses as determined by the district;~~
- ~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;~~
- ~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.~~

Enrollment Process

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

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

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

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

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

Duplicate Courses

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

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

~~Expanded Options Program Annual Credit Hour Cap~~

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

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

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

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board^{1}.

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

¹ {ORS 340.040(3) allows a student to appeal through an "appeals process adopted by the school district board."}

Financial Agreement

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

Waiver

A district may request an EOP^a waiver from the Superintendent of Public Instruction² if compliance with the EOP^a:

1. ~~Compliance would adversely impact the finances of the district; or if all conditions identified in ORS 340.083(1)(b)³ exist.~~
2. ~~Accel Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).~~

Student Reimbursement

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

Transportation Services

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

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide

² Oregon Department of Education

³ The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
 - a. All at-risk students who are eligible students to participate in the programs;
 - b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
 - c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.

special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

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

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)
[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Winston-Dillard School District 116

OK

Code: IGBHE-AR(1)
Revised/Reviewed: 12/12/07; 4/20/11; 12/13/11;
12/13/17; 9/12/18
Orig. Code(s): IGBHE-AR(1)

Annual Expanded Options Program Notification

Douglas High School
1381 Douglas Blvd.
Winston, Oregon 97496
Phone: 541-679-3001

Date: _____

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

Address: _____

Dear _____,
(Student/Parent(s))

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

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

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan as described in Board policy IGBHE - Expanded Options Program;
4. Has not successfully completed the requirements for a high school diploma; and
5. Is not an ~~foreign~~-exchange student enrolled in a school under a cultural exchange program.

An "eligible post-secondary institution" means:

1. A community college;
2. A public university listed in ORS 352.002; and
3. The Oregon Health and Science University.

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

Purpose

The purpose of this program is to:

1. Allow eligible students who participate in the EOP to enroll full-time or part-time in an eligible post-secondary institution; and
2. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the EOP.

Graduation and Course Credit

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

Selection

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

Enrollment and Participation

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

Your student is expected to comply with the same behavior and attendance standards as if the student was attending the public high school. Failure to successfully complete an eligible post-secondary course or

make satisfactory progress in the course may result in no credit received toward graduation, removal from the EOP, disciplinary action or referral to law enforcement.

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

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

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

Contested Decisions/Appeal

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

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

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

Student Notification to District

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

Sincerely,

Principal

Winston-Dillard School District 116

Code: IGBHE-AR(2)
Revised/Reviewed: 12/12/07; 4/20/11
Orig. Code(s): IGBHE-AR(2)

OK

Expanded Options Program Checklist

Each school year, the district will ensure that the following protocol is followed:

- Review and make any updates to the letter that each high school principal will send at the end of the year by _____.
(Date)
- Review and enter into any agreements with eligible institutions by _____.
(Date)
- Compile list of all resident students who have dropped out and eligible for EOP and confirm their last known address by _____.
(Date)
- Send notification letter to all “eligible students,” and to students who have dropped out at their last known address by _____, but no later than February 15th.
(Date)
- Review all student notifications submitted before May 15th.
- Review all notices of acceptance from post-secondary institutions sent to district.

Confirm the following by _____:
(Date)

- 1. Whether student is “eligible” Yes No
- 2. Whether post-secondary institution is “eligible” Yes No
- 3. Whether post-secondary course is “eligible” Yes No
- 4. Whether post-secondary institution has accepted the student Yes No

(Must be all “yes” to proceed. If not, student may initiate appeal process.)

- Confirm that district has agreement with post-secondary institution for each accepted student

(If no agreement on file, enter into agreement with post-secondary institution immediately. If agreement on file, proceed to next step.)

- Schedule meeting with student’s advisory support team
- Confirm that advisory support team met with student

Winston-Dillard School District 116

ok

Code: IGBI
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 9/13/17; 2/09/22
Orig. Code(s): IGBI

Bilingual Education**

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Winston-Dillard School District 116

DELETE

Code: IGCG
Adopted: 10/8/08
Readopted: 4/20/11
Orig. Code(s): IGCG

Service Learning

(Service learning is part of career-related learning experiences included in graduation requirements (OAR 581-022-0102(5).)

The Board supports the concept of service learning as a teaching methodology and encourages its use in the schools. As used in this policy, "service learning" means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects and skills are taught through learning activities tied to academic content standards and/or local performance standards.

The superintendent may develop and implement service learning with the input of staff, students, parents, community and higher education, as appropriate.

Recommendations for curriculum revisions that require the addition or deletion of existing courses represent a change in the courses and/or units of credit required for graduation and/or impact existing staffing patterns shall be submitted to the Board for approval. All other recommended changes must be submitted by the principal to the superintendent for approval.

The superintendent is directed to identify existing district policies, administrative regulations and other district practices that may be barriers to effective implementation of service learning. Identified policies will be referred to the Board for review and revision, as appropriate. The superintendent will also submit service learning funding needs to the Board as part of the budget planning process.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.175](#)

[ORS 336.183](#)
[ORS 341.315](#)

[OAR 581-022-1130](#)

Winston-Dillard School District 116

Code: IGD
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IGD

OK

Cocurricular/Extracurricular Activities

Cocurricular/Extracurricular activities will be organized, supervised activities conducted under the sponsorship of the district.

Cocurricular/Extracurricular activities are considered to be any activity such as, but not limited to, student government, contests, athletics and clubs. Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities and the district's student code of conduct.

These rules are to be followed and enforced by activity coaches or advisors. Offenses will be handled by district-approved procedures.

Students who represent the school in voluntary activities may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

Activity advisors or coaches who issue any additional rules for individual activities must obtain approval from the superintendent [or designee] prior to allowing participation.

~~The Board shall maintain a student activity program appropriate to the maturity of students, and as varied as staff and facilities permit. The program shall be designed to offer for the greatest possible number of students worthwhile athletic and leisure time interests, wholesome recreational and social activity, and opportunity to develop skills in artistic and cultural activities as well as in democratic and cooperative management for these activities.~~

~~Supervision: Whenever or wherever held, when conducted under the name of the school or district, or any class or organization thereof, extracurricular activities shall be under the general supervision of the district personnel.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Havercamp v. Unified Sch. Dist. No. 380, 689 F. Supp. 1055 (D. Kan. 1986)

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Winston-Dillard School District 116

Code: IGDA
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IGDA

OK

Student Organizations

The district encourages curriculum-related student organizations. District staff will~~shall~~ facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related.

The principal will~~shall~~ develop general guidelines for student organizations. Among other provisions, such guidelines will~~shall~~ require the assignment of at least one staff advisor to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school~~district~~ premises during noninstructional time. If the content of such a club's meetings is religious in nature, school~~district~~ staff may attend only in a nonparticipatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will~~shall~~ not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

END OF POLICY

Legal Reference(s):

[ORS 339.880](#)
[ORS 339.885](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Winston-Dillard School District 116

Code: IGDA-AR
Revised/Reviewed: 4/20/11
Orig. Code(s): IGDA-AR

OK

Student Organizations

All members of the school community including staff, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of district facilities that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district property before or after the regular student school day under the following conditions:

1. The meeting shall be scheduled in advance following Board policy KG - Community Use of District Facilities;
2. All meetings must be approved by the principal or designee;
3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the requirements of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;
2. The meeting shall not incite hazard to person or property;
3. No group which encourages or advocates the violation of federal laws, state laws or school ~~rules~~ laws shall be granted use of district facilities;
4. No speaker who encourages or advocates breaking the law shall be invited to speak.

If a crowd is anticipated, a crowd control plan shall be filed in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum related or voluntary student-initiated clubs that are not curriculum related.

“Curriculum-related” student organizations must meet one of the following:

1. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;
2. Group's subject matter concerns the body of courses as a whole; or
3. Participation in the group is required for a particular course or results in academic credit.

“Voluntary student-initiated clubs” must:

1. Be voluntary and student initiated;
2. Not be sponsored by the school, the government or its agents or employees;
3. Not materially and substantially interfere with the orderly conduct of educational activities within the school;
4. Not be directed, controlled, conducted or regularly attended by “nonschool” persons.

Definitions

1. “Noninstructional time” ~~means time~~—Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;
2. “Sponsorship” ~~means an act~~—Act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for **custodial** purposes does not constitute sponsorship of the meeting.

The Equal Access Act preserves the authority of the school, its agents and employees to maintain order and discipline on district premises, to protect the well-being of students and staff and to assure that their attendance at meetings is voluntary.

Schools may prohibit meetings which would materially and substantially interfere with the orderly conduct of educational activities within the school.

In a “limited open forum” situation, schools may not deny equal access of fair opportunity to, or discriminate against student-initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the school may not influence the form of any religious activity.

Winston-Dillard School District 116

Code: IGDB
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IGDB

OK

Student Publications (Grades K-8 only)

District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the law will ~~shall~~ be observed regarding district-sponsored ~~in regard to student publications, whether school-sponsored or non-school-sponsored.~~ The observance of these rights must be balanced against the legitimate needs ~~duty~~ of educating students in an orderly manner to protect the educational process ~~rights~~ of all.

Some student publications, such as ~~annual~~ yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit, and publish them. ~~Such publications include those in print or electronic form.~~ Staff advisers ~~will~~ ~~advisors shall~~ be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will ~~shall~~ conform to Board policy and administrative regulation ~~any guidelines developed by the board or administration.~~

Students may be required to submit publication ~~content~~ for approval prior to distribution ~~publication~~. When approval is required, school administrator ~~the administrator~~ must make available to students the standards which will ~~shall~~ be used to determine granting ~~in determining the grant or denying~~ denial of permission to publish. Such guidelines will ~~shall~~ be specific and will ~~shall~~ be directed toward ascertaining which publications will cause substantial disruption of district ~~, or material interference with,~~ school activities or contain libelous or obscene content ~~intrusions into school affairs or the lives of others.~~

Prior restraints will ~~shall~~ contain precise criteria which spell ~~spelling~~ out what is prohibited ~~forbidden so that a student will understand.~~ A definite, ~~specific and~~ brief time limit will ~~shall~~ be set within which school officials must approve or disapprove distribution. To be valid, these ~~publication.~~ Such guidelines must prescribe ~~provide~~ a procedure for appeals from students.

All Publications

It will ~~be~~ the responsibility of local school administrator ~~the administration~~ to develop and circulate reasonable and specific rules ~~regulations~~ setting forth the time, manner, and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution rules will ~~shall~~ be granted procedural due process rights.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.107](#)

[ORS 339.880](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Winston-Dillard School District 116

Code: IGDB-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): IGDB-AR

OK

Student Publications

(Grades K-8 Only)

Student publications subject to review by school administrators include those which are:

1. School sponsored (i.e., supported by district funds, equipment, etc.);
2. Part of the established curriculum;
3. Of benefit primarily to those who compile, edit and publish them;
4. Not by policy or practice, open for indiscriminate use by the general public or students individually or as a group; or
5. Activities which students, parents, and members of the public might reasonably perceive to bear the sanction or approval of the district.

Student publications will ~~shall~~ be reviewed by staff advisors and may be reviewed by other district administrators prior to printing and distribution. Materials may be modified or removed from publications for legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the reading audience;
3. The material is poorly written, inadequately researched or biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names; or
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates, or condones the use of profane language or advocates or condones the commission of unlawful acts.

(Is this still working?)

Modifications or removal of items may be appealed in accordance with established district procedures. The [principal] shall schedule a meeting within [three school] days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the [principal]. At the [principal's] discretion, the district's legal counsel may also attend the meeting. The [principal] shall make his/her decision within [three school] days of the meeting. The [principal's] decision shall be final and binding on all parties.

Winston-Dillard School District 116

ok

Code: IGDD
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IGDD

Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances, in ~~such areas~~ activities such as band, choir, drama, art, speech and vocational technical, when they ~~such performances~~ contribute to educational process objectives, and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students ~~will shall~~ be approved by the principal;
2. The extended use of one particular group ~~will shall~~ be discouraged;
3. Students participating in a performance ~~will shall~~ conduct themselves in accordance with ~~the student conduct code adopted by the district~~, ~~a way as to bring credit to their school~~;
4. Performances ~~that~~ which are scheduled outside school hours are preferred. Performances during school hours should be limited, ~~whenever possible~~, to the class period during which the activity is usually taught to that particular student or students.

Student groups may participate in district activities and with ~~patriotic and civic~~ groups in the community upon the approval of the principal. Proceeds given students for participating or performing ~~will in such activities shall~~ be placed in student ~~body~~ accounts.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#) [OAR 581-021-0050](#)
[ORS 332.107](#) [OAR 581-021-0055](#)

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Winston-Dillard School District 116

Code: IGDF
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 7/13/16
Orig. Code(s): IGDF

OK

Student Fund-Raising Activities

Students may carry out fund-raising activities in which no outside fund-raising agency or contract is utilized, with permission of the principal and under the direct supervision of the appropriate advisers. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval from the superintendent.

Activities that include fund raising for charitable or other causes not relating to school activities, must obtain prior approval from the principal and the superintendent, ~~and the Board.~~

A student or staff member may not solicit funds in the name of a school in the district or in the name of the district through the use of internet-based or crowd-funding types of fund raising, without the approval of the ~~principal~~ ~~superintendent~~.

Fund-raising projects involving the sale of products must also be approved by the activity sponsor and by the principal, before the activity is initiated. Solicitation of funds is expressly prohibited without the superintendent's consent.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

END OF POLICY

Legal Reference(s):

[ORS 336.423](#)
[ORS 339.880](#)

[OAR 137-025-0020 to -0530](#)
[OAR 581-022-2260\(2\)](#)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).

Winston-Dillard School District 116

ok

Code: IGDF-AR
Revised/Reviewed: 7/13/16; 7/11/18
Orig. Code(s): IGDF-AR

Student Fund-Raising Activity Request and Verification

Please fill out all sections and return to the principal or designee 30 days prior to initiating the fund-raising activity.

Date: _____

Name of individual, group or activity making this fund-raising activity request: _____

Reason for the fund raiser (please be specific): _____

Description of fund raiser¹ (i.e., what is the product, when will it be sold, where will it be sold, who will it be sold to, etc.): _____

Start and end dates for the fund raiser: _____

Anticipated revenue: _____

This activity has been screened for Title IX compliance: Yes No

Signature of Screener

Signature of Individual

Signature - Representative of Organization

If this is a joint fund raiser, write down the name(s) of the partner(s): _____

Approved – Date: _____

Not Approved – Date: _____

Reason for Denial: _____

Signature of Principal or Designee

Date

Signature of Superintendent

Date

¹ If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience. (ORS 336.423)

Winston-Dillard School District
Student Fund-Raising Activity Verification Form

Date: _____

To Whom it May Concern:

The Winston-Dillard School District does hereby authorize:

(Name of Individual or Group Receiving Authorization)

to sell _____,
(Name of Product/Item for Sale)

for the purpose of raising funds for _____,
(Funds to be Used for)

from (dates) _____ to _____.

Signature of Person Authorizing Sales

Date

Signature of Fund-Raising Coordinator

Date

Any questions regarding this fund-raising activity should be directed to the person authorizing sales.

Winston-Dillard School District 116

Code: IGDG
Adopted: 7/10/02
Readopted: 4/20/11; 1/11/12
Orig. Code(s): IGDG

ok

Student Activity Funds Management

Student activity funds shall be defined as those funds which include all ~~moneys~~ ~~moneys~~ raised or collected by and/or for school-approved student groups ~~and organizations~~, excluding those moneys budgeted in the general fund.

Student activity ~~fund moneys~~ ~~funds~~ shall be collected and expended for the purpose of supporting the school's cocurricular/~~extracurricular~~ activities program.

Cocurricular/~~Extracurricular~~ activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small ~~groups~~ or in large groups ~~—~~ at school events, public events, or a combination of these ~~—~~ for ~~purposes such as~~ motivation, enjoyment, and/or improvement of skills. Participation is usually not required and school credit usually will not be given.

Student activity funds shall be administered within each local school. The principal and the person in charge of the student activities program shall be responsible for administration of the building student activity funds. A student representative of the school recognized student organization shall serve as a representative of that organization in administration of the student activity funds.

The student-treasurer of the school-recognized student government organization may serve as a representative of that organization in partial administration of the building's student activity funds.

All student activity fund expenditures must be approved by the staff advisor and/or the principal and student representative of the student group or program. All expenditures from the general student activity funds must also be approved by the school recognized student government organization. All expenditures from a specific account of student activity funds related to other ~~school-district~~ recognized student groups [shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures] must be approved by the members of that organization and their staff advisor. Expenditures from student activity funds will not result in a negative balance to the fund.

All student activity fund moneys shall be receipted and deposited according to district policy and acceptable accounting procedures.

Student activity funds and other fees and cash collections shall be audited annually.

END OF POLICY

Legal Reference(s):

Winston-Dillard School District 116

Code: IGDH
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IGDH

OK

Contests for Students

The district ~~will~~ shall cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school; when such activities can be integrated into the school program without disruption or loss of instructional time for the student, and without imposing an unreasonable added workload on the staff. Participation by students in contests must be approved by the principal.

The activity sponsor ~~will~~ shall be responsible for the preparation and circulation of all informational materials; and for other administrative work required in the grading, judging; or evaluation of the participants' work.

The following ~~will~~ statement shall be used as a guide in determining participation in contests:

1. The primary educational aims of the school and the needs and interests of students must be a consideration at all times;
2. The school must not be used to promote private or commercial interests;
3. The school must not be used for direct sales promotion of individual competitive goods or services;
4. All materials or activities initiated by private sources must be judged on grounds of their direct contribution to educational values, factual accuracy; and good taste.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Winston-Dillard School District 116

ok

Code: IGDJ
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 4/11/18; 5/15/19
Orig. Code(s): IGDJ

Interscholastic Athletics Activities**

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's ~~high school~~ activities programs and events² shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization³ of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² This applies to only OSAA sanctioned activities and events.

³ Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{⁴} The district shall allow homeschooled students that reside in the district, ~~and students eligible to attend attending a public charter school~~ and enrolled in a high school equivalency program⁵ that reside in the district, and students who reside in the district and attend a public charter school which does not provide interscholastic activities, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{⁶} District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements of participation and those of the associated voluntary organization. The principal {or designee} is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal {or designee} shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the OSAA rules and regulations of the associated voluntary organization. The principal shall notify the superintendent {or designee} of conduct that violates the terms of this policy and report to the associated voluntary organization if OSAA as required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization {OSAA will} may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

⁴ {This policy content is required practice but is not required policy language.}

⁵ "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁶ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

Employees, volunteers, or students in violation of such policies, OSAA rules and/or regulations will be required to remunerate the district in the event of fines are assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)
[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Winston-Dillard School District 116

OK? REVIEW

Code: IGDK
Adopted:

Nonschool-Sponsored Study and Athletic Tours/Trips/Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise moneys for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. Staff will not advise parents regarding selection of such trips or tours for their children. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their children. Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

Legal Reference(s):

[ORS 244.040](#)
[ORS 332.107](#)

[ORS 339.880](#)

[OAR 581-021-0045](#)

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985).

Winston-Dillard School District 116

Done

Code: IHGA
Adopted: 3/22/06
Readopted: 4/20/11
Orig. Code(s): IHGA

Alternative Instructional Programs

(See IGBHB.)

In addition to the regular curriculum and courses offered, it is possible for students, with prior administrative approval, to obtain credit from the following alternative instructional programs and activities:

1. Community college courses;
2. Correspondence courses;
3. Outdoor school;
4. Educational travel;
5. Challenge tests;
6. Independent study;
7. Online courses;
8. The Expanded Options Program;
9. Others approved by the Board.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 336.135 - 336.183](#)
[ORS 336.615 - 336.665](#)
[ORS 336.790 - 336.815](#)
[ORS Chapter 340](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1130](#)

[OAR 581-022-1350](#)
[OAR 581-022-1620](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: IIA
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 7/13/14
Orig. Code(s): IIA

OK? VERSION 2

Instructional Resources and/or Instructional Materials

(Version 1)

(There is an alternate version available – see version 2)

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no instructional resources and materials free of discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias.

The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens the community. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

1. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. A background of information which will enable students to make intelligent judgments in their daily lives;
4. Materials on opposing sides of controversial issues, so that young ~~citizens~~ people may develop, under guidance, the practice of analytical reading and critical thinking;
5. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to ~~our~~ heritage.

The above principles will serve as a guide in the selection of all instructional and library media materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Winston-Dillard School District 116

OK - ADUPT

Code:
Adopted:

IIA

Instructional Resources/Instructional Materials (Version 2)

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents[. students] and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library [media] resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library [media] resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)

[ORS 336.840](#)

[ORS 337.120](#)

HR10/05/21 | LF

Instructional Resources/Instructional Materials – IIA

[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

R O P O S E D

Winston-Dillard School District 116

OK

Code: IIA-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): IIA-AR

Instructional Materials Selection

(Review for current practice. There are some additional proposed ARs to consider if there is any desire for any changes in practice. Call if there are questions. OSBA is revising some of its model language around challenge to instructional materials and library materials. If this is working, then maybe leave as is and wait for updated model language to consider.)

Selection of Instructional Materials

1. Responsibility for Selection of Materials
 - a. The responsibility for the selection of instructional materials is delegated to the superintendent. For the purposes of this procedure the term “instructional materials” includes print and nonprint materials including digital content of software in a format such as electronic and Internet or web-based material or media (not equipment), whether considered classroom materials or media center materials.
 - b. While selection of materials involves many people (principals, teachers, parents, students, supervisors, community persons, and library-media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with licensed media personnel for library-media center materials and a team of teachers for classroom instructional materials.
 - c. Responsibility for coordinating the selection of instructional materials for distribution to classes shall rest with the superintendent or designee. For the purpose of this regulation the term “instructional materials” includes print and nonprint material provided in multiple copies for use by a total class or a major segment of such a class.
2. Procedure for Selection
 - a. Media
 - (1) In purchasing materials for the media center, the library-media specialist under the supervision of the building principal, shall evaluate the existing collection and the curriculum needs and shall consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this procedure, the term “media” includes all materials considered part of the library-media collection, plus all nonprint instructional materials housed in resource centers and classrooms.
 - (2) Recommendations for purchase shall be solicited from staff and students.
 - (3) Gift materials shall be judged by the district’s instructional materials objectives and selection criteria and shall be accepted or rejected by those criteria.
 - (4) Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
 - b. Instructional Materials

- (1) Instructional materials committees may be appointed when appropriate at the time that adoption areas are determined. Appropriate subject and instruction level shall be included in each committee.
- (2) The general criteria for materials selection shall be followed by the committees.
- (3) The committee shall present its recommendation(s) to the superintendent.
- (4) The superintendent shall submit the committee's recommendation(s) to the Board for adoption.

Objections to Instructional Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The district official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in this regulation.

The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria, and qualifications of those persons selecting the material.

The district official or staff member initially receiving a complaint shall explain to his or her best ability the particular place the objectionable material occupies in the education program and its intended educational usefulness, or refer the complaining party to someone who can identify and explain the use of the material.

In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the questions should be referred to the principal or his or her designee. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred shall provide a Reconsideration Request Form with sufficient instruction to assure that the complainant understands what is required for a formal complaint.

The individual receiving the initial complaint shall advise the principal of the initial contact no longer than the end of the following school day, whether or not complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

Request for Reconsideration

1. Any resident or employee of the district may formally challenge the appropriateness of instructional materials used in the district's educational program. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.
2. All school offices shall keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.
3. The Reconsideration Request Form shall be signed by the complainant and filed with the superintendent or his or her designee.

4. Within five business days of the filing of the form, the superintendent or his or her designee shall file the material in question with the reconsideration committee. The committee shall recommend disposition to the superintendent.
5. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances the material may be removed temporarily by following the provisions of this regulation.

The Reconsideration Committee

1. The reconsideration committee shall be made up of nine members:
 - a. One teacher designated by the superintendent;
 - b. One school library-media specialist designated by the superintendent;
 - c. One member of the administrative staff designated by the superintendent;
 - d. Five members from the community appointed by the Board; and
 - e. One student selected annually by the student council.

No person involved in the original selection of the material shall serve on the reconsideration committee.

2. The chair of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
3. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
4. The committee shall receive all Reconsideration Request Forms from the superintendent or his or her designee.
5. The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:
 - a. Distribute copies of written request form;
 - b. Give complainant or a group spokesman an opportunity to talk about and expand on the request form;
 - c. Distribute reputable, professionally prepared reviews of the material when available;
 - d. Distribute copies of challenged material as available.
6. The committee may request that individuals with special knowledge be present to provide information.
7. The complainant shall be kept informed by the superintendent concerning the status of the complaint throughout the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of such meetings.
8. The committee shall make its decision in either open or, when permitted by law, closed session. The committee's final decisions shall be:
 - a. To take no removal action;

- b. To remove all of the challenged material from the total school environment;
 - c. To limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision shall be by secret ballot. The written decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant.
9. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
 10. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered. Every Reconsideration Request Form shall be acted upon by the committee.
 11. Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications as the person excused.
 12. If the complainant is not satisfied with the decision, a request may be made that the matter be placed on the agenda of the next regularly scheduled meeting of the board.

**Reconsideration Request Form for Re-evaluation of Instructional Material
(Submit to Superintendent)**

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover Paperback Other
Title _____ Publisher _____ Date of Pub. _____

DIGITAL MATERIAL IF APPLICABLE:

Title _____ Producer (if known) _____
Type of Material (filmstrip, motion picture, etc.) _____

Request initiated by _____ Telephone _____
Address _____ City _____ Zip _____

Person making the request represents Self Group or Organization

If group, name of group _____

1. To what in the item do you object? (Please be specific, cite pages, frames, other identifying location, etc.) _____

2. In what way do you find this item objectionable? (i.e., religious grounds, lack of academic merit, lack of literary merit) _____

What evidence substantiates your objection? (i.e., in what way is your religious position offended; what do you cite as a lack of academic merit; please be specific as possible so that the committee can readily find the evidence you offer) _____

3. In your opinion, what harmful effects upon students might result from use of this item?

4. What components of this item outweigh the instructional value of the piece? _____

5. Did you review the entire item? If not, please specify the sections you did review. _____

6. Do you feel additional experts in the field of education and/or the discipline represented be considered? Would you identify an expert whose authority you would accept? _____

7. What would you like the school to do about this material?

- Do not use it with my student
- Withdraw it from use
- Send it back to the selection team for reevaluation
- Other

8. In place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? _____

9. Do you wish to make an oral presentation to the Review Committee?

- Yes No If yes, please call the superintendent's office at 541-679-3000.

DATE

SIGNATURE

PRINTED NAME _____

PROPOSED - OK!

Winston-Dillard School District 116

Code: IIA-AR(1)
Revised/Reviewed:

Instructional Materials/Program Adoption Procedure

1. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator of the content area to be reviewed.
2. The curriculum coordinator/curriculum administrator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator/curriculum administrator to represent elementary and secondary levels.
3. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.
5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the [superintendent] [cabinet]. Specific recommendations will be prepared and forwarded to the [superintendent] [cabinet]. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The [cabinet] will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. The cost is within budgeted amounts.

The [cabinet] may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.
7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.

8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.

9. **P** is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:

- a. **R** If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in the teacher's assignment area, the teacher may submit that concern in writing to the administrator. If the administrator shares that concern, the administrator may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;
- b. **O** If an administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.

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Winston-Dillard School District 116

Adopt?

Code: IIA-AR(2)
Revised/Reviewed:

Challenge of Instructional Materials

1. Inquiries

- a. Any inquiry made to an administrator regarding instructional material by any person(s) shall be made known to the staff member(s) using the material. The staff member(s) shall be made aware of the person(s) making the inquiry.
- b. The administrator shall then arrange for the person(s) making the inquiry to meet with the staff member(s) using the material in an effort to resolve the issue informally.
- c. The administrator shall inform the person(s) making the inquiry that if they are not satisfied with the outcome of the informal process, they may file a formal written challenge.

2. Challenges

- a. All formal challenges shall be in writing on the district form prepared for this purpose and must be submitted to the superintendent.
- b. Upon receipt of a written challenge, the superintendent shall, within 10 student contact days, activate and appoint the review committee and provide a copy of the written challenge to the staff member(s) involved.
- c. The review committee shall consider the challenge within 10 student contact days of the committee's activation and appointment by the superintendent.
- d. The review committee, once activated and appointed, shall recommend to the superintendent whether or not the challenged material should be withdrawn from use during the review process. The superintendent may withdraw challenged material following receipt of the recommendation from the review committee until final resolution is reached by the Board.
- e. Following a review of the challenged material, the review committee shall submit its report and recommendation to the superintendent for presentation to the Board. Copies of the recommendation shall be provided to the person(s) filing the challenge and to the staff member(s) involved.
- f. The Board shall announce its decision at the next Board meeting following receipt of the committee's recommendation. If the Board's decision is contrary to the recommendation of the review committee, the reasons will be communicated, in writing, to the review committee.
- g. The review committee shall be appointed by the superintendent and shall be composed as follows:

(1) [District employees (7):

- Representing the high school level
- representing the middle school level
- representing elementary school level
- representing the district at large
- administrator;

[Patrons (6):

- Representing the high school level
- representing the middle school level
- representing elementary school level
- representing the district at large;

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- (2) At least four of the district employees shall be licensed teachers. Members shall be selected from a list of people having expressed their willingness to serve on this committee;
- (3) Members will serve terms of [three] years on a rotating basis with the initial terms set by the superintendent (one-third shall serve one year, one-third shall serve two years, and one-third shall serve three years);
- (4) The review committee shall be chaired by a district office administrator appointed by the superintendent and shall be a non-voting member of the committee;
- (5) The committee chair shall be responsible for documenting all proceedings, for adherence to established procedures and guidelines and for preparing and presenting the report and recommendation to the Board based on the minutes of the meeting(s). Additionally, the chair will send copies of the committee's report and recommendation to the person(s) filing the challenge and the staff member(s) involved.

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3. Procedures to be followed by the review committee:

- a. Review "Challenge of Instructional Material" administrative regulation;
- b. Establish a calendar for the review of the challenged material;
- c. Review the challenged material considering the theme, concept, vocabulary, and illustrations as they apply to:
 - (1) The appropriateness of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (2) The appropriateness of the material's level of difficulty; and
 - (3) The appropriateness of the material for the age group(s) with which it was used.
- d. Request that the staff member(s) involved submit a written explanation of their use of the challenged material, specifically addressing its relationship to the established curriculum and course objectives;
- e. An opportunity will be provided to person(s) filing the challenge, staff member(s) involved, outside consultants, lay people, other staff members or other individuals to offer oral or written testimony on the challenge within such procedures and limitations as may be established by the chair with the consensus of the committee;
- f. Review and discuss possible options for recommendation, including:
 - (1) Continued use of the material as used, with no reservations;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, etc.;
 - (3) No further use of the material as a part of the regular or support curriculum in the district.
- g. Procedures for voting:
 - (1) A quorum (one-half the committee membership plus one) shall be present to act upon any business to come before the committee;
 - (2) All motions and votes shall be recorded and reported in the minutes of the meeting(s);
 - (3) Votes will be recorded from only the members present at the time of the vote;
 - (4) A simple majority of those present is required for a motion to pass;
 - (5) Roll call votes may be taken.

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- h. Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action shall be taken on that motion and any subsequent motions within the procedures outlined in section 3.g. above and consistent with parliamentary procedure;
- P** i. All meetings of the review committee are subject to the Public Records and Meetings Law pursuant to Oregon Revised Statute (ORS) 192.610 to 192.690.

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Winston-Dillard School District 116

P IIA-AR(3)
Reviewed/Reviewed:

Challenge Request for Instructional Materials (Submit to superintendent)

Title: **R** _____ Publisher: _____ Date of Pub.: _____

Author **R** _____

Type of media: Hardcover Paperback Digital Other: _____

Producer/Source (if known): **O** _____

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Person making the request represents **P** Self Group or organization

Name of Group (or organization): _____

1. To what in the item do you object? (Please be specific and cite pages, frames, etc.)
O _____

2. In your opinion, what are the harmful effects upon students that might result from the use of this item?
S _____

3. Do you perceive any instructional value in the use of this item?
E _____

4. Did you review the entire item? Yes No

5. If not, what sections did you review? _____

6. Should the opinion of any additional experts in the field be considered? Yes No **D**

7. Please list suggestions, if any: _____

8. What would you like the school to do about this material?

- Do not use it with my student.
- Withdraw it from use.
- Send it back to the selector or selectors for evaluation.
- Other _____.

9. In place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

10. Do you wish to make an oral presentation to the Review Committee? Yes No

If yes, please call the superintendent's office at [_____].

Signature _____

Date _____

References:

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Winston-Dillard School District 116

OK

Code: IIABB
Adopted: 4/20/11
Revised/Readopted: 12/13/11
Orig. Code(s): IIABB

Use of Feature Films, Videos or Other Media**

(See proposed AR)

The Board recognizes the showing of commercially produced and rated feature films, and videos and other media may have a legitimate purpose in a school's educational program. Since the content of these feature films, videos or other media customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film-media is consistent with the educational values espoused by the district. Only films rated G, PG or PG-13 may be shown as part of the (K-8) school program. The Board directs procedures be developed to accomplish this objective, including the provision that a parent has the opportunity to preview the film and that a parent must give prior consent before his/her student may view a film rated PG or PG-13.

The Board directs administrative regulations be developed to accomplish this objective, including the provision that parents or guardians have the opportunity to preview a film when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG, PG-13 or R. Certain R-rated films or portions of these films may have an educational value as they relate to a specific topic. These films may be shown (grades 9-12) upon the approval of the principal and upon notification of parents allowing them the opportunity to preview the film and that the parent must give prior consent before his/her student is allowed to view the R-rated film. The title of these films must be included in the class syllabus prior to the beginning of the course, and an alternative assignment for equal credit must be available for students that are not given parental permission.

All copyright laws must be followed.

Any media materials that are not rated are subject to the approval of the administrator prior to viewing.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Winston-Dillard School District 116

Code: IIABB-AR
Revised/Reviewed:

OK

Use of Feature Films, Videos or Other Media

Prior to showing a feature films and videos or other non-rated media in a school, the instructor must seek the written approval of the principal. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular films, videos or other media:

1. Title and brief description;
2. Purpose for the showing;
3. Match with course objectives;
4. Proposed date of showing;
5. When and how parents or guardians will be notified, or if necessary, grant consent;
6. Audience rating G, PG, PG-13 or R.

The showing of all feature films or videos with a G rating requires only prior notice to parents or guardians from the instructor, who will summarize in writing the information in the above points 1., 2., 4. and 6.

Additionally, feature films or videos with a PG or PG-13 rating, or other non-rated media, will require consent from parents or guardians before a student views the film, video or other non-rated media.

Instructors are required to preview all films, videos or other non-rated media before showing to students.

Only films or videos rated G, PG or PG-13 or other approved non-rated media may be shown as part of the school program. Parents or guardians may have the opportunity to preview films, videos or other non-rated media when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG or PG-13 or other non-rated media.

Certain R-rated films or portions of these films may have an educational value as they relate to a specific topic. These films may be shown only in grades 9-12 upon the approval of the principal and upon notification of parents allowing them the opportunity to preview the film and that the parent must give prior consent before their student is allowed to view the R-rated film. The title of these films must be included in the class syllabus prior to the beginning of the course, and an alternative assignment for equal credit must be available for students that are not given parental permission.

Edited or non-rated films and videos or other nonrated media will be shown at the discretion of the administrator.

The notification to parents or guardians for the showing of G movies at the secondary level will be at the discretion of the administrator.

Winston-Dillard School District 116

Code: IAD
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IAD

ok

Special Interest Materials

In general, supplementary printed materials from ~~commercial, political, religious, or other~~ nonschool sources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, ~~which~~ supplement and enrich text; and reference book materials for definite school courses; and ~~which~~ are timely.

Printed materials from nonschool sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing nonschool materials to the homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts, and exhibits for educational purposes with the express approval of the superintendent or principal even though ~~although~~ these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources ~~will shall~~ be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material ~~will shall~~ be strictly followed ~~adhered to~~.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)

[ORS 339.880](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Winston-Dillard School District 116

Code: IIBGA
Adopted: 7/26/06
Revised/Readopted: 4/20/11; 1/14/15; 7/14/21
Orig. Code(s): IIBGA

ok

Electronic Communications System

The district's electronic communication system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communication system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and
8. Installing measures designed to restrict minors' access to materials harmful to minors.

Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

Administrative regulations will be consistent with sound guidelines as may be provided by the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally,

student violations may result in discipline up to and including expulsion. Staff violations may result in discipline up to and including dismissal. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

[ORS 167.060 - 167.100](#)
[ORS Chapter 192](#)
[ORS 260.432](#)

[ORS 332.107](#)
[ORS 339.250](#)
[ORS 339.270](#)
[OAR 581-021-0050](#)

[OAR 581-021-0055](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Winston-Dillard School District 116

Code: IIBGA-AR
Revised/Reviewed: 7/26/06; 6/15/11; 1/14/15;
7/14/21
Orig. Code(s): IIBGA-AR

ok

Electronic Communications System

[Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. "Obscene," has the meaning given such term in Section 1460 of Title 18, United States Code;
 - b. "Child pornography," has the meaning given such term in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. "Sexual act and sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes and the district's vision, mission and goals, as determined by the district.
6. "District proprietary information" is defined by the district as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.
7. "District software" is defined by the district as any commercial or staff developed software acquired using district resources.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's electronic communications system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
3. Allow staff use of personal electronic devices to access the district's electronic communications system when it is consistent with district board policies and administrative regulations (See Staff User Agreement);
4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;
5. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
6. Install and use server virus detection and removal software;
7. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;
8. Prohibit access by minors to inappropriate matter on the Internet and World Wide Web;
9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms, applications and other forms of direct electronic communication;
10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites, applications and in chat rooms;
11. Determine which users and sites, accessible as part of the district's electronic communications system, are most applicable to the curricular needs of the district, and may restrict user access accordingly;
12. Determine which users will be provided access to the district's electronic communications system;
13. Program its computers to display a message reinforcing key elements of the district's electronic communications system policy and administrative regulation when accessed for use;

14. Notify appropriate system users that:

- a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
- b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
- c. The district may establish a retention schedule for the removal of e-mail;
- d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
- e. Information and data entered or stored on the district's computers and e-mail system may be subject to disclosure if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
- f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the Principal stating the need for the increase;
- g. Passwords used on the districts electronic communications system will be changed at 90-day intervals;
- h. Transmission of any communications or materials related to activities prohibited by ORS 260.432 is not allowed.

15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements will be maintained on file in the school office;

16. Notify users of known copyright infringing activities and deny access to or remove the material.

Electronic Communications System Access

1. Access to the district's electronic communications system is authorized to:

Board members, district employees students in grades K-12 with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.

2. Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is

permitted when consistent with board policy and administrative regulations and when during the school day.

Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations, when used on school property, and when on own time

District staff and Board members may use the district's electronic communications system, district-owned computers or devices including Internet and e-mail access for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

Volunteers, district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.

General Use Prohibitions and Guidelines/Etiquette

Operation of the district's electronic communications system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient use of the district's system.

1. General Use Prohibitions

The following conduct is strictly prohibited:

- a. Attempts to use the district's electronic communications system for:
 - (1) Unauthorized solicitation of funds;
 - (2) Distribution of chain letters;
 - (3) Unauthorized sale or purchase of merchandise and services;
 - (4) Collection of signatures;
 - (5) Membership drives;
 - (6) Transmission of any materials regarding political campaigns.
- b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or data usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:

- (1) Harmful to minors;
 - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
 - (3) A product or service not permitted to minors by law;
 - (4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident;
 - (5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
 - (6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
 - (7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
- g. Attempts to post or publish personal student contact information unless authorized by the system coordinator and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the district's electronic communications system, unless authorized by the system coordinator or when consistent with school or educational related activities and with prior parent approval when necessary;
- i. Attempts to represent self on behalf of the district through use of the district's name in external communication forums, e.g., social media, chat rooms, without prior district authorization;
- j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been granted access.

2. Guidelines/Etiquette

System users will:

- a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
- b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator;
- c. Take pride in communications. Check spelling and grammar;
- d. Respect the privacy of others. Do not read the mail or files of others without their permission;
- e. Cite all quotes, references and sources;
- f. Adhere to guidelines for managing and composing effective e-mail messages:
 - (1) One subject per message – avoid covering various issues in a single e-mail message;
 - (2) Use a descriptive heading;
 - (3) Be concise – keep message short and to the point;

- (4) Write short sentences;
 - (5) Use bulleted lists to break up complicated text;
 - (6) Conclude message with actions required and target dates;
 - (7) Remove e-mail in accordance with established guidelines;
 - (8) Remember, there is no expectation of privacy when using e-mail. Others may read or access mail;
 - (9) Always sign messages;
 - (10) Always acknowledge receipt of a document or file.
- g. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only;
 - h. Communicate only with such users and/or sites as may be authorized by the district;
 - i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
 - j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.

~~Use of appropriate etiquette is expected of all users while using the district's electronic communications system and is explained in district training sessions.~~

Complaints

The district's established complaint procedure in Board policy KL - Public Complaints and accompanying administrative regulation may be used to process complaints or concerns about violations of policy and administrative regulations.

Violations/Consequences

1. Students
 - a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of access to the district electronic communications system access up to and including permanent loss of privileges.
 - b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
 - c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.
2. Staff
 - a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
 - b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
 - c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.

- d. Violations of ORS 244.040 may be reported to Oregon Government Ethics Commission (OGEC).
3. Others
 - a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
 - b. Violations of law may be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

1. The district assumes no responsibility or liability for any membership, phone or internet service and/or related charges incurred by any home usage of the district's electronic communications system.
2. Any disputes or problems resulting from phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their internet service provider and/or phone service provider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's electronic communications system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. Users of the electronic communications system may, with system coordinator approval, order services or merchandise from other vendors that may be accessed through the district's electronic communications system. These vendors are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the vendor and the electronic communications system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the vendor. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of vendors.
4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with

respect to any services provided by the electronic communications system and any information or software contained therein.

Sample Parent Letter

ok

Dear Parents:

Your student needs your permission to use the district's electronic communications system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

With this educational opportunity also comes responsibility. Inappropriate system use may result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications system, and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter is an agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation. The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under General Use Prohibitions and Guidelines/Etiquette and student-related rules under Violations and Consequences.

Please review the district's Electronic Communications policy and administrative regulation, and the provisions therein, carefully with your student and return the attached agreement form to the school office indicating your permission for your student to use the district's electronic communications system.

Sincerely,

Student Agreement for an Electronic Communications System Account

Student agreement must be renewed each academic year.

Student Section

Student Name _____ Grade _____

School _____

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in discipline, up to and including expulsion from school, and/or suspension or revocation of system access and related privileges, and/or referral to law enforcement officials.

Student Signature _____ Date _____

.....

Parent

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and the access to the Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Email Address _____

Agreement for an Electronic Communications System Account
(Nonschool System User)

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/or revocation of system access and related privileges, and/or referral to law enforcement officials.

In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

Home Address _____

Home Phone Number _____ Cell Number _____

Email Address _____ Date of Birth _____

Parent (Required if nonschool-system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent _____ Date _____

Email Address _____ Home Address _____

Home Phone Number _____ Cell Number _____

Agreement for an Electronic Communications System Account
(Staff System User)

I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to, or accessed through my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I ensure that the PED in use is owned by me, and I am in complete control of the device at all times.

In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Winston-Dillard School District 116

ok

Code:
Adopted:

IICA

Field Trips and Special Events**

(See the district's original policy recoded as IICA-AR(1) as it contains procedural language better organized as an AR.)

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of [one year].

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All overnight trips, out-of-state or international travel must have prior Board-superintendent approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s). The Board will be notified prior to such trips.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240 to -339.250](#)

Winston-Dillard School District 116

Code: IICA-AR(1)
Adopted: 3/22/06
Revised/Readopted: 4/20/11; 12/13/11; 10/08/14
Revised/Reviewed:
Orig. Code(s): IICA

OK

Field/Extracurricular Trips**

(Review the entirety of the AR and revise to reflect current practice, as needed.)

Field/extracurricular trips¹ can be an integral part of the school district educational program. The following are basic rules that govern such trips:

1. All field trips or extracurricular trips shall be under the supervision of the principal;
2. All arrangements for trips must be made through the principal. If district transportation is desired for the trip, arrangements must be made at least one week in advance; these arrangements must include a transportation request submitted to the principal on a district approved transportation request form. The building principal will specifically coordinate any trips that, due to scheduling beyond district control, cannot meet the one week advance notice;
3. All field trips must be part of a planned unit of work, the details of which are carefully worked out before a visit by the students is made unless as otherwise approved by the principal;
4. It is important that field trips be accompanied by worthwhile culminating activities:
 - a. Administrative approval process.
 - b. Purpose of administrative review.

Field trips provide a valuable educational benefit. However, off-site situations can expose students to hazards that are not present in the normal school environment. As a result, it is important for administrators to carefully review and monitor field trips to ensure that risks and potential school liability are minimized.

- c. Principals/administrators should do the following:
 - (1) Ensure the sponsor considers the various aspects of the field trip;
 - (2) Determine the appropriateness of activities for the students' age(s), skill(s) and behavior level(s);
 - (3) Assist the sponsor with specific field trip risk identification;
 - (4) Ensure school district insurance coverage extends to the field trip location and activities;
 - (5) Review and/or sign related contracts;
 - (6) Obtain or provide certificates of insurance related to contractual agreements and/or facility use;
 - (7) Provide preliminary administrative approval for the field trip;

¹ "Field/Extracurricular trips" are defined as any school-sponsored trip where Winston-Dillard School District students are transported.

- (8) Present the trip to the superintendent and/or school board for approval if over 200 miles from the district, or if it involves an overnight stay, or requires out-of-country travel.
 - d. Continue to follow up with the sponsor to ensure appropriate actions are being taken.
5. Careful supervision of students on a trip is mandatory. Adequate chaperoning must be provided. The principal shall determine the number of chaperones needed based on the number of students involved and the nature of the excursion following the parameters set by law and Board policy:
- a. Risk identification and documentation.

- (1) Informed consent is “a person’s agreement to allow something that is based on a full disclosure of facts needed to make the decision intelligently; i.e. knowledge of risks involved, alternates, etc.” Informed consent rests on providing enough information about the activity that a person – or, in the case of a minor, his/her/their parent/guardian – may intelligently exercise his-their own judgment by reasonably balancing the probable risks against the probable benefits.
- (2) In order for a parent/guardian to provide an informed consent for his/her/their child to participate in a field trip, the parent/guardian must be aware of all activities and potential risks involved.
- (3) Identify and assess risks.

Based on the full description of all activities with the itinerary, assess risks associated with the field trip. Try to imagine all the things that could go wrong and injure people or damage property – involve the district risk manager/safety officer, or other staff if needed.

- (4) Be familiar with facilities and equipment.

Require the sponsoring staff member to become familiar with the facilities and related equipment that will be used. Have the sponsor attempt to survey all areas the students will be using to evaluate the site for potential hazards or special requirements for the field trip and complete a written evaluation.

- (5) Determine student medical needs.

Determine specific student medical needs, including allergies, and how to accommodate these needs. Determine how to accommodate specific needs of high-risk students throughout all phases of the field trip.

- (6) Comply with medication procedures.

Contact the nurse well before the scheduled field trip to conform to school district policy and procedures on administration of oral medications. Ensure that the district medication form is completed by parents/guardians. Take this form on the field trip. If any student is to receive medication, give a copy of this form to the person designated to administer the medications.

- (7) Supervision and chaperone selection.

- (a) Supervise students at all times.
- (i) Ensure supervision of students by an adult at all times. Remember the rule of thumb about supervision – if you can't see the students, you are not supervising them. Staff and chaperones must exercise close control over the students. Students on field trips can become overly excited and want to explore on their own.
 - (ii) Establish a process for regular accounting for all students and staff, both periodically and when activities change (such as before boarding the bus to return). Determine what adequate supervision is during overnight stays (how frequently to check the room, etc.).
 - (iii) Determine how many and what kinds of chaperones are needed throughout the trip.
 - (iv) Determine what supervision (what kind and how many) is needed. Establish the proper ratio of supervisors to students based on a case-by-case evaluation of each field trip. A higher number of supervisors will be required for more hazardous activities. Be sure to follow school district policy.
 - (v) Base the number of chaperones on an evaluation considering the number of students, age and maturity of the students, types of activities, facilities, duration of trip, type of transportation and safety considerations (such as emergency procedures).
 - (vi) There should be a minimum of two adults supervising a field trip. If not specified in school district policy, recommended **minimum** supervision ratios (adults to students) are as follows: elementary school age - 1:10; middle/high school age - 1:20. The building administrator and sponsor should agree upon the ratio for each field trip.
 - (vii) More and/or specifically qualified chaperones/staff may be needed for higher-risk activities, overnight stays (gender-specific), activities involving water (life saving) or wilderness (survival), out-of-country travel (speak the language), and those including behaviorally, physically or mentally challenged students.
 - (viii) First-aid/CPR-trained chaperones/staff are required – at least one chaperone on each field trip should be so certified.
 - (ix) If the field trip is part of a classroom educational experience, sporting event, or sponsored club, at least one “authorized adult²” is needed.
 - (x) For supervision purposes, each bus should have at least one staff member or chaperone other than the driver.
 - (xi) Ensure that all volunteer chaperones are:
 - 1) At least 21 years old;
 - 2) Criminally screened as specified in Board policy IICC;
 - 3) Physically able to do the job;
 - 4) Able to work well with students.

² “Authorized adult” is an adult that has a current background check and is approved to provide supervision of students by the building principal.

6. All trips shall be limited to a radius of 200 miles unless express permission of the superintendent is received;
7. Any overnight trips, out-of-state or international travel must have prior superintendent approval and the Board must receive notification prior to the trip;
8. The administration must authorize all lodging on field trips and extracurricular trips.

END OF POLICY

Legal Reference(s)

ORS 332.017
ORS 332.014

ORS 339.55
ORS 339.54(1) - 339.56

Winston-Dillard School District 116

Code: IICA-AR(2)
Adopted: 6/20/18
Orig. Code: IICA-AR

Student Field/Extracurricular Trip -- Planning and Approval Checklist

Designed to comply with requirements specified in district policy, IICA – Student Field/Extracurricular Trips.

Section 1 – General Planning: Teacher

Date: _____ School: _____ Class/Group: _____
Requested By: _____ Date Of Trip: _____
Destination: _____ Date Of Return: _____
Purpose Of Trip: _____

Check here if this is an instructional field trip. **Attach separate detailed narrative description of trip activity.** *Instructional trips are those that directly relate to classroom instruction and are considered part of your normal curricular activities. District administration will determine final approval for instructional field trips.*

Check All That Apply: _____
 Regular School Day Activity
 Outside Regular School Day Activity
 Overnight Activity
 Special Equipment (Please Specify Needs) _____

Number Of Students: _____
Number Of Staff Members: _____
Number Of Chaperones/Volunteers: _____
Student/Adult Ratio: _____/_____

Section 2 – Transportation: Teacher

Request is for: _____ # of bus(s) _____ # of Suburban(s)
Leave Loading Time: _____ Location: _____
Return Loading Time: _____ Location: _____

Suburban Request Only

Driver Names: _____

Do you need a fuel card? Yes No

(This will need to be checked out at the district office prior to the scheduled departure date.)

*****Drivers Must Have Driver Training, Current First-Aid Card***
and ODE approval in order to drive Suburban**

Required By Oar 581-053-0015 (6): Drivers shall report to their employer(s) within 15 days, any convictions for driving or criminal offenses specified in OAR 581-053-0006(8) or any involvement in an accident as defined in OAR 581-053-0006(8)(c)(G)(i).

ALL trips must have prior approval, with appropriate signatures from your building administrator and/or the district office before a trip can be scheduled.

Section 3 – Supervision and Medical Plan: Teacher

Supervision Plan:

- Day Supervision Plan
- Night Supervision Plan:
Attach copy of supervision plan/schedule including random, period spot checks throughout the night, accommodations that include same gender supervised sleeping arrangements.
- Meal Plans accounted for to include special dietary needs.
- Out Of Pocket Expenses: arrangements made for those unable to pay.

Medical Plan:

- Medication Administration form completed – if applicable.
- Accommodation needs for 504 or special education/health issues (diet, allergy, bee sting, etc.).

Section 4 – Specific Planning: Principal

Transportation:

- First Student Buses – If checked, verify minimum reservation timelines have been or will be met.
(Trip must be scheduled a minimum of two weeks in advance with First Student.)
- Private vehicles include verification of insurance and criminal background check.
(Must be submitted at least one week in advance to the district office.)

****Staff Acknowledgement: All Staff attending the event must sign (attach additional sheet if necessary)****

Staff/Chaperone Names

Staff/Chaperones Names

Section 5 – Trip Authorization: Principal and/or Superintendent

Administrator Approval:

In-district or out-of-district within Oregon; less than a 200 mile radius; no overnight.

_____ (initial) I have verified that the student trip proposed above meets with all pertinent criteria and hereby grant final approval.

Overnight; out of state; international; or over a 200 mile radius travel.

_____ (initial) I have verified that the student trip proposed meets all pertinent criteria and forwarding the request with a recommendation to approve.

_____ (initial) I have advised staff and chaperones that all district policies and administrative rules apply and reviewed where applicable.

All chaperones meet policy guidelines and are approved for this event.

Principal Signature: _____ Date: _____

Superintendent Approval: for any overnight, out-of-state, international or over 200 mile radius travel. submit this form at least 20 school days prior to the departure date for overnight travel, and 60 school days prior to the departure date for out-of-state, international or over 200 mile radius travel.

Superintendent Signature: _____ Date: _____

Winston-Dillard School District 116

Code: IICB
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IICB

OK

Community Resource Persons

One goal for education is to prepare students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of divergent ideas. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically exclude, as a resource, the person whose views or manner of presenting them may obstruct the educational process or endanger the health and safety of students or staff. The Board establishes the following guidelines, however, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher, or sponsor and school administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;
2. The teacher and sponsor ~~Teachers or sponsors~~ should encourage the use of resource persons representing various approaches or points of view on a given topic ~~in order~~ to afford students a more comprehensive understanding of it;
3. An appropriate record ~~will~~ ~~shall~~ be made of each resource person ~~used~~ ~~utilized~~ and of that person's ~~his~~ ~~or her~~ presentation;
4. The ideas presented and the resource person invited to present them ~~will~~ ~~shall~~ have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;
5. The teacher or sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend ~~any~~ proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff. Examples of inappropriate conduct are:
 - a. Profanity, vulgarity, and lewd comments are prohibited;
 - b. Tobacco or inhalant delivery system use as is prohibited on district grounds.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

3/03/17 | PH

Community Resource Persons – IICB
1-2

Winston-Dillard School District 116

Code: ICC
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 12/13/17; 9/12/18;
10/09/19; 3/11/20
Orig. Code(s): ICC

OK

Volunteers

(Coordinate with what is changed in GCDA/GDDA and its AR.)

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

A volunteer authorized by the district for service into a position that allows direct, unsupervised contact with students shall undergo an in-state criminal records check. ~~A volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints. (See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)~~ A volunteer that will not likely have direct, unsupervised contact with students ~~will~~ ~~will not~~ be required to undergo an in-state criminal records check.

~~A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form will~~ ~~may~~ be denied the ability to volunteer in the district.

Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited.

Nonexempt employees¹ may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services² as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

¹ There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

² Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

³ Districts should review the use of non-exempt employees in extracurricular activity positions such as coaching, cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 339.372](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Winston-Dillard School District 116

OK

Code: IICC-AR
Adopted: 1/09/19
Orig. Code(s): IICC-AR

Volunteer Application

Legal Name: _____ Contact # _____
Address: _____ Employer: _____

Occupation: _____
Email: _____
In Case Of Emergency Please Notify: _____
Contact Phone: _____

Qualifications

Please list any qualifications such as military experience, hobbies, interests or any other activities that you feel qualify you for this position.

References (employer, minister, school personnel, friend or non-family) Please list references that have firsthand knowledge of your abilities, character and personality.

Name	Company	Contact #
_____	_____	_____
_____	_____	_____
_____	_____	_____

Time Available for Volunteer Work: _____ School/Class: _____

Days of Week Available To Volunteer: M T W TH F

Areas Of Interest: Field Trip Classroom Help Other _____

For Office Use Only

Has Current Approved Criminal Background Check

Approved By: _____ Date: _____

Forwarded To: _____ Date: _____

Disapproved By: _____ Date: _____

Reason for disapproval: _____

Volunteer/Chaperone Guidelines Code of Confidentiality

Thank you for serving as volunteer or chaperone in our district. The guidelines that follow are designed to ensure that all adult supervision protects the safety and security of our students and is conducted in accordance with school and district policy.

Volunteer/Chaperone Conduct: The following conduct is prohibited during any school activity including field trips:

- Possession, distribution or use of alcohol or controlled substances
- Tobacco possession or use
- Harassment
- Inappropriate language (e.g. profanity)
- Criminal or other conduct that my violate Standards for the Competent and Ethical Educator (OAR 584-20-010-035)

Volunteer Code of Confidentiality:

1. All student records should be considered confidential.
2. Directory information, including a student's name, address, telephone number, date and place of birth, photograph, participation in activities and sports, weight, height, dates of attendance, degrees and awards received and previous educational agencies attended can only be shared with administrative approval.
3. Records should not be left in a place where others can see them nor be copied without administrative approval.
4. Volunteers should not discuss or report information overheard while in staff lounge, classrooms, school grounds, hallways or during extra-curricular activities.
5. Volunteers should not discuss information obtained while in a classroom, such as a student's grade or behavior with anyone other than the student's teacher.
6. Concerns or questions regarding student records or issues of confidentiality should be brought to the attention of the staff member that supervises the volunteer, and/or school administrator.
7. Any knowledge of a violation of this Code of Confidentiality should be immediately reported to the staff member that supervises the volunteer, and/or school administrator.

Student Conduct: Field trips are, by school and district policy considered school activities. School and district student conduct guidelines govern all student trips. Chaperones are expected to assist supervising school staff in the enforcement of all school policies on field trips by reporting conduct violations to the staff trip supervisor. Trip supervisors, in turn, are to report such violations to the principal or assistant principal in a timely manner. A copy of entire student conduct handbook is available in the school office. **A brief summary of prohibited student conduct is provided below:**

- Tobacco or inhalant delivery system possession or use
- Weapon/dangerous instrument possession or use
- Drug/Alcohol possession or use
- Property Damage/Theft
- Fighting/Assault
- Menacing or threatening behavior
- Harassment, intimidation or bullying
- Obscene Language or Gestures

Classroom or program volunteers are expected to assist supervising school staff in the enforcement of all student conduct guidelines by reporting any conduct violations to the immediate supervisor.

By signing, I acknowledge that I have read, understand and will comply with the Volunteer Code of Confidentiality and conduct guidelines.

Volunteer Signature

Date

Volunteer Application – ICC-AR
2-2

Winston-Dillard School District 116

OK

Code: IJ
Adopted: 2/10/21
Orig. Code(s): IJ

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.²

END OF POLICY

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

² See ORS 40.245.

Legal Reference(s):

[ORS 40.245](#)
[\[ORS 174.100\]](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.603](#)

[ORS 332.107](#)
[ORS 336.187](#)
[OAR 581-021-0013](#)
[OAR 581-021-0046](#)

[OAR 581-022-2030](#)
[OAR 581-022-2055](#)
[OAR 581-022-2060](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).
[House Bill 3041 (2021).]

Winston-Dillard School District 116

Code: IK
Adopted: 10/08/08
Revised/Readopted: 4/20/11; 12/13/11; 9/11/13;
7/13/14
Orig. Code(s): IK

OK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students ~~{will}~~ {may} be informed ~~{at least annually}~~ of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. ~~{Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district.}~~
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, ~~demonstration of extended application~~ and demonstration of ~~extended application~~ the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude ~~{or behavior}~~. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade ~~{.}~~ ~~{.}~~ ~~{.}~~ Behavior performance shall be reported separately ~~{.}~~ ~~{.}~~ ~~{.}~~
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at ~~also provide a realistic appraisal of the student's current grade level standing in relation to his/her peers;~~
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Winston-Dillard School District 116

Code: IKA
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 12/13/11; 9/11/13;
7/13/14
Orig. Code(s): IKA

Grading System

The district's reporting system shall be based on Board-adopted course content and clearly show the student and parent whether the student is achieving course requirements at the student's current grade level; or course content level; shall be based on the student's progress toward mastery of a continuum of academic knowledge and skills; and may be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grades.

Letter grades will be used in the district.

Grading will be conducted on a ~~nine-week~~ basis. The ~~nine-week~~ grade will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions.

At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[OAR 581-021-0022](#)

[OAR 581-022-2270](#)

Winston-Dillard School District 116

Code: IKAB
Adopted: 9/11/13
Revised/Readopted: 7/13/14
Orig. Code(s): IKAB

OK

Student Progress Reports to Parents**

Parents may be ~~annually~~ informed of their student's progress toward achieving the academic content standards, including but not limited to:

1. Information on progress in each subject area to meet or exceed the academic content standards of the student's current grade level or course content level, including major goals used to determine the information;
2. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
3. ~~Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;~~
4. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
5. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.

The school will report a student's progress to the student and to their ~~his/her~~ parents. The report will be clear, concise and accurate, and will provide a basis of understanding among teachers, parents and students for the benefit of the individual student. ~~The Board directs the administration to develop progress report forms or cards in accordance with this policy.~~

In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.

Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[OAR 581-022-2270](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

7/01/17 | PH

Student Progress Reports to Parents** – IKAB

1-2

Winston-Dillard School District 116

OK

Code: IKAC
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IKAC

High School Classes—Courses for ~~Eighth-Pre-Graders~~ 9 Students

The district encourages students to perform at the highest level possible in their ~~his or her~~ course work. Recognizing that some ~~upper level elementary~~ ~~(middle)~~ school age students are able to master existing high school curriculum, it is the policy of the district to allow ~~eighth-grade~~ 8 students, who are qualified, to take designated high school classes/~~or~~ courses. High school credit may be granted, if students taking pregrade 9 ~~pre-grade nine~~ courses, are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school classes.

The district ~~(will)~~ ~~(will not)~~ allow the granting of such credit to be used to reduce below ~~(24)~~ the units of credit to be completed in grades 9 through 12 for high school graduation.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

Winston-Dillard School District 116

ok

Code: IKAD
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IKAD

Grade Reduction or Credit Denial**

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. ~~If~~ However, if attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher ~~will~~ shall identify and inform parents and students how the attendance and class participation is related to the instructional goals of the subject or course;
- ~~2. Parents and students shall be informed;~~
- ~~3.2.~~ The district's ~~P~~procedures for appeal in due process ~~for~~ shall be made available to the student when the grade is reduced or credit denied for attendance rather than academic reasons; ~~and~~
- ~~4.3.~~ The reasons ~~Reasons~~ for nonattendance ~~are~~ shall be considered and the grade ~~is~~ shall not be reduced or credit denied based upon absences due to:
 - a. Religious reasons;
 - b. A student's disability; or
 - c. An excused absence, as determined by the district's policy.

END OF POLICY

Legal Reference(s):

[ORS 339.280](#)

Winston-Dillard School District 116

Code: IKC
Adopted: 7/26/06
Readopted: 4/20/11
Orig. Code(s): IKC

OK

Class Rankings

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class.

The district's valedictorian and salutatorian may be permitted to speak as part of the district's planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and Privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

The valedictorian and salutatorian will be selected according to the following procedure:

1. The valedictorian will be the student with the highest grade point average as computed at the end of ~~seven~~ semesters of high school work;
2. The salutatorian will be the student with the second highest grade point average as computed at the end of ~~seven~~ semesters of high school work;
3. In case of a tie for valedictorian, co-valedictorians will be honored;
4. In case of a tie for salutatorian, co-salutatorians will be honored;
5. ~~Foreign Exchange~~ students ~~will~~ ~~will not~~ be considered in computing class rank and, therefore, ~~will~~ ~~will not~~ be eligible for ~~any academic honors;~~ ~~valedictorian or salutatorian;~~
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Douglas High School prior to and continuously following the 10th school day of the student's senior year.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.179](#)

Shorb v. Grotting and Powers Sch. Dist., Case No. 00 CV-0255 (Coos County Circuit Ct.) (2000).

Winston-Dillard School District 116

OK

Code: IKE-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): IKE-AR

Admission to High School: Placement Procedures**

(Review and edit for practice)

A student who has completed successfully the course work prescribed for grade ~~eight-8~~ shall be promoted to grade ~~nine-9~~ at the high school. The promotion may be recognized in a public ceremony for grade ~~eight-8~~ students.

A student who has not completed successfully the grade ~~eight-8~~ curriculum may be retained at the middle school for additional instruction or remediation in academic weakness. No retention shall be considered until the student's progress has been examined by a team including the principal or assistant principal, the counselor, the parents, the student and the student's teachers.

A decision regarding the student's promotion or retention shall be made in consideration of the student's academic progress, needs, and social development.

A student who has not completed successfully the grade ~~eight-8~~ curriculum may be promoted to grade ~~nine-9~~ in consideration of ~~his or her~~their chronological age, social development and academic needs. Such social promotion may be either full-time enrollment at the high school, or a split enrollment, with the student pursuing a high school curriculum for those areas in which ~~he or she has~~they have been academically successful and a middle school curriculum for those areas in which ~~he or she is~~they are not yet prepared to undertake the demands of a high school program. The decision for social promotion shall be made by a team including the principals or assistant principals and the counselors of both sending and receiving schools, the parents, the student, and the student's teachers.

For a student identified as eligible for special education, any class placement which varies from normal progression shall be determined by the IEP team, which shall consist of representatives of both sending and receiving schools.

Winston-Dillard School District 116

ok

Code: IKE
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IKE

Promotion and Retention of Students**

The Board is dedicated to total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level learning environments best suited to them academically, socially, physically and emotionally. As a district committed to a continuous progress concept, the Board recognizes students must be provided opportunities to progress at their own learning rates.

As long as the district maintains identifiable grade levels, students shall normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff (teachers, counselors, special services staff, and assessment specialist, in concert with school principals), such exceptions are in the best educational interest of the students involved.

[A student who cannot demonstrate proficiency in each subject area or who are not making adequate progress toward demonstrating proficiency in their grade levels, may be considered for retention.]

[A student may be considered for promotion if the student has satisfied the requirements for the student's current grade level.]

A recommendation for retention or promotion of a student will be made only after prior notification and explanation to the student's parent or guardian.

~~Exceptions shall always be made after prior notification and explanation to and discussion with the student's parents, but~~

†The final decision for academic placement shall rest with principals.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

Winston-Dillard School District 116

Code: IKF
Adopted: 6/15/11
Revised/Readopted: 12/13/11; 1/15/14; 4/13/16;
7/13/16; 12/13/17; 4/11/18;
9/12/18; 5/15/19; 10/09/19;
10/12/22
Orig. Code(s): IKF

OK

Graduation Requirements**

(Expecting graduation OARs to be revised by State Board; additional updates to come.)

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. A foster child¹;
2. ~~Experiencing houselessness²; Homeless;~~
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program³ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

¹ As defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

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 in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. ~~Three~~ Two and one-half credits in social sciences (including history, civics⁴; geography and economics ~~(including personal finance)~~);
5. One-half credit of civics⁵;
6. One-half credit of higher education and career path skills⁶;
7. One-half credit of personal financial education⁷;
8. ~~One credit in health education;~~
9. One credit in physical education; and
10. Three credits in career and technical education, the arts or world languages⁸ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must:

⁴ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁵ Civics becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, OAR 581-022-2000(3). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

⁶ Higher education and career path skills becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, Senate Bill 3 (2023). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

⁷ Personal finance education becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, Senate Bill 3 (2023). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

⁸ "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings⁹;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

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 language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

⁹ The State Board of Education has suspended proficiency in Essential Skills requirement through the 2027-2028 school year.

3. Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:
4. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 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;
5. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

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

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

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:

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

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

Alternative Certificates Certificate of Attendance

~~Alternative certificates~~A certificate of attendance will be awarded to a student¹⁰ who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the student has maintained regular full-time attendance for at least four years beginning in grade nine and meets minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for ~~an alternative certificate~~ a certificate of attendance, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of ~~an alternative certificate~~ a certificate of attendance. The district shall also disclose to parents or guardians that a student awarded a certificate of attendance will not be counted as a high school graduate in any required reporting and that a student may not indicate the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, or 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 ~~the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student~~ who has the documented history listed under the above modified diploma or extended diploma requirements ~~above the opportunity to pursue a diploma with more stringent requirements.~~

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

¹⁰ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate as in effect on the day before July 1, 2024.

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

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

A student who receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~ certificate of attendance 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 may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹¹ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student

¹¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

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 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).
Senate Bill 3 (2023).
Senate Bill 992 (2023).

Winston-Dillard School District 116

Code: IKFA
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): IKFA

OK

Early Graduation**

A student who, for sound educational and vocational reasons, wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and ~~his or her~~ parents shall consult with high school guidance personnel in order to develop a graduation plan. Their intention to accomplish this plan shall be stated in writing to the superintendent.

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 upon the student's request and if the student's parent or guardian consents, if required.

END OF POLICY

Legal Reference(s):

[ORS 329.447](#)
[ORS 329.465](#)
[ORS 339.030](#)
[ORS 339.115](#)
[ORS 343.295](#)

[OAR 581-022-0102\(18\)](#)

[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)

[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)
[OAR 581-022-1350](#)

Winston-Dillard School District 116

OK

Code: IKFAA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): IKFAA

Delayed Graduation

A resident student who has not yet attained 21 years of age prior to the beginning of the current school year may enroll for further instruction if the student is in need of additional education in order to receive a diploma or has not yet attained 21 years of age prior to the beginning of the current school year, is receiving special education services, and has not yet received a regular high school diploma.

The student shall not be admitted if ~~he or she~~ they is/are under expulsion from another school district. Upon completion of the expulsion term ~~he or she~~ the student shall be admitted if the student otherwise meets eligibility criteria. The student and ~~his or her~~ parents shall consult with high school guidance personnel in order to develop a graduation plan.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[OAR 581-022-25054350](#)

Winston-Dillard School District 116

Code: IKFB
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 12/13/11; 12/13/17;
2/10/21
Orig. Code(s): IKFB

OK

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the Board.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing¹ who have successfully completed the requirements for a high school diploma, or ~~qualify~~ qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American items of cultural significance² or other items³.

END OF POLICY

¹ [A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.]

² "Native American items of cultural significance" means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Winston-Dillard School District 116

Code: IKH
Adopted: 2/6/08
Revised/Readopted: 4/20/11; 5/20/15
Orig. Code(s): IKH

OK

Credit for Proficiency

The district shall grant required and elective ~~credits~~ credit toward a diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by one or more of the options below.

A district may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards, i.e., knowledge and skills, (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by one or more of the following options:

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-2030~~1210~~;
2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or
5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

The Board directs the superintendent to ~~establish~~ develop an administrative regulation that establishes criteria for granting proficiency credit.

END OF POLICY

Legal Reference(s):

[ORS 329.885](#)
[ORS 332.107](#)
[ORS 336.615 - 336.665](#)
[OAR 581-022-0102](#)

[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2025](#)
[OAR 581-022-2310](#)

[OAR 581-022-2505](#)
[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: IKI
Adopted: 2/14/07
Revised/Readopted: 4/20/11; 4/12/17
Orig. Code(s): IKI

ok

Academic Integrity

The Board ~~encourages~~~~desires to encourage~~ the development of critical thinking skills in students, to show them the benefits of setting and accomplishing goals and to help the student realize the satisfaction and reward of learning.

Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

Students are encouraged to converse with others and assist other students except when it is inconsistent with testing or assignment instructions. This dialogue or exchange of ideas both inside and outside the classroom helps facilitate learning by everyone. Assisting others is prohibited when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aides or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of this policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense. Discipline may involve the district prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion¹.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

¹ Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

Winston-Dillard School District 116

Code: IL
Adopted: 10/8/08
Revised/Readopted: 4/20/11; 11/14/12; 4/13/16
Orig. Code(s): IL

OK

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills~~ and to identify students who meet or exceed the performance standards and ~~Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. ~~Assessment of Essential Skills;~~
- 3.2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
- 4.3. Assessments by individual teachers;
- 5.4. ~~Other Optional~~ schoolwide and grade levelwide assessments, as recommended by the superintendent and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards, and ~~Essential Skills~~. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing the Smarter Balanced and submitting ODE's opt-out form¹ or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the school student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices² and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The act of district shall establish conduct and discipline consequences for student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "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.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)
[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.

Winston-Dillard School District 116

DELETE

Code: IM
Adopted: 4/20/11
Orig. Code(s): IM

D

Evaluation of Instructional Programs

(See IMB)

The purpose of evaluation of instruction will be to identify school and district needs for improvement of student achievement at the district and school levels.

The Board will rely on the administration to provide continuous evaluation of the educational program and instructional processes. The input of staff, students, parents and the community will be encouraged. A self-evaluation will be conducted to include a review of test results and other evaluative information. The Board may participate in such evaluation. It may also arrange for evaluations to be conducted by outside agencies.

The self-evaluation will be used as a basis for the development and implementation of a written district improvement plan. The district self-evaluation and improvement plan will meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules and may include, but not be limited to, realignment of curriculum, staff development and reallocation of staff and other special academic programs.

Appropriate research studies will be periodically reviewed to determine recent trends and developments in self-evaluation techniques.

The district improvement plan will be revised and updated on a biennial basis. The superintendent will annually review and report test results and district improvement plan progress to the community. The plan will be made available to the public and submitted to the Oregon Department of Education upon request.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.155](#)

[OAR 581-022-0606](#)
[OAR 581-022-1020](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)

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E

Winston-Dillard School District 116

REVISED

Code: IMB
Adopted: 10/8/08
Revised/Readopted: 4/20/11; 4/18/12
Orig. Code(s): IMB

Student Achievement Program (Version 1)

Schools should be safe, respectful and welcoming settings for all students, families and staff. Research results indicate that both academic and social gains for students improve when schools establish a positive, predictable social and rigorous academic culture.

Rigorous academic instruction includes:

1. Universal supports;
2. Evidence-based curriculum;
3. Unambiguous instruction/precision teaching;
4. Adequate intensity;
5. System for positive feedback;
6. System for timely error correction;
7. Universal screening;
8. Collect information 2-4 times per year;
9. Use of data for decision-making;
10. Evidence-based continuum of support;
11. Targeted supports for “at-risk” students;
12. Tertiary/intensive, individualized supports for students with significant needs;
13. Progress monitoring;
14. Fidelity monitoring.

Achieving a positive social culture as well as a rigorous learning environment requires active and consistent investment. Teachers find that the time spent implementing behavior systems and effective instructional practices are amply repaid with increased student achievement and a more pleasant learning environment.

The following features are minimal characteristics of schools that promote and sustain a positive social and academic culture:

1. A small number of positively stated behavioral expectations are defined;
2. The behavioral expectations are taught to all students each year;
3. Staff actively acknowledges students for engaging in the behavioral expectations;
4. A system is defined for monitoring and correcting behavioral errors, and is used consistently by all staff in the school;
5. Information is collected on office discipline referrals, suspensions and expulsions. This information is available to, and used by, the administrators, related services personnel, behavior support team and staff on a regular basis;
6. The school improvement team has a process for:
 - a. Assessing the extent to which best practice procedures for behavior support are being used in the school;
 - b. Monitoring the behavior of students in the school; and
 - c. Using information for on-going action planning.
7. Discrimination, harassment, bullying and intimidation are not tolerated. Policies and procedures are in place and routinely used for accepting reports, developing safety plans for targeted students who report incidents, changing the behaviors of involved students and documentation of reports, incidents and actions taken.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts. School improvement efforts should include a goal addressing the student climate of the school and the academic achievement of the school and a process for evaluating the core features of behavior and core features for instruction.

The superintendent will ensure development and implementation of a district wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community.

The district's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregated student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards and stakeholders satisfaction. The evaluation should include measurement of the seven features of positive social culture and measures of academic instruction including universal supports, universal screening, evidence-based continuum of support, progress monitoring and fidelity monitoring;
2. Data-driven goal setting utilizing Oregon Department of Education recommended and/or local methods culminating in a Continuous Improvement Plan and process. The process includes:

- a. Build readiness;
- b. Collect and analyze data;
- c. Set goals based on data;
- d. Investigate evidence-based practices;
- e. Develop action plan;
- f. Implement and monitor plan; and
- g. Evaluate effectiveness and sustained effort.

- 3. Action planning including provisions for accountability, professional staff development, steps to ensure a safe, educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the state and district, resource allocation and realignment strategies needed to support improvement efforts.

The Board will, in striving for continuous improvement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

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Winston-Dillard School District 116

OK

Code: IMB
Adopted:

District Improvement Program (Version 2)

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] [involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population] in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

Winston-Dillard School District 116

Code: IMB-AR
Revised/Reviewed: 10/8/08; 4/20/11
Orig. Code(s): IMB-AR

OK

Student Achievement Program

The district's comprehensive continuous improvement student achievement program planning efforts will be guided by the following key actions:

1. The superintendent will convene a student achievement improvement committee¹ ~~{2}~~ once every four years ~~{ biennially }~~ process consisting of ~~{ Board members, administrators, staff, parents, students, and other community stakeholders with representation from the demographic groups of school population. }~~ The purpose of the committee will be to:
 - a. ~~{ Establish a clear vision and mission supporting of student equity and achievement as the top priority of the district. }~~
 - b. ~~{ Define student achievement and identify specific state and local performance benchmarks and district goals based on self-evaluation data. }~~
 - c. Conduct a self-evaluation to design, develop and update the district's continuous improvement plan;
 - d. Develop an action plan clearly linked to specific benchmarks and goals for improving student achievement and growth performance. The plan will be reflected in school and district improvement plans;
 - e. Develop strategies for annually monitoring, reviewing and revising, as necessary, the action plan and school and district improvement plans as necessary.
 - f. Report student achievement performance results annually to the school community.
2. ~~{ The committee will complete a review of self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans; will be compiled and disaggregated annually at the district and building level. }~~ ~~{ Data may include, and may but will not be limited to: }~~
 - a. ~~{ Numbers of district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance. }~~
 - b. ~~{ Academic outcomes Results on statewide and local district tests and other assessment assessments, including the Scholastic Aptitude Test (SAT), American College Test (ACT), etc. }~~
 - c. ~~{ Grade point average (GPA) results by class, socioeconomic status, demographics, grade level and school. }~~
 - d. ~~{ Percentage of students enrolled in, and completion rates, for advanced courses at the elementary, middle and high school levels and among diverse populations. }~~

¹ With representatives invited to participate from the demographic groups of their school population.

² {OAR 581-022-2250 requires an update of the continuous improvement plan at least once every four years, but can choose to do it more often, e.g. biennially.}

- e. ~~Completion~~ Drop-out and completion rates by building, grade level, class and district, including diverse populations;
- f. ~~Post-secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments, if known;~~
- g. ~~Student, teacher, administration and community demographics;~~
- h. ~~Student behavioral/disciplinary referral/attendance data, mobility data and participation in cocurricular and extracurricular activities as an indicator of student success in school;~~
- i. ~~Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented; and~~
- j. ~~Survey results of stakeholder satisfaction.~~

3. ~~District identified benchmarks and goals for the improvement of student achievement will reflect needs of school subpopulations, be clearly stated, measurable and based on Oregon Department of Education (ODE) guidelines (Quintile Method, Progress Toward Meeting Standards Methods, Individual Aggregate Method, Benchmark Aggregate Method or Composite Method) or other methods as deemed appropriate by the district;~~

4.3. The district's action plan to meet identified, specific benchmarks and goals for the improvement plan of student achievement is subject to superintendent [review and Board] approval.

The district's improvement plan shall ~~will~~ include, but not be limited to:

a. Goals to implement the following:

- (1) A rigorous curriculum aligned with state standards;
- (2) High-quality instructional programs;
- (3) Short- and long-term professional development plans to provide teachers with the knowledge and skills necessary to assure students make progress in meeting local and statewide academic content standards and district goals;
- (4) Programs and policies that achieve a safe educational environment;
- (5) Education service plans for students who have or have not exceeded all of the
- (6) Staff leadership development;
- (7) A plan for family and community engagement;
- (8) High-quality data systems;
- (9) A strong school library program;
- (10) Improvement planning that is data-driven.

b. ~~Steps to assure a safe educational environment conducive to learning;~~

e.b. ~~Identification of~~ A description of district efforts to achieve local efficiencies and efforts to make better use of resources; (e.g., private and public partnerships, targeting of state and federal funds, ESD efficiency reviews, etc.);

d.c. A review of demographics, student performance, staff characteristics and student ~~Steps to assure that all students have access to, and use of, the educational opportunities; necessary for them to meet the high standards of the state and district.~~

e.d. A needs assessment conducted which addresses priorities in accordance with Oregon Revised Statute (ORS) 329.095.

f. ~~Recommendations for allocation and realignment of district resources to support student achievement improvement efforts. For example:~~

- (1) Curriculum revision to ensure K-12 alignment with state and local academic content standards;
- (2) Establishment of appropriate educational alternatives for students who exceed academic content standards, for students who are not meeting academic content standards and accommodations for students with special needs. Such alternatives may include before or after school and summer school tutoring, remediation or enrichment activities and programs;
- (3) Staffing needs, assignments and reassignment;
- (4) Instructional materials needs;
- (5) Fully and equitably integrate technology in curriculum with the primary focus on achieving identified benchmarks and goals.

g. Strategies to develop collaborative relationships with community businesses and child-centered organizations with a focus on consensus building for the improvement of student achievement as a community priority.

5.4. Accountability to assure the district's continuous improvement action plan is implemented will be a shared responsibility of staff, administrators and the Board. Minimally, the superintendent will ensure:

- a. Specific administrative responsibility for implementing action-plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
- b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
- e. Public recognition of student achievement and staff efforts is provided;
- d. Specific recommendations are developed for visible change for lack of success;
- e.c. Principals at the building level compile all necessary disaggregated data for the district's self-evaluation, to enable an in-depth assessment of student achievement and comprehensive recommendations to meet identified benchmarks and goals;
- f.d. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with state assessment results, district and school improvement plan progress and the district's status in relation to Oregon Administrative Rules Chapter 581, Division 022 standards as required by the ODE;
- g.e. Retain copies of the improvement plans in accordance with State retention and public records requirements;
- h.f. Communications strategies are developed and implemented for keeping stakeholders (e.g., parents, students, teachers, staff and community representatives) informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.

The district will submit its continuous improvement plan to the Oregon Department of Education (ODE) at least once every four years or more frequent if there are substantial changes³ following the annual review, or when requested by ODE.

³ "Substantial change" is defined in OAR 581-022-2250(3)(c).

Winston-Dillard School District 116

Code: INB
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): INB

ok

~~Teaching About~~ Studying Controversial Issues

The Board supports the inclusion of controversial issues as part of students' education. The presentation and discussion of controversial issues will be informative. The development of ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled and weighed and to see relationships before drawing inferences or conclusions are among the most valuable outcomes of a free educational system.

~~The curriculum of the school district shall encourage appropriate diversity of topics and viewpoints in the instructional program. Controversial issues provide stimulation to learning by encouraging intellectual inquiry and promoting rational problem-solving skills. Teachers in the district are required to adhere to established scope and sequence documents, curriculum guides and Board directives relative to course content.~~

Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation shall be handled as a regular and desirable aspect of instruction and learning in a way that promotes the dignity of the individual. For the best interests of the individual, community and a larger society, provision shall be made so that teachers and students alike are free to explore and evaluate a balanced range of ideas.

~~The teacher, as an impartial moderator and guide, shall not attempt, either directly or indirectly, to control the judgment of students on such issues.~~

Parents and guardians may request, per the terms of Board policy IGBHD - Exemption from State Requirements Program Exemptions**, that their son or daughter child be excused from a specific study topic to accommodate the student's religious beliefs or disability.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have an opportunity to:

1. Find, collect and assemble factual material on the subject;
2. Interpret the data without prejudice;
3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search after truth and to think for themselves.

~~Before beginning a class in the study of an obviously controversial topic, a teacher will discuss with the superintendent/principal.~~

1. Its appropriateness to the course;
2. Its appropriateness for the students' maturity level;
3. The approach to instruction;
4. The instructional materials to be used.

END OF POLICY

Legal Reference(s):

[ORS 336.067](#)

[OAR 581-021-0009](#)

U.S. CONST. amend. I.

OR. CONST., art. I.

Winston-Dillard School District 116

Code: INCA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): INCA

ok

Political Figures in District Facilities

It is the policy of the Board to support the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement and curricular innovations such as a mock convention.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues or materials related to that campaign.

Political candidates may be allowed to speak to classes or clubs during the school day; if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other ~~recognized~~ candidate who has filed for the same office will ~~shall~~, upon request, be allowed equal time.

Each candidate, whether or not ~~he or she~~ is the incumbent, will ~~shall~~ be expected to adhere to the rules and procedures established for outside resource persons or controversial speakers.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.067](#)

Winston-Dillard School District 116

Code: INDB
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 1/15/14; 4/13/16;
7/14/21
Orig. Code(s): INDB

OK

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law¹ and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a U.S. flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the U.S. flag at least once each week during the school year by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

Legal Reference(s):

[ORS 186.110](#)
[ORS 332.107](#)

[ORS 336.067](#)
[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

¹ The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.

Winston-Dillard School District 116

Code: ING
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 1/15/14; 4/12/17
Orig. Code(s): ING

OK

Animals in District Facilities

Only service animals¹ serving persons with a disability and animals approved by the human resource director [superintendent] for designee that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 659A.400](#)

[OAR 581-053-0010](#)
[OAR 581-053-0230\(9\)\(j\)](#)
[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)
[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).
Americans with Disabilities Act Amendments Act of 2008.

¹ The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

Winston-Dillard School District 116

ok

Code: ING-AR
Revised/Reviewed: 4/20/11; 1/15/14; 7/13/14;
4/12/17
Orig. Code(s): ING-AR

Animals in District Facilities

If the animal is a service animal¹, please answer the following questions:

1. Is the service animal required due to a disability? _____

2. What work or task has the service animal been trained to perform²?

If an animal is not a service animal, the district staff may request emergency contact information.

¹ The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

² The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.

Winston-Dillard School District 116

Code: INI
Adopted: 12/14/05
Revised/Readopted: 4/20/11
Orig. Code(s): INI

OK

Animal Dissection**

District students in grades K through 12 may refuse to dissect any vertebrate or invertebrate animal. In addition, the student's parents may refuse to allow the student to dissect the animal.

The district shall allow the student to participate in an alternative dissection exercise to demonstrate competency in the coursework. This exercise may include videos, DVDs, CD-Roms, films, computer programs, models, books, clay modeling or transparencies.

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise.

The district shall notify students who have dissection as part of their coursework and the parents of those students about the provisions of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)



CharacterStrong Tier 2 (CST2)

Process and Supports to Promote Student Success

Tier 2 is a coordinated process to deliver targeted support for some students with needs in addition to Tier 1 universal supports.

Some students have social, emotional, and behavioral needs that warrant support in addition to Tier 1 universal support. There is a need for targeted, evidenced-based support that can be precisely matched to the underlying reason why students' social, emotional, and behavioral needs exist, including small group skill instruction.

A key part of the CharacterStrong Tier 2 solution is Small Group Skills Instruction.



1. Empowering Confidence

Internalizing Emotions

2. Empowering Regulation

Externalizing Emotions

3. Empowering Relationships

Social Skills

4. Empowering Self Management

Executive Functioning

The Small Group Skills Instruction curriculum is designed for use with small groups of students who are in need of acquiring skills in one of four common areas:

- Empowering Confidence:** teaching students emotion regulation skills to respond to situations that cause strong internalizing emotions, like sadness, worry, and stress, to feel calmer and more empowered to make helpful choices.
- Empowering Regulation:** teaching students emotion regulation skills to better communicate with others and make helpful choices for self and others when having strong externalizing emotions, like anger and frustration.
- Empowering Relationships:** teaching students social skills to establish, maintain, and restore relationships with other students to better navigate social situations.
- Empowering Self-Management:** teaching students executive functioning skills to better self-manage time, tasks, and things as well as attention regulation and impulse control.





Product Highlights

- Elementary and Secondary curriculum bands that meet the developmental needs of students
 - **POWERed Up:** Elementary curriculum that is developmentally broken down into K-2 and 3-5 curricula
 - **Empower:** Secondary curriculum that is developmentally tailored to Grades 6-8 and 9-12
- **Research-based:** All the curriculum is grounded in scientific research as well as Dr. Cook's (Chief Development Officer) research over the past decade on designing effective Tier 2 interventions
- Three components in each curriculum band:
 - **Small Group Instruction:** Eight 30-min skill building lessons.
 - **Home Family Support:** Families play an important role in helping students generalize skills beyond group sessions. The curriculum has two Family Focus Supports:
 - 3 Learning modules that educators share with families to increase their knowledge and skills around supporting their student at home
 - 8 weekly pre-scripted updates educators can send each week to families so they are aware of what their student learned and how to support it in the home environment
 - **Daily Structured Mentoring:** Daily structured mentoring that involves assigning each student in the group a mentor who meets with students on the frontend and backend of each day to support them to generalize and apply what they learned in the group sessions.
- A common lesson structure that helps the educator and students with predictability and consistency
 - **Connection:** Relational activities to build connection and sense of safety among the group before engaging in learning
 - **Grow:** Explicit teaching and engaging learning content with the following sequence:
 - Review - reminder of the skill and focus from the last lesson
 - Learn - structured teaching of new skills
 - Practice - time for modeling and practicing the new skills
 - Apply - time to map out how to use the new skill in the day to day
- Digital curriculum that is visually appealing and has minimal prep requirements (10-15 minutes)
- Data collection tools:
 - **Access to Social, Emotional, Behavioral screening tools:** Strength and Needs Screener (SNS) & Youth Internalizing and Externalizing Problem Screener (YIEPS)
 - **An Intervention Matching Process** that allows you to get precise with matching students to the appropriate skill building curriculum or performance based interventions
 - **Tools to assess proficiency** in students applying the skills learned
- Performance-Based Interventions
 - Access to 6 interventions that support students who possess knowledge and skills but need more support from the environment to encourage and motivate behavior & use of skills
 - Fidelity checklists for each of the performance-based interventions
 - Resources and tools that will support the delivery of the interventions

CharacterStrong Tier 3

The CharacterStrong Tier 3 solution is about optimizing a school's capacity to deliver high-quality personalized intervention for students with the most intense social, emotional, and behavioral needs. Let's dive deeper into understanding CST3 by examining:

The Problem, **The Why**, and **The Solution**.

[Access Tier 3 Samples Here](#)



The Problem

Around 3-5% of students in every school need significant additional support. When these students don't get the support they need, it can create a cycle where both students and staff react in ways that aren't ideal.

1. Educators feel **stuck in crisis, reactionary mode**
2. Educators often spend a significant amount of time and energy with limited experience in successfully meeting the needs of these students

The Why

Extreme behaviors that are unsafe, disruptive to learning, and negatively impact relationships with others require a personalized response. In addition, we recognize that there are parenting adults who struggle to meet their kids' needs. There is also a group of families who are unable to access services to meet basic needs.

Recent data since the pandemic shows...

1 in 3 students will experience mental health needs

Those conditions include, but are not limited to: anxiety, depression, trauma, executive functioning (ADHD), and substance use.

The Solution

CharacterStrong Tier 3 (CST3) expands educators' capacity to effectively serve more students who need Tier 3 services.



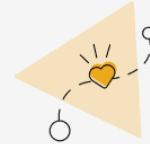
1 Digital Platform to Reduce Burden

One easy-to-access platform to reduce burden and allow educators with minimal background training and experience to engage effectively in implementing Tier 3 services.



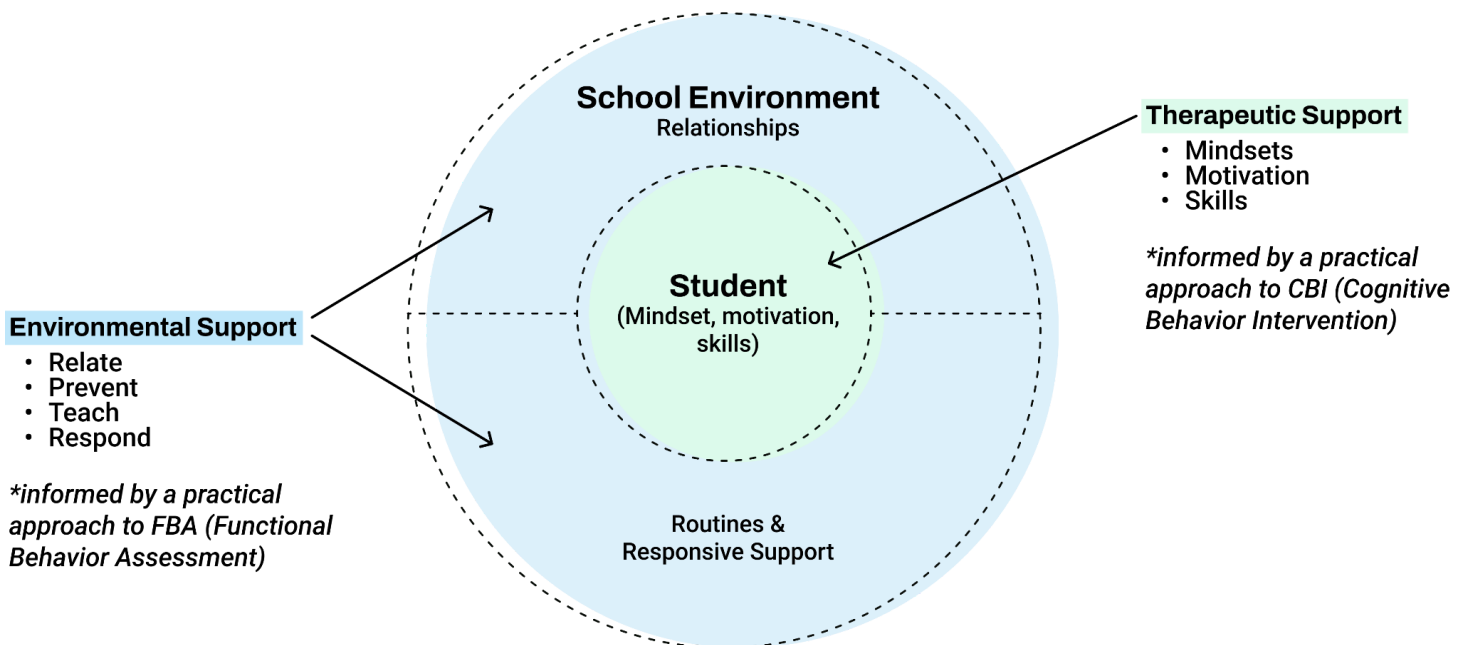
2 Ongoing Professional Development

With increases in the intensity of student needs at Tier 3, one-and-done training doesn't work. There is a need for ongoing professional development to cultivate educators' competence and confidence.



3 Personalized Intervention Pathways

Students need personalized interventions that are tailored to their unique needs. Environment Support for students who benefit from strategies that prevent challenging behaviors and promote replacement behaviors and Skill Support for students with underlying mental health needs.



Title IA/Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the district's parental and family engagement policy, Title IA district and school plans and the school-parent compacts.

Parental and Family Engagement Policy

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.

8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.
14. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:
 - a. Annual parent-teacher conferences at the elementary school level; and
 - b. Frequent reporting to parents on their student's progress.

The district shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

The district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

[OAR 581-037-0005 to -0025](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.

FIELD TRIP REQUESTS

September 11, 2024

DATE	SCHOOL	CLASS/GROUP	TRAVELING TO
9/7/2024	DHS	FFA	LITTLE RIVER CHRISTIAN CAMP - DISTRICT LEADERSHIP CAMP
10/3/2024	LES	4TH GRADE	DC FAIRGROUNDS TO LEARN ABOUT AGRICULTURE

Winston-Dillard School District #116
2024-2025

	<u>24/25 BUDGET</u>	<u>Estimate through 07/31/2024</u>	<u>24/25 PROJECTED</u>
REVENUES			
Property Taxes - Current	\$ 4,000,000	\$ -	\$ 4,000,000
Property Taxes - Prior Years	100,000	-	100,000
County Sales Back Taxes	15,000	-	15,000
HERT (Heavy Equip) & HB5006 (Wildfire) - New	10,000	-	10,000
Back Property Tax Interest Earnings	10,000	-	10,000
Interest on Investments - Current Rate of 5.27%	360,000	26,484	360,000
Admissions from Other Schools	10,000	-	10,000
Student Fees	20,000	-	20,000
Rentals/Lease Income	-	-	-
Contributions/Donations	-	-	-
Recovery of Prior Year Expenditure	-	-	-
Miscellaneous	63,000	-	63,000
County School Fund	20,000	-	20,000
ESD Apportionment	115,000	-	115,000
State School Fund 24/25	12,550,000	2,100,841	12,550,000
State School Fund 24/25 Adj Estimate	-	-	52,525
SSF High Cost Disability 24/25	-	-	-
SSF Small HS Grant 24/25	-	-	-
State School Fund Prior Year 23/24 Adj	-	-	-
SSF High Cost Disability Prior Year 23/24 Adj	-	-	-
SSF Small HS Grant Prior Year 23/24 Adj	-	-	-
SSF NSLP Match	-	-	-
State Managed County Timber	150,000	-	150,000
Common School Fund (State Owned Rangelands)	182,000	-	182,000
Federal Forest Fees	-	-	-
Transfer In (From Fund 200 - ODOE)	35,000	-	35,000
Sale/Loss of Fixed Assets	10,000	-	10,000
SUB TOTAL REVENUES	\$ 17,650,000	\$ 2,127,325	\$ 17,702,525
Beginning Fund Balance	4,876,499	4,876,499	4,876,499
TOTAL REVENUES	<u>\$ 22,526,499</u>	<u>\$ 7,003,824</u>	<u>\$ 22,579,024</u>
EXPENDITURES			
Salaries	\$ 9,317,117	\$ 172,322	\$ 9,100,000
Payroll Costs	5,449,782	84,813	4,900,000
Purchased Services	4,002,450	58,073	4,002,450
Supplies & Materials	1,870,650	55,987	1,800,000
Capital Outlay	175,000	10,500	175,000
Other Objects	351,500	286,677	351,500
Transfer/NSLP Food Service Program	-	-	-
Transfer to Capital Project - SSF - Supplemental	-	-	-
Transfer to QSCB Fund 300	45,200	-	45,200
Transfer to Capital Project Fund 400	194,800	-	194,800
SUB TOTAL EXPENDITURES	\$ 21,406,499	\$ 668,372	\$ 20,568,950
Contingency	420,000	-	-
Unappropriated, Reserved for Next Year	700,000	-	-
TOTAL EXPENDITURES	<u>\$ 22,526,499</u>	<u>\$ 668,372</u>	<u>\$ 20,568,950</u>
TOTAL ESTIMATED REVENUES			22,579,024
TOTAL ESTIMATED EXPENDITURES			20,568,950
<i>Estimated Ending Fund Balance</i>			<u>\$ 2,010,074</u>
<i>(Of the \$22,526,499 budget the estimated the ending fund balance is 8.9%)</i>			

Fund 200 and 250

Fund 200 - Grants and Projects Fund

Fund 200 - Grants and Projects Fund	24/25 BUDGET	Estimate through 07/31/2024	24/25 PROJECTED
EXPENDITURES			
Salaries	\$ 2,096,538	\$ 11,026	\$ 2,096,538
Payroll Costs	1,207,453	6,445	1,207,453
Purchased Services	439,103	2,015	439,103
Supplies & Materials	546,242	1,985	546,242
Capital Outlay	375,000	-	375,000
Other Objects	-	-	-
Transfers to Other Funds	35,000	-	35,000
TOTAL EXPENDITURES	<u>\$ 4,699,337</u>	<u>\$ 21,472</u>	<u>\$ 4,699,337</u>

Fund 250 - Food Service Fund

Fund 250 - Food Service Fund	24/25 BUDGET	Estimate through 07/31/2024	24/25 PROJECTED
EXPENDITURES			
Salaries	\$ 305,250	\$ 635	\$ 305,250
Payroll Costs	207,572	202	207,572
Purchased Services	130,000	-	130,000
Supplies & Materials	745,000	195	745,000
Capital Outlay	50,000	-	50,000
Other Objects	5,000	-	5,000
Contingency	-	-	-
TOTAL EXPENDITURES	<u>\$ 1,442,822</u>	<u>\$ 1,033</u>	<u>\$ 1,442,822</u>

Fund 300 and 400

Fund 300 - Debt Service Fund	24/25 BUDGET	Estimate through 07/31/2024	24/25 PROJECTED
EXPENDITURES			
Principal and Interest	\$ 2,860,000	\$ 271,200	\$ 2,860,000
Contingency	1,452,478	-	-
TOTAL EXPENDITURES	\$ 4,312,478	\$ 271,200	\$ 2,860,000

PERS Side Acct pmts for 24/25 are \$1,654,424.50 and will escalate to \$1,813,608 with final pmt in 2028.

GO Bond Series 2019 (DHS) payment for 24/25 is \$1,107,400. Final pmt 2039.

QSCB payment for 24/25 is \$51,817.50 and remains consistent through 2027.

Fund 400 - Capital Project Fund	24/25 BUDGET	Estimate through 07/31/2024	24/25 PROJECTED
EXPENDITURES			
Purchased Services	\$ -	\$ -	\$ -
Supplies & Material	-	-	-
Capital Outlay	1,039,200	4,975	1,039,200
Other Objects	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	\$ 1,039,200	\$ 4,975	\$ 1,039,200

Winston-Dillard School District #116
2024-2025

	<u>24/25 BUDGET</u>	<u>Estimate through 08/31/2024</u>	<u>24/25 PROJECTED</u>
REVENUES			
Property Taxes - Current	\$ 4,000,000	\$ -	\$ 4,000,000
Property Taxes - Prior Years	100,000	-	100,000
County Sales Back Taxes	15,000	-	15,000
HERT (Heavy Equip) & HB5006 (Wildfire) - New	10,000	-	10,000
Back Property Tax Interest Earnings	10,000	-	10,000
Interest on Investments - Current Rate of 5.3%	360,000	56,519	360,000
Admissions from Other Schools	10,000	-	10,000
Student Fees	20,000	-	20,000
Rentals/Lease Income	-	-	-
Contributions/Donations	-	-	-
Recovery of Prior Year Expenditure	-	-	-
Miscellaneous	63,000	-	63,000
County School Fund	20,000	-	20,000
ESD Apportionment	115,000	-	115,000
State School Fund 24/25	12,550,000	3,150,631	12,550,000
State School Fund 24/25 Adj Estimate	-	-	52,525
SSF High Cost Disability 24/25	-	-	-
SSF Small HS Grant 24/25	-	-	-
State School Fund Prior Year 23/24 Adj	-	-	-
SSF High Cost Disability Prior Year 23/24 Adj	-	-	-
SSF Small HS Grant Prior Year 23/24 Adj	-	-	-
SSF NSLP Match	-	-	-
State Managed County Timber	150,000	-	150,000
Common School Fund (State Owned Rangelands)	182,000	-	182,000
Federal Forest Fees	-	-	-
Transfer In (From Fund 200 - ODOE)	35,000	-	35,000
Sale/Loss of Fixed Assets	10,000	-	10,000
SUB TOTAL REVENUES	\$ 17,650,000	\$ 3,207,150	\$ 17,702,525
Beginning Fund Balance	4,876,499	4,876,499	4,876,499
TOTAL REVENUES	<u>\$ 22,526,499</u>	<u>\$ 8,083,649</u>	<u>\$ 22,579,024</u>
EXPENDITURES			
Salaries	\$ 9,317,117	\$ 365,787	\$ 9,100,000
Payroll Costs	5,449,782	181,936	4,900,000
Purchased Services	4,002,450	152,327	4,002,450
Supplies & Materials	1,870,650	178,596	1,800,000
Capital Outlay	175,000	15,694	175,000
Other Objects	351,500	291,157	351,500
Transfer/NSLP Food Service Program	-	-	-
Transfer to Capital Project - SSF - Supplemental	-	-	-
Transfer to QSCB Fund 300	45,200	-	45,200
Transfer to Capital Project Fund 400	194,800	-	194,800
SUB TOTAL EXPENDITURES	\$ 21,406,499	\$ 1,185,496	\$ 20,568,950
Contingency	420,000	-	-
Unappropriated, Reserved for Next Year	700,000	-	-
TOTAL EXPENDITURES	<u>\$ 22,526,499</u>	<u>\$ 1,185,496</u>	<u>\$ 20,568,950</u>
TOTAL ESTIMATED REVENUES			22,579,024
TOTAL ESTIMATED EXPENDITURES			20,568,950
<i>Estimated Ending Fund Balance</i>			<u>\$ 2,010,074</u>
<i>(Of the \$22,526,499 budget the estimated the ending fund balance is 8.9%)</i>			

Fund 200 and 250

Fund 200 - Grants and Projects Fund	24/25 BUDGET	Estimate through 08/31/2024	24/25 PROJECTED
EXPENDITURES			
Salaries	\$ 2,096,538	\$ 67,306	\$ 2,096,538
Payroll Costs	1,207,453	26,484	1,207,453
Purchased Services	439,103	2,652	439,103
Supplies & Materials	546,242	15,358	546,242
Capital Outlay	375,000	7,900	375,000
Other Objects	-	-	-
Transfers to Other Funds	35,000	-	35,000
TOTAL EXPENDITURES	<u>\$ 4,699,337</u>	<u>\$ 119,701</u>	<u>\$ 4,699,337</u>

Fund 250 - Food Service Fund	24/25 BUDGET	Estimate through 08/31/2024	24/25 PROJECTED
EXPENDITURES			
Salaries	\$ 305,250	\$ 4,865	\$ 305,250
Payroll Costs	207,572	1,594	207,572
Purchased Services	130,000	2,401	130,000
Supplies & Materials	745,000	7,678	745,000
Capital Outlay	50,000	-	50,000
Other Objects	5,000	155	5,000
Contingency	-	-	-
TOTAL EXPENDITURES	<u>\$ 1,442,822</u>	<u>\$ 16,693</u>	<u>\$ 1,442,822</u>

Fund 300 and 400

Fund 300 - Debt Service Fund	24/25 BUDGET	Estimate through 08/31/2024	24/25 PROJECTED
EXPENDITURES			
Principal and Interest	\$ 2,860,000	\$ 429,010	\$ 2,860,000
Contingency	1,452,478	-	-
TOTAL EXPENDITURES	\$ 4,312,478	\$ 429,010	\$ 2,860,000

PERS Side Acct pmts for 24/25 are \$1,654,424.50 and will escalate to \$1,813,608 with final pmt in 2028.

GO Bond Series 2019 (DHS) payment for 24/25 is \$1,107,400. Final pmt 2039.

QSCB payment for 24/25 is \$51,817.50 and remains consistent through 2027.

Fund 400 - Capital Project Fund	24/25 BUDGET	Estimate through 08/31/2024	24/25 PROJECTED
EXPENDITURES			
Purchased Services	\$ -	\$ -	\$ -
Supplies & Material	-	-	-
Capital Outlay	1,039,200	4,975	1,039,200
Other Objects	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	\$ 1,039,200	\$ 4,975	\$ 1,039,200



WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

District Office Board Room
620 NW Elwood Dr, Winston OR 97496
August 14, 2024 at 7:00 PM – Minutes

REGULAR SESSION

PRESENT: Jasmine Geyer Lorna Quimby Bob Shigley Curt Stookey
 Kevin Wilson

1. **Call To Order:** 7:00 pm

2. **Pledge of Allegiance:** Led by Jasmine Geyer.

3. **Roll Call** - Establishment of a Quorum: Four board members present.
(Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

4. SUPERINTENDENT REPORT

Mr. Wilson shared reported that the Humanity wall was on schedule to be installed on Thursday, August 15th.

5. **Directors Report:** None at this time.

6. ITEMS OF DISCUSSION

6.A. Safe Routes to School

Mr. McIntosh, City of Winston Manager provided to the board an update on the Safe Routes to School program. The grant is through Oregon Dept of Transportation (ODOT) that gives 80% of 2 million with a 20% match responsibility from the city. The design work is now complete and Mr. McIntosh provided an overview of the conceptual plan. The plan includes tearing up Elwood and Tumlin streets and installing new sidewalks, curbs and road. The city is requesting the school district to commit funding of \$200,000 to help with the cost of the project.

Mr. McIntosh brought to the board's attention that the city is in need of constructing a designated police evidence room. The funding that will be used will require a resolution which need to be approved by the school district. They are also needing to update the counsel room at City Hall and that would also require approval from the district.

Attachments: (1)

- [SRTS Base Map-FIG 1](#)

6.B. Humanity Wall at Douglas High School Update

The board was provided the construction plan and pictures of the preparation work for the installation of the wall. Installation will begin Thursday, August 15th.

Attachments: (2)

- [Wall Return Plan 08.14.24](#)
- [Humanity Wall 08.14.24](#)

6.C. Desk Audit Policy Updates 1st Reading

The board reviewed policy in continuation of the desk audit.

6.C.1. Section E: Support Services

Attachments: (1)

- [Section E - Support Services](#)

6.C.2. Section J: Students

Attachments: (2)

- [Section J - Students \(1\)](#)
- [Section J - Students \(2\)](#)

6.D. Superintendent Position

The school board discussed the open superintendent position and possible scenarios. Jasmine Geyer, Board Chair did ask if anyone in the audience wished to comment regarding this position. The board moved this item of business to Action Item 8.C.

7. ADOPTION OF CONSENT AGENDA

7.A. Financial Statement will be provided as soon as they are available.

7.B. Minutes

7.B.1. Regular Session July 10, 2024

Attachments: (1)

- [July 10, 2024 Reg Session Minutes](#)

7.C. Personnel

7.C.1. Accept resignation from Michael Wanamaker, LES PE Teacher effective July 15, 2024.

7.C.2. Accept resignation from Kerry Dwight, BES Principal effective July 31, 2024.

7.C.3. Accept employment for Lisa Dickover, BES Principal effective August 5, 2024.

7.C.4. Accept employment for Mikenna Fusco, MES 3rd Grade Teacher effective August 19, 2024.

7.C.5. Accept employment for Karl Olson, LES PE Teacher effective August 19, 2024.

7.D. Recommended Inter-District Student Transfers for 2024-25 School Year

7.E. Donations

7.E.1. Thank you from Douglas High School to Bunnell's Overhead Door for Gutters & Downspouts to Hog Barn valued at \$299.

Attachments: (1)

- [Bunnell's Overhead Door](#)

7.F. Adoption of Consent Agenda Motion

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve the Consent Agenda as presented. Bob Shigley seconded the motion and all approved.

(Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

8. ACTION ITEMS

8.A. Desk Audit District Policy Section F: Facilities 2nd Reading

Lorna Quimby made the motion for the Winston-Dillard School District Board of Directors approve district policy section F updates as recommended. Bob Shigley seconded the motion and all approved.

(Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

Attachments: (1)

- [Policy Section F](#)

8.B. OSBA Recommended April Policy Updates 2nd Reading

Bob Shigley made the motion for the Winston-Dillard School District Board of Directors approve the OSBA recommended April policy updates. Curt Stookey seconded the motion and all approved.

(Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

Attachments: (3)

- [AC Update July 24](#)
- [BBF G1](#)
- [BBFC G1](#)

8.C. Office of the Superintendent Position

Bob Shigley made the motion for the Winston-Dillard School District Board of Directors to close the open position and hire Kevin Wilson as the Office of the Superintendent pending negotiated contract. Curt Stookey seconded the motion and all approved.

(Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

9. COMMUNICATIONS

Allyson Cates concerned parent shared her students experience in the sports program and has elected to transfer to another school district.

Kayla Calvert, DHS parent read a letter from an anonymous student who shared concerns regarding conditions in some of the sports groups.

Mr. Wilson was willing to listen to the concerns but not in an open meeting due to the nature of the issues.

10. FOR THE GOOD OF THE ORDER

Mr. Craig Anderson, DHS Principal shared that the school conducted a successful in-person registration which hasn't been done in a long time.

Mr. Dave Welker, WMS Principal said they had their first day of Winston Warrior Walk-Around. The new front office entrance is almost complete and thanked Mr. Beard, Dir of Facilities on a great job.

Mrs. Emily Ledbetter, LES Principal reported that they have a new fence being installed which will provide added security. The custodian has done a terrific job preparing the building for students.

Mrs. Janna Norton, MES Principal is excited and eager to work with the admin team. She will be meeting with all of her teachers on Monday. She shared that a lot of the teachers have been busy through out the summer preparing for the upcoming school year.

Mrs. Lisa Dickover, BES Principal thanked everyone and was happy to be back in the district. The custodians have done a great job preparing the building.

11. ADJOURNMENT: 7:46 pm

12. UPCOMING

12.A. Regular Session at WSD Board Room September 11, 2024 at 7:00 pm.

McGovern Elementary School

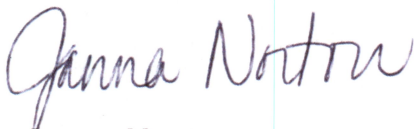
August 29, 2024

Roger and Karen Hecox
104 Kenya Ct
Winston, OR 97496

Roger and Karen,

Thank you for your generous donation of school supplies to our McGovern students. Your commitment to ensuring our students have the necessary supplies is greatly appreciated.

Sincerely,



Janna Norton
Principal
McGovern Elementary School
541-679-3003

"Connecting our community, students and families with educators for the purpose of fostering enthusiastic, lifelong learners."



Winston-Dillard School District 116

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District Nutrition and Food Services	EFAA
Reimbursable Meals and Milk Programs	EFAA-AR
Reproduction of All Copyrighted Materials.....	EGAAA
Cell Phones.....	EGACA
Cell Phones.....	EGACA-AR
Records and Data Management.....	EH
Records and Data Management.....	EH-AR
Health Insurance Portability and Accountability Act.....	EHA
Health Insurance Portability and Accountability Act.....	EHA
Health Insurance Portability and Accountability Act.....	EHA
Cybersecurity.....	EHB
Cybersecurity.....	EHB-AR
Insurance Programs	EIA

The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Winston-Dillard School District 116

Code: EB
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EB

Safety Program

The district shall maintain a comprehensive safety program for all employees and students. Safe buildings, grounds, and equipment ~~will~~ be maintained in order to prevent accidents or injury to ~~health of~~ students, employees, and ~~other~~ ~~other citizens~~ from fire, natural disasters, mechanical and electrical malfunctions and other hazards.

Buildings ~~will~~ be planned, constructed, ^{OK} equipped and maintained in accordance with appropriate local, state, and federal safety regulations.

Buildings ~~will~~ be provided with alarm systems, fire extinguishers and ~~such~~ other safety devices as required by state and federal laws and regulations.

The superintendent will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations. ^{OK}

The superintendent shall have overall responsibility for the current comprehensive safety program, including the emergency plan. All staff shall be responsible to help maintain a safe and healthful environment. A district safety officer shall be appointed to monitor all parts of the safety program, implement policies and objectives, interpret regulations, and provide leadership and guidance to staff. A district safety committee shall be formed and shall operate in accordance with OR-OSHA rules.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 654.003 to -654.022](#)

[OAR 437-001-0760](#)
[OAR 437-002-0020 to -0081](#)
[OAR 437-002-0100](#)
[OAR 437-002-0140](#)

[OAR 437-002-0144](#)
[OAR 437-002-0145](#)
[OAR 437-002-0180 to -0182](#)
[OAR 437-002-0260 to -0268](#)
[OAR 437-002-0360](#)
[OAR 437-002-0368](#)
[OAR 437-002-0377](#)

[OAR 437-002-0390](#)
[OAR 437-002-0391](#)
[OAR 581-022-2030](#)
[OAR 581-022-2225](#)
[OAR 581-022-2250](#)

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).

Winston-Dillard School District 116

Code: **EB-AR**
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): EB-AR

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Regulations Regarding the Application of Pesticides

(The new required IPM plan replace the need for this AR.)

In an attempt to assure proper control of any pesticides or other potentially harmful chemicals¹ which might be used or stored on district premises, the following procedures have been established. The term "pesticide," as used in Board policy and this regulation includes insecticides, herbicides, fungicides and rodenticides. Their intent is the prevention of unnecessary exposure of staff, students, or members of the community to potentially harmful substances.

1. If pesticides or other potentially hazardous chemicals are to be used, the least toxic product(s) will be selected whenever practicable. Products with the lowest percentage of active ingredient(s), least odor possible and with the safest method of application will be selected when there is a choice of products with comparable effectiveness. When practical, a nonchemical or alternative pest control method (e.g., mulching, edging, turf, mowing, hand weeding, etc.) shall be used. Assistance on determining the relative toxicity of products may be obtained from members of the Pesticide Analytical and Response Center (PARC), 503-731-4025, Telecommunication Device for the Deaf (TDD), 503-731-4031 or the National Pesticide Telecommunications Network (NPTN) at 800-858-7378.
2. Storage of pesticides and other potentially hazardous chemicals will be kept to a minimum. Since many chemicals lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application will be purchased. If storage instructions are included, the instructions will be followed explicitly. All such products and the equipment used in the product application will be stored in separate facilities from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and will be clearly marked as containing pesticides and other potentially hazardous chemicals. Pesticide and other potentially hazardous chemical containers, rinsates and unusable products will be disposed of according to label directions and local regulations.
3. All pesticides and other potentially hazardous chemicals shall have complete label instructions, shall remain in the original container, and the Material Safety Data Sheet (MSDS) information shall be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. Such information is also available to any member of the public upon request.

¹ Hazardous chemical, as defined by OAR 437, Division 2, means any chemical which is a physical hazard or health hazard. "Health hazard" means a chemical for which there is statistically significant evidence based on at least one study conducted in accordance with established scientific principals that acute or chronic health effects may occur in exposed individuals. The term "health hazard" includes chemicals which are carcinogens, toxic or highly toxic agents, reproductive toxins, irritants, corrosives, sensitizers, hepatotoxins, nephrotoxins, neurotoxins, agents which act on the hematopoietic system and agents which damage the lungs, skin, eyes or mucous membranes. "Physical hazard" means a chemical for which there is scientifically valid evidence that it is a combustible liquid, a compressed gas, explosive, flammable, an organic peroxide, an oxidizer, pyrophonic, unstable (reactive) or water-reactive.

4. All application of pesticides and other potentially hazardous chemicals shall be made in strict compliance with the label instructions and under no circumstance shall the product concentrations exceed those specified in the application instructions.

5. Prior to application of any pesticides and other potentially hazardous chemicals, a written plan for that application shall be filed in the business office of the district. The plan shall be signed by the district safety officer. The plan shall minimally contain:

- a. Purpose of the application;
- b. Product to be used;
- c. Formulation of the product;
- d. Location and extent of the area to be treated;
- e. Type of equipment to be used;
- f. Date and time of application;
- g. The total amount of the product to be used;
- h. Such provisions as may be necessary to comply with applicable Oregon Occupational Safety and Health Division regulations for the application of chemical substances, including requirements for the use of pesticides on agricultural plants grown for commercial or research purposes. Any warnings that would restrict use of the area following such application shall also be part of the plan and will be appropriately posted to notify the public.

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The record will include the purpose of the application, name and amount of the product used, location and area treated, application equipment used, date and time, notification/reentry procedures and authorization, as required.

6. Appropriate protective clothing must be worn and proper equipment used during mixing, applying and cleaning of application equipment. Selection and maintenance of protective clothing and equipment will be made in accordance with product label guidelines and OR-OSHA rules.

7. Pesticides and other potentially hazardous chemicals should always be applied at times when individuals are not present in the area to be treated. Application in the presence of persons not directly involved in the application of the product is to be avoided even when the pesticide has low toxicity. Any indoor applications should be accomplished after school hours, over a weekend or student vacation period or other such times. All indoor areas should be well ventilated prior to re-entry by staff or students. When possible, windows should also be opened for a minimum of six hours before staff, students or others return to the area.

8. Staff, students and others, especially those individuals that may be most vulnerable to the effects of pesticides or other potentially hazardous chemicals (e.g., infants, pregnant women, asthmatics, chemically sensitive people, etc.), will be notified of planned applications, as appropriate and practicable. Treated district grounds shall be posted with the date of application, pesticide product used and instructions on when areas may be used for recreational purposes.

9. District employee(s) responsible for handling and applying pesticides shall have specific pesticide training. An Oregon Pest Control Operator or Public Applicator license may be required. Employees who apply restricted-use pesticides or use power equipment to apply pesticides shall be licensed as required by the Oregon Department of Agriculture.

10. Any pesticide spill of more than one pound will be immediately reported to the Oregon Emergency Response System at 800-452-0311. The district will maintain as part of its emergencies procedures

plan, a plan to respond to, investigate and manage such spills. The plan will include immediate steps to prevent exposure to students, employees and others, protect district property and the environment, agencies to notify, evacuation procedures, spill prevention, cleanup and spill response equipment and incident report form procedures.

11. If a district chooses to contract with a private, state-licensed pest control company, such contractors shall be subject to state law and these regulations.
12. Injuries or illnesses due to pesticide or other potentially hazardous chemicals must be reported immediately to a supervisor or district official. The individual will be directed to first-aid and/or medical treatment, as appropriate. The district will report such incidents to the Oregon Department of Human Resources, Health Services, at 503-731-4025 (after regular business hours call 503-731-4030) and/or OSHA, as required by law.

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Winston-Dillard School District 116

Code: EBAC
Adopted: 4/20/11
Orig. Code(s): EBAC

We have both Security Assessment Team & Buildings Safety Team. Centralized

Safety Committee (Version 1)

(Does the district have 'site' safety committees? Or a centralized committee? Use version 2 if its centralized.)

Safety committees shall be established to implement the district's safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property.

The superintendent ~~[or designee]~~ will coordinate the district's safety committee efforts and maintain all necessary records.

The superintendent will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

END OF POLICY

Legal Reference(s):

[ORS 654.176](#)
[ORS 654.182](#)

[OAR 437-001-0765](#)
[OAR 581-022-2225\(7\)](#)

Winston-Dillard School District 116

Code: EBAC
Adopted:

Centralized Safety Committee *

(If the district has established a centralized safety committee, this policy is required. If the district has established site safety committees, see Version 2 of EBAC for 'Site Safety Committees', which is highly recommended.)
(Version 2)

A centralized safety committee shall be established to implement the district's safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property.

The [superintendent] [or designee] will coordinate the efforts of the district's centralized safety committee and maintain all necessary records.

The superintendent will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

END OF POLICY

Legal Reference(s):

[ORS 654.176](#)
[ORS 654.182](#)

[OAR 437-001-0765](#)
[OAR 581-022-2225\(7\)](#)

Winston-Dillard School District 116

Code: EBAC-AR(1)
Revised/Reviewed: 4/20/11
Orig. Code(s): EBAC-AR(1)

Safety Committee (Version 1)

District Safety Officer

The superintendent shall designate a district safety officer. The safety officer shall:

1. Establish site safety committees, advisory to the safety officer, to implement and monitor the district safety program.
2. Be responsible for writing and implementing a district safety program (The written program shall include reporting procedures and in-service safety training program).
3. Coordinate all matters relating to safety and shall make, or cause to be made, periodic inspections of sites and review with the [site] safety manager the status of record keeping, reports and meeting agendas.
4. Maintain a liaison relationship with applicable agencies outside the district.
5. Assist all administrators and department supervisors as necessary in the preparation and implementation of their [site] safety programs.
6. Maintain the accident record system; make necessary reports, personally investigate fatal, serious and potentially serious accidents; and check corrective action taken by teachers or other personnel to eliminate causes of accidents.
7. Establish specific goals for the district's safety program and evaluate goals and accomplishments on a regular basis.

[Site Safety Committee]¹s

A district safety committee may be established by the district's safety officer. The primary functions of this committee shall be to assist the district safety officer in planning, implementing and evaluating a comprehensive district safety program and to assist the [site] safety committees in the coordination of district safety activities. Reasonable efforts shall be made to ensure that committee members are representative of the district's various sites where employees work and students and patrons of the district may gather. This committee shall be chaired by the district safety officer. This committee shall meet at least three times each year. The members of the committee may change but shall include at least the following employees:

¹ [If item 1 above is selected, this section is recommended.]

1. [The district safety officer;]
2. [The transportation supervisor;]
3. [The maintenance supervisor;]
4. [The food service supervisor;]
5. [One elementary school representative;]
6. [One middle school representative;]
7. [One high school representative;] [and]
8. [Representatives from appropriate agencies when there is a need (e.g. workers' compensation carrier, district insurance agent of record).]

[Site] Safety Committee[s]

Site safety committees shall be established at the district office, each school site and such other locations as deemed appropriate by the superintendent to represent the safety and health concerns of district employees and students.

The site safety committee shall be composed of an equal number of employer and employee representatives. When agreed upon by employees and the district, the number of employees on the committee may be greater than the number of district representatives. The committee will consist of no fewer than 4 members for districts with more than 20 employees.

A reasonable attempt will be made to ensure that committee members represent major work activities (i.e., teacher, custodian, food service worker, administrator).

Employee representatives shall be volunteers or elected by their peers unless there is a provision in the collective bargaining agreement that addresses the selection of employee representatives. Members of the committee shall serve at least a continuous one-year term. Terms shall be staggered to provide continuity. There shall be a chair [elected by the [site] safety committee] ~~[mutually agreed on in two-person committees].~~

Employee representatives attending safety committee meetings outside regularly scheduled workday shall be compensated by the employer at the regular hourly wage.

The [site] safety committee will:

1. Hold regular meetings at least once a month except months when quarterly workplace safety inspections are made. This does not exclude other months from [site] safety committee meetings if more frequent safety inspections are conducted. Quarterly safety committee meetings may be substituted for monthly meetings when the committee's sole area of responsibility involves low hazard work environments such as the district office.;
2. Provide written agendas for each meeting which shall set the order of business.;

3. Make written records of each meeting which the district shall review and maintain for three years for inspection;
4. Post and send copies of meeting records to committee members;
5. Assist in creating a hazard-free work environment by:
 - a. Recommending to the district how to eliminate hazards in the workplace and promoting employee adherence to safe work practices; and
 - b. Using lines of communications to promote cooperative attitudes between all persons involved in the operations of the workplace.

Duties of the ~~[site]~~ safety committee will include:

1. Establishing procedures for minimum quarterly workplace safety inspections of a safety committee inspection team to locate and identify safety and health hazards. The safety inspection team shall include employer and employee representatives. The team shall document the location and identity of the hazards and make recommendations as to how and when the hazards will be corrected;
2. Establishing procedures for investigating all significant safety-related incidents including injury accidents, illnesses and deaths for the purpose of recommending corrective action necessary to prevent similar events from recurring;
3. Evaluating district policies which may affect safety and health in the workplace and making recommendations for changes to existing policies or adoption of new policies;
4. Evaluating all the accident and illness prevention programs brought to the committee's attention and making recommendations necessary to make the programs more applicable to the workplace;
5. Establishing a system whereby the safety committee can obtain information that would help in creating a hazard-free work environment, directly from all persons involved in the operations of the workplace. The information obtained shall be reviewed at the next safety committee meeting;
6. Establishing procedures for the review of all safety and health inspection reports made by the committee and making necessary recommendations;
7. Establishing procedures for the review of corrective action taken on the committee's recommendations or determining the reasons why no corrective action was taken;
8. Making all reports, evaluations and recommendations of the safety committee a part of the minutes of the safety committee; and
9. Evaluating employee/supervisor training needs.

Degree of Authority

A ~~[The site]~~ safety committee is authorized to make written suggestions to the district safety officer, based on its experiences, inspections and input from other employees, students and district patrons, as appropriate.

Winston-Dillard School District 116

Code: EBAC-AR
Revised/Reviewed:

Centralized Safety Committee *

(This version is for a centralized safety committee. If the district has established a 'site safety committee', use Version 1.)
(Version 2)

District Safety Officer

The superintendent shall designate a district safety officer. The safety officer shall:

1. Establish a centralized safety committee to advise the safety officer on implementing and monitoring the district's safety program.
2. Be responsible for writing and implementing a district safety program (The written program shall include reporting procedures and in-service safety training program.).
3. Coordinate all matters relating to safety and shall make, or cause to be made, periodic inspections of sites and review with the site safety manager the status of record keeping, reports and meeting agendas.
4. Maintain a liaison relationship with applicable agencies outside the district.
5. Assist all administrators and department supervisors as necessary in the preparation and implementation of their site safety programs.
6. Maintain the accident record system; make necessary reports, personally investigate fatal, serious and potentially serious accidents; and check corrective action taken by teachers or other personnel to eliminate causes of accidents.
7. Establish specific goals for the district's safety program and evaluate goals and accomplishments on a regular basis.

Centralized Safety Committee

A centralized safety committee shall be established to represent the safety and health concerns of all district employees and students.

The centralized safety committee shall be composed of an equal number of employer and employee representatives. A centralized safety committee must represent health and safety concerns of all district sites. When agreed upon by employees and the district, the number of employees on the committee may be greater than the number of district representatives. [The committee will consist of no fewer than 2 members for districts with 20 or less employees.] [The committee will consist of no fewer than 4 members for districts with more than 20 employees.]

A reasonable attempt will be made to ensure that committee members represent major work activities (i.e., teacher, custodian, food service worker, administrator).

Employee representatives shall be volunteers or elected by their peers unless there is a provision in the collective bargaining agreement that addresses the selection of employee representatives. Members of the committee shall serve at least a continuous one-year term. Terms shall be staggered to provide continuity. There shall be a chair [elected by the safety committee] [mutually agreed on in two-person committees].

Employee representatives attending safety committee meetings outside regularly scheduled workday shall be compensated by the employer at the regular hourly wage.

The centralized safety committee will:

1. Hold regular meetings at least once a month except months when quarterly workplace safety inspections are made. This does not exclude other months from safety committee meetings if more frequent safety inspections are conducted. Quarterly safety committee meetings may be substituted for monthly meetings when the committee's sole area of responsibility involves low hazard work environments such as the district office.
2. Provide written agendas for each meeting which shall set the order of business.
3. Make written records of each meeting which the district shall review and maintain for three years for inspection.
4. Post and send copies of meeting records to committee members.
5. Assist in creating a hazard-free work environment by:
 - a. Recommending to the district how to eliminate hazards in the workplace and promote employee adherence to safe work practices; and
 - b. Using lines of communications to promote cooperative attitudes between all persons involved in the operations of the workplace.

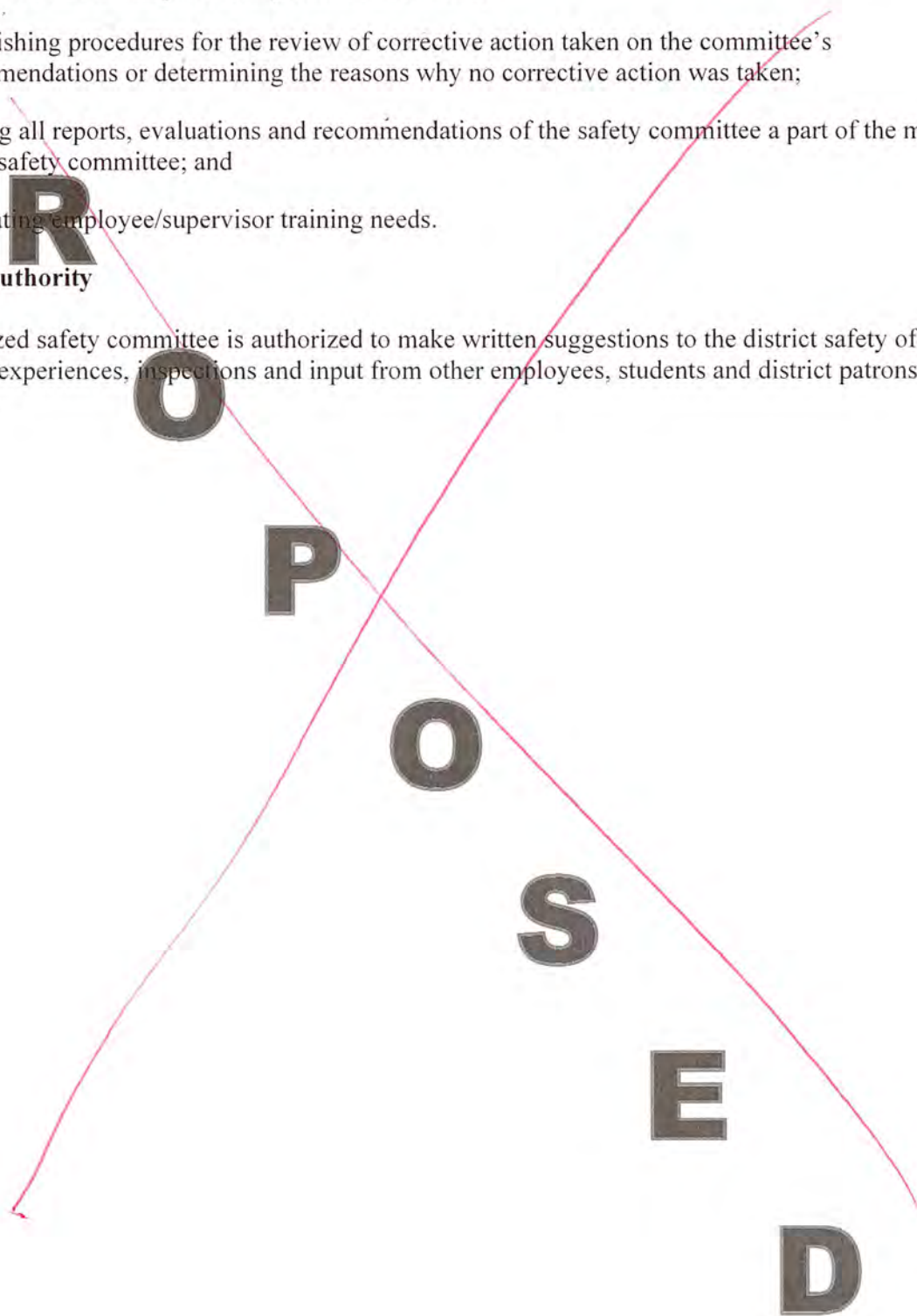
Duties of the centralized safety committee will include:

1. Establishing procedures for minimum quarterly workplace safety inspections of a safety committee inspection team to locate and identify safety and health hazards. The safety inspection team shall include employer and employee representatives. The team shall document the location and identity of the hazards and make recommendations as to how and when the hazards will be corrected;
2. Establishing procedures for investigating all significant safety-related incidents including injury accidents, illnesses and deaths for the purpose of recommending corrective action necessary to prevent similar events from recurring;
3. Evaluating district policies which may affect safety and health in the workplace and making recommendations for changes to existing policies or adoption of new policies;
4. Evaluating all the accident and illness prevention programs brought to the committee's attention and making recommendations necessary to make the programs more applicable to the workplace;
5. Establishing a system whereby the safety committee can obtain information that would help in creating a hazard-free work environment, directly from all persons involved in the operations of the workplace. The information obtained shall be reviewed at the next safety committee meeting;

6. Establishing procedures for the review of all safety and health inspection reports made by the committee and making necessary recommendations;
7. Establishing procedures for the review of corrective action taken on the committee's recommendations or determining the reasons why no corrective action was taken;
8. Making all reports, evaluations and recommendations of the safety committee a part of the minutes of the safety committee; and
9. Evaluating employee/supervisor training needs.

Degree of Authority

The centralized safety committee is authorized to make written suggestions to the district safety officer, based on its experiences, inspections and input from other employees, students and district patrons, as appropriate.



Winston-Dillard School District 116

Code: EBAC-AR(2)
 Revised/Reviewed: 10/08/14
 Orig. Code(s): EBAC-AR(2)

Yes → *Drive forms*
Fillable PDF

(Does this form get accessed online? Or is it available on the staff intranet?)

Injury Incident Report

1. Student Name: _____ 2. Grade: _____ 3. () Male () Female
 4. School Name: _____ 5. Date of Incident: _____ 6. Time of incident: _____
 7. Witnesses: _____ Phone: _____ Staff () Y () N
 Witnesses: _____ Phone: _____ Staff () Y () N
 8. First aid given: Ice Washed wound Kept immobile Stopped bleeding
 Observed Applied splint Applied dressing Other

Explain: _____

9. Body part injured:

- | <u>Head</u> | <u>Trunk</u> | <u>Extremities</u> | <u>Other</u> |
|--------------------------------|-----------------------------------|---------------------------------|--|
| <input type="checkbox"/> Ear | <input type="checkbox"/> Abdomen | <input type="checkbox"/> Ankle | <input type="checkbox"/> Lower arm _____ |
| <input type="checkbox"/> Eye | <input type="checkbox"/> Back | <input type="checkbox"/> Elbow | <input type="checkbox"/> Lower leg _____ |
| <input type="checkbox"/> Face | <input type="checkbox"/> Chest | <input type="checkbox"/> Finger | <input type="checkbox"/> Thumb _____ |
| <input type="checkbox"/> Head | <input type="checkbox"/> Groin | <input type="checkbox"/> Foot | <input type="checkbox"/> Toes _____ |
| <input type="checkbox"/> Neck | <input type="checkbox"/> Shoulder | <input type="checkbox"/> Hand | <input type="checkbox"/> Upper arm _____ |
| <input type="checkbox"/> Scalp | <input type="checkbox"/> Trunk | <input type="checkbox"/> Hip | <input type="checkbox"/> Upper leg _____ |
| | | <input type="checkbox"/> Knee | <input type="checkbox"/> Wrist _____ |

10. Type of injury suspected:

- Laceration/Abrasion Bruise/Contusion Other _____
 Sprain/Strain Dislocation Other _____
 Fracture Concussion
 Surface Cut/Scratch Burn

11. Action taken:

- Parent took home Transfer to hospital Other _____
 Returned to class Called 911 Other _____
 Parent took to doctor Parent took to ER
 Time spent in office _____

12. Explanation of accident:

- Collision with person Collision with object. What object? _____
 Injury to self Hit with object. What object? _____
 Fall _____ Height of fall _____ Other _____

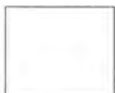
13. Accident location:

- Classroom Playground Gym P.E. Class
 Stairs Hallway Bus Other _____
 Before school After school Assembly Other _____

14. Surface

- Blacktop Dirt Grass Synthetic surface
 Carpet Pea gravel Mats Thickness of mat _____
 Concrete Sand Wood chips Depth of chips _____
 Ice/Snow Rain Synthetic surface Other _____

15. Activity:



- | | | | | |
|----------------------|-----------------------|---------------------|--------------------|----------------|
| 1. Baseball/Softball | 6. Fighting | 11. Playing on bars | 16. Soccer | 20. Volleyball |
| 2. Basketball | 7. Football | 12. Running | 17. Swinging | 21. Walking |
| 3. Bicycling | 8. Jumping | 13. Rough housing | 18. Throwing rocks | 22. Cooking |
| 4. Climbing | 9. Kickball | 14. Sliding | or snowballs | 23. Other: |
| 5. Dodge ball | 10. Playground equip. | 15. Weight room | 19. Track/Field | |

16. Equipment:

Was playground equipment involved in injury?

Yes No

If yes, (a) Did equipment appear to be used appropriately?

Yes No

(b) Was there any apparent malfunction of the equipment?

Yes No

What equipment? Swing

Arch climber

Slide

Sliding pole

Chinning bar

Monkey bar

Jungle gym

Other _____

17. Describe how the incident happened: _____

Print/Sign name: _____

(Person filing report)

(Principal)

Winston-Dillard School District 116

Code: EBB
Adopted: 12/13/11
Revised/Readopted: 1/14/15
Orig. Code(s): EBB

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)[†] which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

[†] See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the head maintenance/grounds keeper as the Integrated Pest Management Plan Coordinator give them the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. ~~Ensure~~Ensuring identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; ~~and~~
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the Safety Data Sheet (SDS);
 - c. The brand name and U.S. Environmental Protection Agency (USEPA) ~~USEPA~~ registration number of the product;
 - d. The approximate amount and concentration of pesticide applied;
 - e. The location of where the pesticide was applied;
 - f. The type of application and whether the application was effective;
 - g. The name(s) of the person(s) applying the pesticide;
 - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - i. The dates and times for the placement and removal of warning signs; and
 - j. Copies of all required notices given, including the dates the IPM Coordinator[s] gave the notices.

9. Respond to inquiries ~~inquires~~ about the IPM plan and refer complainants to Board policy KL - Public Complaints; and
10. Conduct outreach to district staff about the district's IPM plan.

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)

[ORS 634.700 - 634.750](#)

Winston-Dillard School District 116

Code: EBBA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EBBA

First Aid**

In cases of sudden illness or injury to a student or staff member, first aid will ~~shall ordinarily~~ be given by school staff ~~who hold a first aid card~~. Further medical attention for a student ~~to students~~ is the ~~parents'~~ responsibility of the student's parent(s), or of someone the parent(s) ~~parents~~ designate in the case of an emergency.

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Each principal is charged with providing for the immediate care of ill or injured persons within ~~their~~ ~~his or her~~ area of responsibility.

Staff members shall report self-administered first-aid treatment to an immediate supervisor.

In each district facility ~~school~~, procedures for handling health emergencies will ~~shall~~ be established and made known to ~~the~~ staff. Each district facility ~~school~~ and district vehicle will ~~shall~~ be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Designated employees in each building shall hold current first-aid/CPR/AED cards in accordance with law. The district will comply with the number of staff required to hold such cards ~~In compliance with in accordance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Each team shall consist of no fewer than six persons who hold current first aid and CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees shall be made known to staff and students.~~

~~**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056.~~

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 to -0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(37\)](#)

[OAR 581-053-0220\(3\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Winston-Dillard School District 116

Code: EBBA-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): EBBA-AR

D

First Aid - Infection Control

(Staff are trained with current requirements; recommend delete.)

Oregon Department of Human Services, Health Services, information about the transmission of diseases including AIDS and HBV focuses on “body fluids” as a possible carrier of organisms that can infect others. The term includes drainage from cuts and scrapes, vomit, urine, feces, respiratory secretions (nasal discharge), saliva, semen and blood. While any contact with the body fluids of another person represents a risk, the level of risk is very low. The risk is increased if the fluid comes in contact with a break in the skin of another individual. Generally, simple, consistent standards and procedures of cleanliness minimizes risk.

The following procedures are precautionary measures against the transmission of diseases. Prudent actions are to be employed by all members of the school staff but focus primarily on steps that employees can take to ensure their own well-being.

Those who administer first aid, provide physical care or may otherwise incur occupational exposure to blood or other potentially infectious materials as determined by the district shall be specifically protected by the district’s Exposure Control Plan.

The procedures, however, are a review for all staff and students of appropriate hygienic and sanitation procedures.

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV, and/or other bloodborne pathogens
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own bandaids. If assistance is required, the caregiver should wear Food and Drug Administration (FDA) approved examination gloves. Band aids may be applied without gloves if caregiver will not come into contact with blood or wound drainage
3. FDA-approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Such tasks include cleaning body fluid spills, emptying trash cans, handling sharps or containers, handling contaminated broken glass, cleaning contaminated equipment, and handling contaminated laundry or clothing. This also includes assisting with any minor wound care, treating bloody noses, handling clothes soiled by incontinence, diaper changing and cleaning up vomit

¹ AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus; HIV - Human Immunodeficiency Virus

4. Immediate, complete, and effective hand washing with soap and running water of at least 30 seconds duration should follow any first aid or health care given a student or contact with potentially infectious materials

D If exposure to blood or other potentially infectious materials occurs through coughing, any first-aid procedure, or through an open sore or break in the skin, thorough washing, preferably with germicidal soap, is necessary

6. In the event handwashing facilities are not readily available, thorough cleaning using an antiseptic cleanser and clean cloth or paper towels or antiseptic towelettes provided by the district as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible

7. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures, immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning. Clean surfaces with soap and water and then rinse with an Environmental Protection Agency (EPA) approved disinfectant following labeling instructions for use, or a freshly made solution of one part bleach to nine parts water, and allow to air dry. These surfaces include equipment, counters, mats (including those used in physical education classes and athletic events), toys, or changing tables

Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers. Other disinfectants as recommended by the Center for Disease Control may be used.

8. An EPA approved disinfectant must be used when cleaning fluids such as blood or vomit from the floor or other such contaminated surfaces

9. Contaminated laundry such as clothing and towels must be placed and transported in bags and containers in accordance with the district's standard precautions. All such items must be laundered in hot or cold water and soap and placed in a dryer

10. Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, nor by staff without appropriate puncture-proof gloves or mechanical device such as a broom, brush and dust pan. Any such items found must be disposed of in closable puncture resistant, leakproof containers that are appropriately labeled or color-coded

11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily

12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include diapering or toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry or clothing, and disposing of regulated waste with gross contamination

13. Maximum protection with gloves, face, and/or eye protection and gowns is required whenever splashes, spray, spatter or droplets of blood, or other potentially infectious materials may be

generated and eye, nose, or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood

- D** 14. If a first-aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

Additional Precautions

The following additional precautions should be applied in all school settings. These procedures will help prevent transmission of many infections in addition to HIV and HBV:

- E**
1. A sink with soap, hot and cold running water and disposable towels should be available close to the classroom;
 2. Sharing of personal toilet articles, such as toothbrushes and razors, should not be permitted;
 3. Skin lesions that may ooze blood or serum should be kept covered with a dressing;
 4. Exchange of saliva by kissing on the mouth, by sharing items that have been mouthed and by putting fingers in others' mouths should be discouraged.
- L**
- E**
- T**
- F**

Winston-Dillard School District 116

Code: EBBB
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 1/15/14; 12/13/17
Orig. Code(s): EBBB

Injury/Illness Reports

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

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

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes³ shall be reported to OSHA within eight hours.

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

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

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

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

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

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

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

Winston-Dillard School District 116

Code: EBC/EBCA
Adopted: 11/08/06
Revised/Readopted: 4/20/11; 12/09/15
Orig. Code(s): EBC/EBCA

~~Emergency Procedures and Disaster Plans~~

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats ~~use of force~~ on district ~~school~~ property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

~~In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:~~

- ~~1. Who is in charge of the district plan;~~
- ~~2. What steps the district will take to stop the spread of disease;~~
- ~~3. How sick students will be identified;~~
- ~~4. Transportation plan for sick students;~~
- ~~5. Disease containment measures for the district;~~
- ~~6. Communication plan for staff, students and parents;~~
- ~~7. Continuing education plan for students;~~
- ~~8. Procedures for dealing with student privacy rights;~~
- ~~9. Employee leave procedures during a pandemic flu or other catastrophe;~~
- ~~10. Employee pay and benefit plan and procedures;~~
- ~~11. Facility utilization by other agencies procedures;~~
- ~~12. Business operations plan for offsite operation or alternative measures.~~

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0704](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

Winston-Dillard School District 116

Code: EBCB
Adopted: 4/20/11
Revised/Readopted: 1/15/14; 5/20/15; 12/09/15
Orig. Code(s): EBCB

Emergency Drills and Instruction

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes (ORS).

All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on fires, earthquakes, and safety threats and drills on safety threats. Drills for students, shall be conducted for at least 30 minutes each school month.

Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Winston-Dillard School District 116

Code: EBCD
Adopted: 2/06/08
Revised/Readopted: 4/20/11; 5/20/15
Orig. Code(s): EBCD



Emergency Closures**

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as are appropriate to the particular condition. Such alterations include closure⁺ of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

The superintendent will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

At the beginning of each school year students, parents and staff will be informed of the procedures used to notify them in case of an emergency closure.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)

[OAR 581-022-2225](#)
[OAR 581-022-2320](#)

[OAR 581-053-0004](#)

⁺ Upon approval by the Board, for the 2015-2016 school year, up to 14 hours of emergency school closures due to adverse weather conditions and facilities failure may be included in the calculation of instructional time. (Oregon Administrative Rule (OAR) 581-022-1620 "Instructional time" is defined in OAR 581-022-0102.

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-2225](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

Winston-Dillard School District 116

Code: ECAA
Adopted:

This works well w/ Raptor

Access to Buildings

Optional

The Board directs the superintendent to control access to district buildings as appropriate and necessary to protect property, students and personnel.

[The Board's objectives for providing controlled access are to:

1. Ensure maximum protection of district property and facilities that minimizes possibilities of theft, vandalism and loss of materials and equipment;
2. Involve staff members in being responsible for district property (e.g. ~~keys~~) in their possession and to eliminate unnecessary costs for replacing lost or misplaced district property;
3. Establish and maintain an efficient organizational plan for securing district property and facilities.]

Principals will control access to school buildings and will provide safeguards against unauthorized access to these buildings. Each principal, with the superintendent's approval, will develop regulations designed to control the use of buildings and access, and to ensure that buildings are adequately closed and locked when no authorized personnel are present. Staff who fail to obey such regulations may be disciplined up to and including dismissal. Students who fail to obey such regulations may be disciplined.

END OF POLICY

Legal Reference(s):

[ORS 164.205 to -164.270](#)

[ORS 332.107](#)

[ORS 332.172](#)

Winston-Dillard School District 116

Code: ECAB
Adopted: 7/10/02
Readopted: 4/20/11; 12/13/11
Orig. Code(s): ECAB



Vandalism~~/~~, Malicious Mischief~~/~~ or Theft**

Students and ~~community members~~~~citizens~~ are urged to cooperate in reporting any incidents of vandalism, malicious mischief ~~and~~ theft and the name or names of the person or persons believed to be responsible.

Each ~~employee of the district~~ employee will ~~shall~~ report to the principal or other person in authority, every incident of vandalism, malicious mischief ~~and~~ theft and the name of the person or persons responsible, if known.

A principal will ~~Principals shall~~ submit a ~~full and detailed~~ report of any incidents of vandalism, malicious mischief, theft or damage to district property, ~~their buildings~~ to the superintendent. The superintendent will ~~shall~~ report to the Board ~~regarding~~ major reports of vandalism, malicious mischief, theft or damage to ~~any~~ district property.

[The district may offer a reward to an individual(s) who provides information that results in the apprehension of a person(s) guilty of vandalism, ~~malicious mischief,~~ ~~theft~~ or other criminal acts against the district. The amount of reward shall be determined by the superintendent on a case-by-case basis within any guidelines set by the Board.]

The superintendent or designee is authorized to sign a criminal complaint and to press charges against those committing acts of vandalism ~~or,~~ malicious mischief ~~and theft~~ against district property, including textbooks, instructional materials and library books. Because incidents of willful or malicious abuse, destruction, defacing, and theft of district property are clearly contrary to the best interests of the district and injurious to the rights and welfare of the entire community, it is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will ~~shall~~ be sought from such persons, or, in the case of minors, from their parents. Until such fees or restitutions are paid, certain restrictions and/or penalties may be imposed.

Records requested by another school district to determine a student's appropriate placement may not be withheld.

A student ~~Students~~ who willfully ~~destroys~~~~destroy~~ district property through vandalism, malicious mischief, theft or arson, who ~~commit~~~~commit~~ larceny, or who ~~creates~~~~create~~ a hazard to the safety of other people on district property will ~~shall~~ be disciplined in accordance with state law and the Board's policies ~~policy~~ on student suspensions and expulsions¹ and referred to law enforcement ~~authorities~~.

Any staff member who fails to report such an act, or willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny or who creates a hazard to the safety of other

¹ Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

people on district property will be disciplined, up to and including dismissal and referred to law enforcement.

[The district is not liable or responsible for personal property brought onto district property.]

END OF POLICY

Legal Reference(s):

[ORS 30.765](#)
[ORS 164.345](#)
[ORS 164.365](#)

[ORS 326.575](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.270](#)
[ORS 419C.680](#)

Winston-Dillard School District 116

Code: ECAC
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): ECAC

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

The district shall notify staff and students through student/~~and~~ parent and staff handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules~~rule~~ or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement~~agencies~~.

A video recording~~Video recordings~~ may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 to -192.505](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 332.107](#)
[ORS 336.187](#)
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)
[OAR 581-021-0210 to -0430](#)
[OAR 581-022-2260](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Winston-Dillard School District 116

Code: ECACB
Adopted: 9/12/18
Revised/Readopted: 5/15/19; 3/11/20
Orig. Code(s): ECACB



Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee, volunteer, or representative of the district operating an unmanned aircraft system (UAS) shall do so in accordance with this policy, all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws.

A small unmanned aircraft, as defined by law, may be operated by the district. A small unmanned aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

Publicly supported kindergarten through grade 12 school programs and publicly-supported entities that support K-12 schools or after school K-12 programs are exempt from the requirement to pay the ODA registration fee.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, and airplane design and construction, and can also serve as an academic tool in other areas such as television, film production, or the arts in general

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be in compliance with current FAA¹ regulations. District staff will not operate more than one UAS at the same time.

District employees shall work with administrators to ensure that proper insurance, registration as required by FAA and ODA, reporting to FAA, and authorization from district administration are in place prior to use as a part of the district's curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)² at OSAA-sanctioned events.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

¹ https://www.faa.gov/uas/educational_users/

² <http://www.osaa.org/governance/handbooks>

The superintendent shall develop procedures³ for the implementation of this policy. The district shall post a copy of this policy, associated procedures, and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

The district will report accidents involving a UAS to FAA no later than 10 calendar days after the accident when it involves:

1. Serious injury to any person or any loss of consciousness; or
2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed \$500, or the fair market value of the property does not exceed \$500 in the event of total loss.

Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities on district property for any purpose is prohibited, unless granted permission from the superintendent or designee

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Proof of UAS registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. § 44801) issued by FAA, and proof of user registration with ODA when required⁴; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)
[ORS 174.109](#)
[ORS 192.345](#)

[ORS 837.300 - 837.390](#)
[ORS 837.995](#)

[OAR 738-080-0015 - 080-0045](#)
Senate Bill 581 (2019)

Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 (2012).
Small Unmanned Aircraft Systems, 14 C.F.R. Part 107 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).
OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK.

³ Procedures must include: the length of time data will be retained by the district; specifications for third party storage of data, including handling, security and access to the data by the third party; a policy on disclosure of data through intergovernmental agreements.

⁴ A public body, as defined in ORS 174.109, operating an unmanned aircraft system must register as a user with ODA. (ORS 837.360)

Winston-Dillard School District 116

Code: ECD
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): ECD

Traffic and Parking Controls

The superintendent shall authorize parking areas and post notices on district property designated for staff, student, ~~and~~ visitor parking and parking for persons with disabilities and ~~such~~ other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be cited and/or towed away and stored. All charges for ~~such~~ towing and storing ~~will~~ ~~shall~~ be the responsibility of the owner or operator of the vehicle.

Any person failing to abide by the district's parking regulations may be further prohibited from bringing any vehicle on district property.

Principals ~~will~~ ~~shall~~ establish additional rules ~~such regulations~~ ~~as are~~ necessary for the use and control of staff and/or student parking areas around their buildings. Such rules ~~will~~ ~~regulations~~ ~~shall~~ be made available to staff, students and parents.

END OF POLICY

Legal Reference(s):

[ORS 332.172](#)
[ORS 332.445](#)

[ORS 447.233](#)

[OAR 581-022-2405](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Winston-Dillard School District 116

Code: ECG
Adopted:

OK

Vehicle Idling

The district recognizes that it can play an important role in reducing environmental pollutants.

Unnecessary vehicle idling emits pollutants, wastes fuel and wastes financial resources, therefore a goal of the district is to eliminate unnecessary idling by school buses and other district vehicles.

The superintendent shall develop ~~[guidelines]~~ ~~[administrative regulations]~~ consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 825.601 – 825.605](#)

Consolidated Appropriations Act, 2005, Pub. L. No. 108-447, 118 Stat. 2809

Winston-Dillard School District 116

Code: ECG-AR
Revised/Reviewed:

Vehicle Idling



District Vehicles

District vehicles include all district-owned and/or contracted or leased school buses and delivery or maintenance vehicles.

District Vehicle Idling Times

1. When school bus drivers arrive at loading and unloading areas to drop off or pick up passengers, they will turn off their busses as soon as possible to eliminate idling time and reduce harmful emissions.
2. The school bus should not be restarted until it is ready to depart and there is a clear path to exit the pick-up/drop off area.
3. School buses will not idle (on school grounds or off school grounds) for longer than 5 minutes unless:
 - a. They are waiting in traffic;
 - b. They are loading and unloading students with special needs;
 - c. There are safety or emergency situations;
 - d. There are maintenance or mechanical inspections or repair; or
 - e. There are extreme weather conditions (temperatures of less than 30 degrees Fahrenheit) and the purpose is to warm the interior of the bus.
4. Transportation staff are directed to revise bus schedules so that school bus caravanning can be avoided and the cleanest buses are assigned to the longest routes.
5. All district service or delivery vehicles shall turn off the engines after arriving to make deliveries to, or perform maintenance of school buildings.

Signs

To the extent practicable, the principal will post "no idling" signs to alert drivers of district vehicles to turn off their vehicles when waiting or parking. A copy of this administrative regulation shall be posted in a prominent place in district facilities so that all transportation, delivery and maintenance staff can view them with ease.

Winston-Dillard School District 116

Code: EDC/KGF
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EDC/KGF

Authorized Use of District Equipment and Materials *

District materials and equipment ~~will~~ be used only for school purposes by district personnel on district properties.

Exceptions to this policy must be approved by the [superintendent] ~~[and/or Board]~~ and authorized use shall be consistent with Oregon Revised Statute (ORS) Chapter 244.

In all cases of public use, equipment shall not be used for private financial gain. An equipment use form must be submitted and approved, and all conditions outlined on the attached district equipment list must be adhered to. ~~[There are no equipment use fees.]~~ In the event of excessive damage, a fee will be determined according to repair or replacement costs. Transportation of borrowed equipment will be the user's responsibility. ~~[No equipment may be transported off district property unless used for a district-sponsored activity.]~~

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

[OAR 584-020-0040](#)

OREGON GOVERNMENT ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

Winston-Dillard School District 116

Code: EEA
Adopted: 10/8/08
Revised/Readopted: 4/20/11; 4/18/12; 11/14/12;
1/14/15; 9/13/17; 3/11/20
Orig. Code(s): EEA

Student Transportation Services *

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 transporting from one school or facility to another school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for ~~homeless~~ students experiencing homelessness to and from the student's school of origin¹ as required by the Every Student Succeeds Act (ESSA). Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the [Board].

[Elementary students [in grades K-8] who live more than one mile from school will be transported. Secondary students [in grades 9-12] 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.]

OR

[Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.]

Miles from school will be determined by the [transportation supervisor] in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

[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

¹ "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

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

³ If 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.

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.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

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.

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 weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (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 they are ~~he/she~~ ~~is~~ four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. 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 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 or vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The principal or designee 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.

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.

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.

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

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.080	OAR 581-053-0040
ORS 327.033	ORS 820.100 - 820.190	OAR 581-053-0053
ORS 327.043		OAR 581-053-0060
ORS 332.405	OAR 581-021-0050 - 0075	OAR 581-053-0070
ORS 332.415	OAR 581-022-2345	OAR 581-053-0210
ORS 339.240 - 339.250	OAR 581-023-0040	OAR 581-053-0220
ORS 343.155 - 343.246	OAR 581-053-0002	OAR 581-053-0230
ORS 343.533	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	
ORS 815.055	OAR 581-053-0031	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Winston-Dillard School District 116

Code: EEA-AR(1) *ok*
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EEA-AR

Transportation Supplementary Plan

(Still current practices?) *Yes*

Exceptions to mileage limits governing the availability of transportation to and from school are dependent upon student needs.

Should the transportation administrator, in concert with building principals and local police officers, deem that a particular walking route within the one mile limit for elementary students and one and one-half mile limit for secondary students is unsafe for walking or bike-riding, the transportation administrator may recommend that the Board allow the students along that route to use the bus. Such a decision would be made on a case-by-case basis, examining the route traveled, alternate routes staying within the mileage limit and real risks incurred on possible routes.

Parents or guardians perceiving a safety risk in a walking or bike-riding route may refer their concerns in writing to the transportation administrator for consideration.

Students with disabilities, whose individualized education programs (IEPs) specify that transportation between home and school shall be provided, shall be accommodated regardless of the mileage between home and school. The coordinator of special programs shall notify the transportation administrator of the need for providing transportation for the student with disabilities and shall cooperate in developing a schedule appropriate to the student's school schedule.

District transportation shall be provided for those students living within the mileage limits should their health be impaired by walking to and from school. The principal shall verify the exceptional need for transportation and shall address to the superintendent a request to allow the exceptional use of district transportation.

The Board shall be notified of any variance on the mileage limits for providing transportation to students who would otherwise be denied use of the school bus.

Winston-Dillard School District 116

Code: EEAB-AR(2) *OK*
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): EEAB

School Bus Scheduling and Routing

(Could this be combined with EEA-AR(1)?) *sure*

Actual bus stops and routes shall be determined by the transportation supervisor and route driver and shall be based upon efficiency, safety, Board policy and applicable state and federal laws and regulations.

~~Definite bus stops shall be established and students shall be required to walk a reasonable distance as determined by the superintendent.~~

Students shall be assigned a definite bus and shall not be allowed to ride other buses, unless a note from the parent countersigned by the teacher and/or principal is presented to the driver.

The determination of safe roads for school bus travel shall be made by the transportation supervisor. School bus service shall be limited to state or county maintained paved (black topped or concrete), oiled, or existing gravel roads unless otherwise directed by the transportation supervisor. Private roads which are unsafe or damaging to buses, as determined by the transportation supervisor and in consultation with the superintendent, shall not be served.

The transportation supervisor shall:

1. Annually review and assess school bus routes, stops, and loading zones for safety, changing student population, and supervision of students;
2. Advise parents of any changes in transportation policy affecting their student as early as possible and be responsive to parent calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county, and other appropriate governmental agencies on a continuing basis to inform them of transportation problems.

~~School bus routes will be planned and organized to ensure student safety and receive the maximum bus use efficiency.~~

1. Student safety will be the major part of any route decisions.
1. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator's assistance.
2. Anyone requesting a route change will be referred to the transportation supervisor or delegated representative.
3. Route conditions will be reviewed routinely.

4. Routes will be planned to ensure the least possible amount of time elapsing from first pick-up to school, commensurate with economical efficiency.

5. Bus routes will traverse city, county, state or federal roads using district discretion.
6. Students living within one mile of school may be transported for health, safety and disability reasons when an approved supplemental plan is on file.
7. Secondary students eligible for bus transportation may be expected to walk up to one and one-half miles to a bus stop. Elementary students may be expected to walk up to one mile to a bus stop.
8. Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.
9. A fully supported seat shall be provided each student. Students must not stand.
10. Students may be transferred directly from one bus to another while being transported to and from school.
11. Transportation of students for nonschool group activities during regular school to home routes shall, in order to ensure adequate space, require written request from the parent and prior approval from the transportation supervisor.

END OF POLICY

Legal Reference(s):

ORS 332.405

OAR 581-023-0040

OAR 581-053-0002

Winston-Dillard School District 116

Code: EEAC
Adopted: 10/08/08
Revised/Readopted: 4/20/11; 4/18/12
Orig. Code(s): EEAC

School Bus Safety Program

The superintendent will ensure instruction for all students in school bus safety and emergency evacuation procedures is provided. Drivers shall assist in the instruction.

Students who are regularly transported by the district shall receive the following instruction within the first six weeks of each half of ~~each~~ the school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading ~~and~~, crossing ~~etc~~;
2. Use of emergency exits; and
3. Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

Students who are not regularly transported by the district will be given the following instruction at least once in the first half of each school year:

1. Safe school bus riding procedures; and
2. Use of emergency exits.

The district will document and maintain records of the content and dates of instruction.

Buses will not exceed vehicle design capacity for seating at any time unless an unforeseen or unusual circumstance arises. Passengers will be provided a seat that fully supports them. 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 weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (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 they are four feet nine inches tall or age eight and the adult belt properly fits.¹ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles used for student transportation in excess of 10,000 pounds are exempt from this requirement 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.

¹ "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.

During adverse weather conditions, the superintendent may alter bus schedules or temporarily suspend bus services. The superintendent or ~~his/her~~ designee will advise local radio stations and other media of any changes in bus schedules or services.

In the case of emergency or disaster, evacuation of students will be carried out according to the district's emergency plan.

An accident review board will study accidents involving district buses and will make recommendations to avoid similar accidents.

END OF POLICY

Legal Reference(s):

[ORS 811.210](#)

[ORS 811.215](#)

[ORS 815.055](#)

[ORS 815.080](#)

[ORS 820.100](#) to [-820.190](#)

[OAR 437-002-0220](#) to [-0227](#)

[OAR 581-022-2225](#)

[OAR 581-053-0002](#)

[OAR 581-053-0003](#)

[OAR 581-053-0004](#)

[OAR 581-053-0010](#)

[OAR 581-053-0021](#)

[OAR 581-053-0031](#)

[OAR 581-053-0210](#)

[OAR 581-053-0240](#)

[OAR 581-053-0310](#)

[OAR 581-053-0320](#)

[OAR 581-053-0330](#)

[OAR 581-053-0340](#)

[OAR 581-053-0410](#)

[OAR 581-053-0420](#)

[OAR 581-053-0430](#)

[OAR 581-053-0440](#)

[OAR 581-053-0445](#)

[OAR 581-053-0510](#)

[OAR 581-053-0520](#)

[OAR 581-053-0530](#)

[OAR 735-102-0010](#)

Winston-Dillard School District 116

Code: EEACA
Adopted: 4/20/11
Orig. Code(s): EEACA

School Bus Driver Examination and Training

The district or transportation provider shall verify that school ~~School~~ bus drivers' ~~drivers must pass~~ physical examinations were certified by a medical examiner. This medical examiner's certificate must have been listed in the Federal Motor Carrier Safety Administration's, National Registry of Certified Medical Examiners as of the date of the issuance for the school bus driver's examination certificate. Bus drivers shall also ~~and~~ meet other criteria as established by state and federal law and by the Oregon Department of Education regulations, including the requirements for a commercial driver's license (CDL).

A school bus manufacturer, school bus dealer or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

Legal Reference(s):

[ORS 659.840](#)
[ORS 659A.300](#)
[ORS 659A.306](#)
[ORS Chapters 801, 802, 807, 809, 811, 813](#)

[ORS 807.038](#)
[ORS 820.110](#)
[OAR 581-053-0002](#)
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)
[OAR 581-053-0031](#)
[OAR 581-053-0040](#)
[OAR 581-053-0060](#)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).
Federal Motor Carrier Safety Administration Regulations, 49 C.F.R. Part 391, §§ 391.42, 391.43 (2016).



Code: EEACC
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 11/14/12
Orig. Code(s): EEACC

Student Conduct on School Buses

The following regulations will govern student conduct on school buses and Type 10 School Activity Vehicles if used for transporting students from home to school, school to home and to and from district-sponsored activities and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus;
6. Students will not bring animals, except approved assistance guide animals, on the bus;
7. Students will remain seated while the bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through the bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other administrative regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 820.100 to -820.190](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-023-0040](#)
[OAR 581-053-0002](#)
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)
[OAR 581-053-0010](#)
[OAR 581-053-0210](#)

Letter Opinion, Office of the OR Attorney General (Nov. 22, 1988).

Winston-Dillard School District 116

Code: EEACC-AR
Revised/Reviewed: 11/16/05; 4/20/11
Orig. Code(s): EEACC-AR

Discipline Procedures for District-Approved Student Transportation (Version 1)

(See new version)

All students eligible for district-approved student transportation shall receive safety instruction and a code of conduct.

Violation of the code of conduct or conduct which jeopardizes the health/safety of self and/or others may result in the loss of district-approved transportation services.

The following procedures address:

1. Safety instructions;
2. Code of conduct;
3. Violations;
4. Suspension;
5. Expulsion;
6. Right of appeal;
7. Reinstatement;
8. Education;
9. Special education students.

Safety Instructions

1. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all students who are regularly transported by the district.
 - a. Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;
 - b. Use of emergency exits; and
 - c. Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.
2. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all other students.

- a. The drivers shall review safe bus riding procedures.
 - b. The drivers shall review use of emergency exits.
3. The transportation supervisor will record dates and content of safety instructions by each driver. Such information shall be kept as a part of the district's records.

Code of Conduct

Each year the district will include the following transportation rules in the student/parent handbook or issue a code of conduct to all students and parents accompanied by the following form to be acknowledgment of being read and understood.

The district will provide interpretation to those students/parents whose primary language is not English.

While riding a school bus, students will:

1. Obey the driver at all times;
2. Not throw objects;
3. *Not have in their possession any weapon as defined by Board policy JFCJ - Weapons in the Schools;
4. *Not fight, wrestle or scuffle;
5. *Not stand up and/or move from seats while the bus is in motion;
6. *Not extend hands, head, feet or objects from windows or doors;
7. *Not possess matches or other incendiaries and concussion devices;
8. *Use emergency exits only as directed by the driver;
9. *Not damage school property or the personal property of others;
10. *Not threaten or physically harm the driver or other riders;
11. *Not do any disruptive activity which might cause the driver to stop in order to reestablish order;
12. *Not make disrespectful or obscene statements;
13. *Not possess and/or use tobacco, alcohol or illegal drugs;
14. Not eat or chew gum;
15. Not carry glass containers or other glass objects;
16. Not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
17. Accept assigned seats;

18. Stay away from the bus when it is moving;

19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses);

20. **Answer to coaches, teachers and chaperons who are responsible for maintaining order on trips.

* These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.

** Coaches, teachers and chaperons: (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of this code of conduct.

Parent

Student

Violations

Each year the district will include the following procedures for violations in the student/parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*.
2. Second Citation*: The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal.
3. Third Citation* of the year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal. At this time a behavior contract will be made with the student and a bus seat may be assigned. Further violations of bus regulations will be considered a severe violation.
4. Severe Violations: Any severe violation will result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, the parent and the principal.

5. In all instances, the appeal process may be used if the student and/or parent desires.

* **D** All citations must be signed by the parents, the transportation supervisor, the bus driver and the principal before the student will be allowed to ride the bus again.

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APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used. If the student or parent wishes to complain about a school employee's decision, use policy KLD - Public Complaints about District Personnel.

STEP I The student or his/her representative will discuss the issue with the transportation supervisor and principal.

STEP II If the student is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, transportation supervisor, principal conference with the goal of resolving the issue.

STEP III Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.

STEP IV If, after five school days from receipt of the administrator's reply, the issue still remains unresolved, the student may submit the matter in writing to the superintendent. The superintendent will meet with the student within three school days and will respond to the issue, in writing, within five school days after the appeal.

STEP V If the issue is still unresolved, the student may appeal to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

Student's Name _____

Parent's Signature _____

Date _____

Bus Route # _____ Phone Numbers: (Home) _____ (Work) _____

School _____

F

Suspension Procedures

Due process procedures used by the district governing student behavior shall be applied. Normally the suspension process shall be in accordance with the following procedures:

1. Suspension hearings shall be conducted in private, and will be more informal than is the case of an expulsion hearing. The hearing will be conducted by the superintendent or designated representative. The procedure should be more of a conversation between the two parties than a formal hearing;
2. The student will be informed of the violation(s) and given the opportunity to be heard and present his/her view of the occurrence;
3. If suspension is to follow, the student will be given the reason(s) for the action, the duration of the suspension and the tentative procedures for reinstatement;
4. If possible, parents will be notified immediately by telephone of the suspension and given reasons for the action. The parents will be encouraged to conference with the building administrator. Arrangement should be made for the student's transportation to and from school;
5. A written communication will be mailed to the student and parents within one workday restating the reasons for the action(s), the duration of the suspension and procedure for arranging a mutually satisfactory time for a conference for possible readmittance;
6. The written communication shall state that the parent may appeal the reason for suspension and the duration of suspension to the appropriate administrator;
7. In special or emergency circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, incarceration by court action or if there is a serious risk that substantial harm will occur if the suspension is terminated pending an intended expulsion.

SCHOOL BUS INCIDENT REPORT (Sample)

Date: _____ Route: _____ AM PM

Dear Parents:

This report is to inform you of disciplinary action taken as a result of your student's actions which jeopardized the safety and well-being of all students on the bus. We urge you to support this corrective action by impressing upon your student the need for safety on our school buses.

_____ has been cited for an infraction of the rules listed below:

Description of incident:

- *Failed to obey driver.
- *Threw an object(s).
- *Possessed a weapon or other dangerous object(s).
- *Fought, wrestled, scuffled.
- *Stood/Changed seat with bus moving.
- *Extended from bus door/window.
- *Possessed matches, incendiaries, etc.
- *Used emergency exit.
- *Vandalism of property.
- *Threatened/Harmed driver/rider.
- *Disruption: Driver stopped bus.
- *Disrespectful and/or obscene statements.
- *Possessed alcohol, tobacco, unlawful drugs.
- Eating or chewing gum.
- Possessed glass container or object.
- Impeded movement of bus.

* An asterisk may result in loss of transportation service with no warning citation.

- () Warning
- () Second Citation: may suspend until conference
- () Third Citation: 5-10 day suspension
- () SEVERE INFRACTION: 10-day suspension to 1-year expulsion

Route Number: _____ Driver Signature: _____

Student Phone Number: _____ Parent Signature: _____

District Representative: _____

CITATIONS MUST BE SIGNED BY PARENT

Expulsion Procedures

Due process procedures used by the district governing student behavior shall be applied. Students will not be expelled without a hearing unless the student's parents waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service or by certified mail at least five school days prior to the scheduled hearing. Notice will include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
2. The superintendent or designee will act as hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will conduct the hearing and will not be associated with the initial actions of the building administrators;
3. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
4. The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney and/or parent. The school district's attorney may be present;
5. The student will be afforded the right to present his/her version of the charge(s) and to introduce evidence by testimony, writings or other exhibits;
6. The student will be permitted to be present and to hear the evidence presented by the district;
7. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time;
8. The hearings officer or the student may make a record of the hearing;
9. The hearings officer's decision is final. However, this decision may be appealed to the Board. At its next regular meeting, the Board will review the hearings officer's decision and will affirm, modify

or reverse the decision. Parents or students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision;

10. **D** Expulsion hearings will be conducted in private and Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session.

Right of Appeal

1. At each step of the discipline procedures used in district-approved transportation services, parents, students and/or a representative have a right to appeal.
2. All appeals must be in writing.
3. Appeals are to be made to the responsible person at the level of appeal.
4. Final appeal may be made to the Board.
5. Board decisions are final.

Reinstatement

A conference to discuss reinstatement shall be conducted under the following guidelines:

1. When deemed necessary, parent(s) and student shall be present at the conference;
2. The principal shall fully explain matters and permit the parties involved to fully explain their positions;
3. The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.

Education

1. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Therefore, students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.

2. Students' academic grades will reflect academic achievement. Therefore, misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.

3. Makeup work may be provided:

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Discipline Procedures for District-Approved Student Transportation – EEACC-

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If makeup work is needed, the district's policy and procedures will be followed.

4. Alternative education may be provided:

If alternative education is needed, the district's policy and procedures will be followed.

Special Education Students

Special education students will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Disabled Students and accompanying administrative regulation.

Definitions

1. The district applies the following definitions when considering disciplinary action:

- a. "Behavioral intervention plan" means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior;
- b. "Current educational placement" means the type of educational placement of the student as described in the student's "annual determination of placement" document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options;
- c. "Disciplinary removal" means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
 - (1) Removals by other agencies;
 - (2) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases, etc.);
 - (3) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student's individualized education program (IEP), and continues to participate with nondisabled students to the extent they would in their current placement; or
 - (4) Bus suspensions, unless the student's IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student and the student does not attend school as a result of the bus suspension.
- d. "Functional behavioral assessment" means an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan;
- e. "Suspension" means any disciplinary removal other than expulsion.

Disciplinary Removals for up to 10 School Days

1. The district may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. These removals are not considered a change in placement.
2. During disciplinary removals for up to 10 school days:

- a. The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time;
- b. The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability;
- c. The district counts days of suspension as follows:
 - (1) Suspensions of a half day or less will be counted as a half day; and
 - (2) Suspensions of more than a half day will be counted as a whole day;
 - (3) If a student moves from another school district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

- 3. If a parent disagrees with a suspension and requests a due process hearing:
 - a. The district may require the student to complete the suspension before returning to his/her current educational placement;
 - b. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting, or if the parent and district agree to another placement pending the hearing.

Additional Disciplinary Removals of up to 10 School Days When There is No Pattern of Removal

- 1. The district may suspend students with disabilities from their current educational placement for additional periods of up to 10 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. These removals do not constitute a change in placement.
- 2. In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school personnel will consider:
 - a. The length of each removal;
 - b. The total time of removals; and
 - c. The proximity of the removals to one another.
- 3. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:
 - a. Appropriately progress in the general curriculum;
 - b. Appropriately advance toward achieving the goals in the student's IEP; and
 - c. The services and location for delivery of services in this section will be determined by school personnel, in consultation with the student's special education teacher, or by the student's IEP team.
- 4. Within 10 business days of the first removal for additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will:
 - a. Hold an IEP meeting to develop a plan for conducting a functional behavioral assessment unless a functional behavioral assessment has been completed on the behavior that resulted in the removal; or

- b. If there is a behavioral intervention plan in place, review the plan if one or more team members believe that revisions are needed.
5. **D** As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate interventions to address the behavior and shall implement those interventions.
 6. The district is not required to determine whether the behavior resulting in the disciplinary removal is a manifestation of the student's disability.
 7. Upon subsequent removals of up to 10 school days that are not a pattern, the IEP team shall review the behavior intervention plan and its implementation to determine if modifications are necessary.
 8. **E** If a parent disagrees with the suspension and requests a due process hearing:
 - a. The district may require the student to complete the suspension before returning to his/her current educational placement;
 - b. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting or the parent and district agree to another placement pending the hearing.

Disciplinary Removals of More than 10 School Days (Pattern or Consecutive)

1. When a student is removed for disciplinary reasons for more than 10 school days, it is considered a change in the student's educational placement if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The removal is for more than 10 cumulative school days, and it constitutes a pattern of removals.
2. In initiating this type of removal, the district will:
 - a. Immediately schedule an IEP meeting for the purpose of addressing the student's behavior;
 - b. Not later than the date on which the decision to remove a student under 1. is made:
 - (1) Provide notice of disciplinary action for an expulsion; and
 - (2) Provide Notice of Procedural Safeguards to the parent.
3. Within 10 school days of any decision to change the student's placement because of a violation of a code of student conduct, the district, parent, and relevant members of the IEP team shall review all relevant information to determine:
 - a. If the conduct was caused by or had a direct and substantial relationship to the student's disability; or
 - b. If the conduct was the direct result of the district's failure to implement the IEP.

If the district, parent and relevant members of the IEP team conclude that either of the above two is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability.

4. If the district, parent and relevant members of the IEP team concludes the misconduct is a manifestation of the student's disability, the IEP team shall:

- a. Conduct a functional behavioral assessment, and implement a behavior intervention plan for the student (provided that the district had not conducted such assessment prior to such determination before the behavior that resulted in the change of placement);
- b. When a behavioral intervention plan has been developed, review and modify the plan as necessary to address the behavior; and
- c. Return the student to the placement form which the student was removed unless the parent and district agree to change the placement as part of the behavioral intervention plan.

5. If the IEP team determines that the student's behavior is not a manifestation of the student's disability, the district may proceed with disciplinary action as it would for a nondisabled student. In taking this action, the district will:

- a. Ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the school personnel making the final determination regarding the disciplinary action; and
- b. Provide the services, determined by the IEP team, that are necessary to enable the student to:
 - (1) Appropriately progress in the general curriculum; and
 - (2) Appropriately advance toward achieving the goals in the student's IEP.
- c. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavioral interventions to address the behavior and shall implement those interventions;
- d. If a student's educational placement changes as a result of the IEP/placement reviews, the district will provide prior written notice of change in placement.

6. If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal, and requests a due process hearing, the student will remain in the current educational placement unless the student is removed to an interim alternative educational setting or unless the parent and district agree to another placement pending the hearing.

Manifestation Determination

1. The district will complete a manifestation determination before a student is removed for disciplinary reasons for more than 10 school days if the removal constitutes a change in the students' educational placement. A change in placement is:
 - a. A removal for more than 10 cumulative days that constitutes a pattern;
 - b. A removal for more than 10 consecutive days; or
 - c. A removal to an interim alternative educational setting.
2. The manifestation determination will be conducted by the district, parent and relevant members of the IEP team and, as appropriate, other qualified personnel. All relevant information related to the behavior subject to disciplinary action will be considered, including:

- a. Evaluation and diagnostic results, including information from the parents;
 - b. Observations of the child; and
 - c. The student's IEP and placement.
3. The IEP team will determine that the student's behavior is not a manifestation of the student's disability only if:
- a. The student's IEP and placement were appropriate in relationship to the behavior subject to the disciplinary action;
 - b. The special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the child's IEP and placement;
 - c. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
 - d. The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.
4. The IEP team and other qualified personnel will determine that the student's behavior is a manifestation of the student's disability if:
- a. The student's IEP and placement were found to be inappropriate in relationship to the behavior subject to the disciplinary action; or
 - b. The special education services, supplementary aids and services and behavior intervention strategies were provided inconsistently with the student's IEP and placement; or
 - c. The student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action.
 - d. The student's disability impaired the ability of the student to control the behavior subject to disciplinary action.
 - e. If the conduct was the direct result of the district's failure to implement the IEP.
5. If, in conducting the manifestation determination review, deficiencies in the student's IEP, placement or implementation are identified, the district will take immediate steps to remedy those deficiencies.

Removal to an Interim Alternative Educational Setting by School District (Drugs and Weapons)

1. A student may be removed from the 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 calendar days in a school year for a drug or weapon violation or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district. This removal is a change in placement.
2. For the purpose of determining a drug or weapon violation, the district will apply the definitions in Board policy JGDA/JGEA - Discipline of Disabled Students.
3. If a student is removed for a drug or weapon violation as defined above, the district will:
 - a. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action);

- b. Not later than the date on which the decision to take action is made, provide the parent with notice of disciplinary action for a suspension or expulsion, and notice of the decision to remove the student to an interim alternative educational setting; and
 - c. Provide Notice of Procedural Safeguards to the parent.
4. Immediately or within 10 business days, the district will convene an IEP meeting to:
- a. Develop a functional behavioral assessment plan; or
 - b. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal, the IEP team will review the plan and revise it as needed; and
 - c. Determine whether the student's behavior is a manifestation of the student's disability;
 - d. Review the student's IEP, and revise as appropriate;
 - e. Determine the specific interim alternative educational setting which will enable the student to continue to:
 - (1) Progress in the general curriculum, although in another setting;
 - (2) Receive special education services and modifications described in the student's IEP that will enable the student to meet IEP goals; and
 - (3) Include services and modification that address the misconduct and are designed to prevent the misconduct from recurring.
5. If the IEP team determines that the student's behavior is a manifestation of the disability, the district will not proceed with this disciplinary action, but may:
- a. Continue the student's placement in the interim alternative educational setting until the end of the 45-day period;
 - b. Review and revise the student's IEP and placement; and
 - c. Seek a hearing officer's removal for injurious behavior.
6. If the IEP team determines that the student's behavior is not a manifestation of his/her disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. If proceeding with this disciplinary action, the district will:
- a. Ensure that the special education and disciplinary records of the student are given to school personnel for consideration in making the final determination regarding the disciplinary action;
 - b. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.
7. If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide the parent with prior written notice of change in placement.
8. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.

9. If the parent(s) of the student requests a due process hearing because he/she disagrees with the manifestation determination, the removal to the interim alternative educational setting or any decision about placement related to a disciplinary removal:

D The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless:

- a. The parent and school district agree otherwise; or
- b. The student is removed for injurious behavior to an interim alternative educational setting by a hearings officer.

10. In reviewing a decision to place the student in an interim alternative educational setting for a drug and weapons violation, the hearings officer shall apply the standards in OAR 581-015-0556 (3).

Removal to an Interim Alternative Educational Setting by Hearings Officer (Injurious Behavior)

1. The district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
2. District personnel will determine the specific alternative educational setting in consultation with the student's special education teacher(s) or with the IEP team.
3. If a student is removed to an interim alternative educational setting by a hearings officer for injurious behavior, the district will:
 - a. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action);
 - b. Not later than the date on which the decision to take action is made:
 - (1) Provide the parent with notice of any suspension or expulsion, if applicable, and notice of the decision to remove the student to an interim alternative educational setting; and
 - (2) Provide the parent with Notice of Procedural Safeguards.
4. If the district initiates a disciplinary removal to an interim alternative educational setting, the district will, immediately or within 10 business days, convene an IEP meeting to:
 - a. Develop a functional behavioral assessment plan; or
 - b. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal or, if there is a behavioral intervention plan in place, the IEP team will review the plan and revise it as needed; and
 - c. Determine whether the student's behavior is a manifestation of his/her disability;
 - d. Review the student's IEP, and revise it, as appropriate;
 - e. Determine the specific interim alternative educational setting which will enable the student to continue to:
 - (1) Progress in the general curriculum, although in another setting;

- (2) Receive special education services and modifications described in the student's IEP that will enable the student to meet IEP goals;
- (3) Include services and modifications that address the misconduct and are designed to prevent the misconduct from recurring.

5. If the IEP team determines that the student's behavior is a manifestation of his/her disability the district will not proceed with the disciplinary action, but may:
 - a. Continue the student's placement in the interim alternative educational setting until the end of the 45-day period;
 - b. Review and revise the student's IEP and placement; or
 - c. Seek another up to 45-day removal for injurious behavior from the hearings officer.
6. If the IEP team determines that the student's behavior is not a manifestation of his/her disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. In taking this disciplinary action, the district will:
 - a. Ensure that the special education and disciplinary records of the student are given over for consideration to the school personnel making the final determination regarding the disciplinary action; and
 - b. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.
7. If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide prior written notice of change in placement.
8. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.
9. If the parent(s) of the student requests a due process hearing because he/she disagrees with the manifestation determination, the removal to the interim alternative educational setting or any decision about placement related to a disciplinary removal:

The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless:

The parent and school district agree otherwise; or, the student is removed by a hearings officer for additional 45-day period(s) for injurious behavior.
10. The district may seek a court order to remove a student from his/her current educational placement to another placement if the district believes that maintaining the student in the current educational placement is substantially likely to result in injurious behavior.

Interim Alternative Educational Setting

The district will ensure that an interim alternative educational setting:

1. Enables the student to continue to progress in the general curriculum, although in another setting;
2. Ensures that the student receives special education services described in the student's IEP that will enable the student to meet IEP goals; and
3. Includes services and modifications that address the misconduct, and are designed to prevent the misconduct from recurring.

Protections for Children not yet Eligible for Special Education

1. The district will apply these protections to students not yet identified as students with a disability if the district had knowledge that the student was a student with a disability. The district has such knowledge if:
 - a. A parent has expressed a concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to school personnel that his/her student is in need of special education and related services;
 - b. The behavior or performance of a student demonstrates the need for special education and related services in relation to state eligibility criteria for disabilities;
 - c. The parent of a student has requested a special education evaluation of his/her child; or
 - d. The teacher of the student has, or other school personnel, expressed a concern about the behavior or performance of the student to the district's special education representative in accordance with the district's special education referral system.
2. The district will not be considered to have knowledge of a disability if the district:
 - a. Conducted a special education evaluation in accordance with state eligibility criteria for disabilities and determined that the student was not eligible, and gave the parent prior written notice of that determination; or
 - b. Determined that there was no suspicion of a disability, and gave the parent prior written notice of the refusal to evaluate.
3. If the district did not have knowledge, it may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behavior. However:
 - a. If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner;
 - b. Until the evaluation is completed, the student will remain in the educational placement determined by school personnel, which can include suspension, expulsion or placement in alternative education;
 - c. Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and shall provide special education and related services;
 - d. The district will apply the discipline provisions beginning on the date of the eligibility determination.

Winston-Dillard School District 116

Code: EEACC-AR
Revised/Reviewed:
Orig. Code(s): EEACC-AR

Discipline Procedures for District-Approved Student Transportation (Version 2)

All students eligible for district-approved student transportation shall receive safety instruction and be provided the behavior expectations outlined in a code of conduct for district-approved student transportation.

Violation of the code of conduct which jeopardizes the health or safety of themselves and/or others, may result in the loss of district-approved transportation services.

1. Safety Instructions

- a. At least once, within the first six weeks of each half of each school year, the transportation supervisor will direct all bus drivers to conduct instruction with all students who are regularly transported by the district.

The instruction will include:

- (1) Safe school bus riding procedures, including but not limited to loading, unloading and crossing;
- (2) Use of emergency exits; and
- (3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

- b. At least once in the first half of each school year the transportation supervisor will direct all bus drivers to conduct instruction with all other students.

The instruction will include:

- (1) Safe school bus riding procedures, including but not limited to loading, unloading and crossing; and
- (2) Use of emergency exits.

- c. The transportation supervisor will record dates and the content of the instructions given by each driver. Such information shall be kept as a part of the district's records.

2. Code of Conduct

Each year the district will issue a code of conduct for school bus privileges to all students and parents. The code of conduct will include a form for acknowledgment of being read and understood.

3. Education

P Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.

- b. Students' academic grades will reflect academic achievement. Misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.
- c. Makeup work may be provided. If makeup work is needed, the district's policy and procedures will be followed.
- d. Alternative education may be provided. If alternative education is needed, the district's policy and procedures will be followed.

4. Special Education Student

Special education students will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and its accompanying administrative regulation.

5. Violations

The district will include procedures for responding to violations of the code of conduct in the student/parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

6. Suspension Procedures

The due process procedures for suspension of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGD - Suspension.

7. Expulsion Procedures

The due process procedures for expulsion of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGE - Expulsion.

8. Right of Appeal

- a. At each step of the discipline procedures used in district-approved transportation services, a parent, the student and/or a representative for the student has the right to appeal.
- b. An appeal must be in writing.
- c. An appeal will be made to the responsible person at the appropriate level of appeal.
- d. A final appeal may be made to the Board.
- e. The Board's decision will be final.

9. Reinstatement

P A conference to discuss reinstatement shall be conducted under the following guidelines:

- a. When deemed necessary, parent(s) and student shall be present at the conference;
- b. The {principal} shall fully explain matters and permit the parties involved to fully explain their positions;
- c. The {principal} shall make a decision which provides guidelines for the student to follow if, or when, transportation services are reinstated.

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DISCIPLINARY PROCEDURES FOR VIOLATIONS

- P** First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*. The driver may assign the student to a particular seat.
- Second Citation*: The student is suspended from the bus until a conference, arranged by the ~~transportation supervisor~~, has been held with the student, a parent, the bus driver, ~~the transportation supervisor~~ and the principal.
- R** Third Citation* of the year: The student receives a 5- to 10-day suspension¹ and will not be able to ride the bus until a conference, arranged by the ~~transportation supervisor~~, has been held with the student, a parent, the bus driver, ~~the transportation supervisor~~ and the principal. Further violations of bus regulations will be considered a severe violation.
- Severe Violations: **O** Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion². There will be a hearing arranged by the ~~transportation supervisor~~, involving the student, the bus driver, ~~the transportation supervisor~~, a parent and the principal.
- P** In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be signed by a parent, ~~the transportation supervisor~~, ~~the bus driver~~ and the principal before the student will be allowed to ride the bus again.

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¹ "Suspension" means any disciplinary removal, other than expulsion, for up to 10 school days.

² "Expulsion" means any disciplinary removal beyond 10 school days up to one calendar year.

School Bus [Citation] (Incident Report)

Date: _____ Route: _____ a.m. p.m.

Dear Parent(s):

This [citation] /report is to inform you of a disciplinary action taken against your student as a result of their action(s) which jeopardized the safety and well-being of all students on the bus. We urge you to support this corrective action by impressing upon your student the need for safety on school buses.

_____ (student name) has been cited for an infraction of the rules listed below: (Check all that apply)

- *Failed to obey driver.
- *Threw an object(s).
- *Possessed a weapon or other dangerous object(s).
- *Fought, wrestled, scuffled.
- *Stood/Changed seat with bus moving.
- *Extended from bus door/window.
- *Possessed matches, incendiaries, etc.
- *Used emergency exit.
- *Vandalism of property.
- *Threatened/Harmed driver/rider.
- *Disruption: Driver stopped bus.
- *Disrespectful and/or obscene statements.
- *Possessed alcohol, tobacco, unlawful drugs.
- Eating or chewing gum.
- Possessed glass container or object.
- Impeded movement of bus.

Description of incident:

* May result in loss of transportation service with no warning.

- Warning
- Second Citation: may suspend until conference
- Third Citation: 5- to 10-day suspension
- SEVERE INFRACTION: 10-day suspension to 1-year expulsion

Driver Signature: _____

Student Phone Number: _____

Parent Signature: _____

School Representative: _____

CITATIONS MUST BE SIGNED BY PARENT

APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used.

A student or parent that wishes to complain about a school employee's decision, will use Board policy KL - Public Complaints.

Step 1: The student or their representative will discuss the issue with the transportation supervisor and principal.

Step 2: If the student is not satisfied with the outcome of the discussion, they may file a written statement with the principal and the transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a conference with the student, a parent, the transportation supervisor and the principal with the goal of resolving the issue.

Step 3: Within five school days, the principal is to communicate, in writing, the decision to the student and a parent.

Step 4: If, after five school days from receipt of the principal's reply, the issue still remains unresolved, the student or parent may appeal the decision of the principal in writing to the superintendent. The superintendent will meet with the student and a parent within three school days and will respond to the issue, in writing, within five school days after the appeal.

Step 5: If the issue is still unresolved, the student or parent may appeal the decision of the superintendent in writing to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school following receipt.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

Student's Name

Parent's Signature

Date

Bus Route # _____ Phone Numbers: (Home) _____ (Work) _____

School _____

OK

School Bus Code of Conduct

P While riding a school bus, student riders will:

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

-
- * These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.
 - ** Coaches, teachers and chaperons: (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of this code of conduct.

Parent Signature

Date

Student Signature

Date

Winston-Dillard School District 116



Code: EEACCA
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): EEACCA

Video Cameras on Transportation Vehicles

The Board recognizes the district's continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on district transportation vehicles.

The Board, after having carefully weighed and balanced the rights of privacy of students and staff with the district's duty to ensure discipline, health, welfare and safety of staff and students on district transportation vehicles, supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on district transportation vehicles which transport~~transporting~~ students to and from curricular and extracurricular activities.

Such equipment may also be used to monitor the performance of district employees in the fulfillment of their duties in school~~on district~~ transportation vehicles that are transporting students to and from curricular and extracurricular activities.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board policies~~policy~~ and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and collective bargaining agreements including provisions related to evaluation, discipline and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student's education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will~~shall~~ also be subject to established district procedures regarding education records including access, review and release of such records.

The superintendent shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on district transportation vehicles and such other procedures as may be required for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 to -192.505](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 332.107](#)
[ORS 336.187](#)
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)
[OAR 581-021-0210 to -0430](#)
[OAR 581-022-2260](#)
[OAR 581-053-0240\(11\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Winston-Dillard School District 116

Code: EEACD
Adopted: 7/10/02
Revised/Readopted: 4/20/11; 11/14/12
Orig. Code(s): EEACD

Use of District Activity Vehicles for Student Transportation

The ~~district Board~~ may provide for the use of vehicles, commonly designated as Types 10, 20 or 21 pupil transportation vehicles, which do not meet the requirements of a “school bus” for the purpose of transporting students, licensed, classified or other supervisory personnel to and from curricular and extracurricular activities sponsored by the district.

The vehicle shall be insured for bodily injury, property damage, uninsured motorist coverage and personal injury protection. The ~~business manager~~ will recommend amounts to adequately protect the district against loss.

The district will meet or exceed minimum driver requirements and procedures as set forth in Oregon Administrative Rules, ~~Revised Statutes~~ Section 53. ~~[The district will require in-class instruction as part of its driver training approval process.]~~ The district shall meet child safety system requirements and minimum standards and specifications as set forth in state law.

END OF POLICY

Legal Reference(s):

[ORS 811.210](#)
[ORS 815.055](#)
[ORS 815.080](#)
[ORS 820.110](#)
[ORS 820.190](#)

[OAR 437-002-0220 to -0227](#)
[OAR 581-053-0010](#)
[OAR 581-053-0220](#)

[OAR 581-053-0310](#)
[OAR 581-053-0320](#)
[OAR 581-053-0330](#)
[OAR 581-053-0340](#)
[OAR 581-053-0410](#)
[OAR 581-053-0420](#)
[OAR 581-053-0430](#)
[OAR 581-053-0440](#)
[OAR 581-053-0511](#)

[OAR 581-053-0521](#)
[OAR 581-053-0531](#)
[OAR 581-053-0540](#)
[OAR 581-053-0610](#)
[OAR 581-053-0620](#)
[OAR 581-053-0630](#)
[OAR 581-053-0640](#)
[OAR 735-102-0010](#)

Winston-Dillard School District 116

Code: EEACE
Adopted: 4/20/11
Orig. Code(s): EEACE



Loading and Unloading

The administration shall make arrangements to provide supervision of students during normal loading and unloading times at instructional sites only

Buses shall be scheduled into loading areas ahead of school dismissal times whenever practical.

Students shall not be allowed off the bus at other than their regular stop without a signed note from the principal's office or parent.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050](#)
[OAR 581-053-0010\(11\)](#)

[OAR 581-053-0230\(9\)\(u\)](#)

Winston-Dillard School District 116

Code: EEAD
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EEAD

Special Use of School Buses**

~~The Board may authorize such other use of the district's buses as is allowed under state law, Oregon Department of Education regulations and Board policies. Although the primary purpose of school buses is to transport district students, the district may also provide transportation services to non-school groups, nonpublic organizations, staff or patrons for field trips, school-related or nonschool-related activities with prior written approval by the superintendent. The district may contract with other public or nonpublic entities to provide transportation services to persons other than district students.~~

Individuals or groups requesting to use district transportation will complete a form and submit it to the district office. Before final approval, special use of district transportation will also require a signed liability release prior to district authorization.

Approval or denial will be based on capacity, routes, local conditions, adequate supervision, scheduling or other factors deemed appropriate by the superintendent [transportation supervisor].

To help the district ensure the safe operation of district transportation, passengers will be notified of conduct requirements and rules of conduct will be posted in a conspicuous place on the school bus. A passenger may be denied future use of district transportation for violating a rule of conduct.

(Recommend making the following section into an AR).

Activity Trips *(What groups does this part of the policy apply to?)*

AR is good.

Student ~~body~~ transportation buses ~~shall~~ may be provided by the district for activity trips subject to the following rules:

1. Upon request, subject to availability of buses;
2. Rate per person shall be determined by the transportation supervisor, which shall cover all district costs;
3. The transportation supervisor shall be notified at least five working days in advance of the time of proposed departure for the activity;
4. No student shall be permitted to go on an excursion without written permission from ~~his or her~~ their parents. The principal or designee shall be responsible to check permission slips; *(Is this for other groups too? The district wants to verify they have parent permission when it's is not a district activity?)* *Yes - keep please.*
5. Adequate chaperons shall accompany students on the bus;

6. *(Is there a requirement for the bus to do pickup at a school? Should this say "after returning to the pickup location"?)* After returning to the school, chaperons must stay until the last student has been picked up and/or accounted for; *pickup location*
7. Students riding to the activity on the bus must come back on the bus unless parental permission has been certified in writing with the principal or chaperon or designee; *(Is this for other groups too?)* *yes*
8. Persons riding activity buses are subject to all state and district bus rules and regulations;

END OF POLICY

Legal Reference(s):

[ORS 332.405 to -332.427](#)

[ORS 801.460](#)

[ORS 811.215](#)

[OAR 581-023-0040](#)

[OAR 581-053-0002](#)

[OAR 581-053-0004](#)

[OAR 581-053-0031](#)

[OAR 581-053-0210](#)

[OAR 581-053-0230](#)

Winston-Dillard School District 116

OK

Code: EEAE
Adopted: 10/8/08
Revised/Readopted: 4/20/11; 4/18/12
Orig. Code(s): EEAE

Student Transportation in Private Vehicle**

Transportation of students will be by the district’s transportation system or by a district employee’s vehicle, properly insured, except as provided below.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips or other school activities if the following conditions have been met prior to the activity:

1. The school administrator has approved the activity;
2. A permission slip signed by the student’s parent(s) has been received by the principal or ~~his/her~~ designee, granting permission for the student to participate in the field trip/activity and to ride in a privately-owned vehicle;
3. The ~~parent~~ parents, employee or other adult driving the vehicle is properly licensed to drive and has provided proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district;
4. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. 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 they are four feet nine inches tall or age eight and the adult belt properly fits.¹ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under Oregon Revised Statute (ORS) 815.055. Training in the proper installation and use of child safety system may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags

The district will develop procedures to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 801.455](#)

[ORS 811.210](#)
[ORS 815.055](#)
[ORS 815.080](#)

[OAR 735-102-0010](#)

¹ “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.

Winston-Dillard School District 116

Code: EEAE-AR
Revised/Reviewed:

yes add.

Proof of Vehicle Liability Insurance

Helpful?

Dear _____,

You have agreed to transport students of the district to a field-trip function or for some other school-approved purpose. Please be aware that in the event of an accident, your insurance will provide primary coverage. In order to serve as a driver you will be required to provide proof of vehicle liability insurance. Your insurance must meet or exceed minimum requirements as established by the state of Oregon and as set by the district.

Please COMPLETE the following information, providing information requested. SIGN where indicated and RETURN to the school office four working days PRIOR TO THE DATE OF THE EVENT.

Insurance Company Name: _____ Expiration Date: _____
(not agent's name)

Policy Number: _____

Policy Limits: _____

Current minimum limits are: \$25,000 per person and \$50,000 per accident for bodily injury; \$20,000 per accident for property damage; \$25,000 per person and \$50,000 per accident for uninsured motorist coverage; and \$15,000 per accident for personal injury protection.

Date of Birth: _____ Oregon Driver License No.: _____

Signature: _____ Date: _____

Name (as it appears on your driver license): _____

Address: _____

Daytime Phone: _____

Return form to fiscal officer. If you do not have required coverage, you will not be allowed to transport students. (Insurance companies may increase coverage for specific dates.)

Winston-Dillard School District 116

Code: EEBA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EEBA



District Vehicles

(Still have district vehicles? Needed?) **Keep**

The Board may approve the purchase of vehicles to be used by staff for district business, including transportation services. The superintendent shall develop and maintain regulations which define the appropriate use and care of district vehicles and the responsibility of district staff using those vehicles.

Personal use of district vehicles is prohibited.

END OF POLICY

Legal Reference(s):

[ORS 341.290 \(2\)](#)
[ORS 332.107](#)
[ORS 801.455](#)
[ORS 811.210](#)

[ORS 820.105](#)
[ORS 820.110](#)
[ORS 820.120](#)

[OAR 437-002-0220 - 0227](#)

Winston-Dillard School District 116

Code: EEBA-AR
Revised/Reviewed: 7/10/02; 4/20/11
Orig. Code(s): EEBA-AR

District Vehicles

Use of district vehicles shall be subject to the following requirements:

1. The use of seat belts in district-owned vehicles is mandatory for all personnel using vehicles which are equipped with seat belts;
2. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. ~~A person who weighs over 40 pounds and who is under four feet nine inches and under eight years of age must be properly secured with a child safety system that elevates the person so that a safety belt or harness properly fits the person⁺.~~ 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 they are four feet nine inches tall or age eight and the adult belt properly fits.² A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. Training in the proper installation and use of child safety system may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags;
3. The driver shall not begin to move the vehicle until the driver and all passengers are belted and properly secured.

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

²“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.

Winston-Dillard School District 116

Code: EEBA
Adopted: 4/18/12
Orig. Code(s): EEBA

D

District Vehicles/Seat Belts/Child Safety System

(Covered in other policy)

All drivers operating district-owned vehicles shall use seat belts. Failure to do so is grounds for dismissal.

The driver of any district-owned vehicle, except school buses, is responsible for determining that the proper number of seat belts is available for the passengers and their use is required. A child who weighs 40 pounds or less, regardless of age, must be properly secured with a child safety system. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. 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.¹ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. A district vehicle more than 10,000 pounds or equipped with a lap belt only is exempt from child safety system requirements. The vehicles shall not be driven until the driver and all passengers are buckled up and properly secured. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.

END OF POLICY

Legal Reference(s):

[ORS 811.210](#)
[ORS 815.055](#)
[ORS 815.080](#)

[OAR 437-002-0223](#)
[OAR 735-102-0010](#)

E

T

F

¹ "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.

Winston-Dillard School District 116

Code: EEBB
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EEBB

Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for district business, including the transportation of students. Staff will ~~District staff shall~~ use district-owned vehicles whenever possible and should schedule ~~both~~ activities and transportation far enough in advance to avoid any nonemergency use of private vehicles.

The superintendent will ~~shall~~ develop regulations for staff use of private vehicles that ~~which~~ will safeguard the district, its employees and students in matters of safety, insurance, and liability. The Board will ~~shall~~ review such regulations at least annually.

No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a private vehicle on district business will ~~shall~~ be reimbursed in an amount established by the Board.

~~[At least two staff members must accompany a student being transported in a private vehicle.]~~

No student shall be allowed to perform district business with ~~his or her~~ their own vehicle, a staff member's vehicle, or a district-owned vehicle.

END OF POLICY

Legal Reference(s):

[ORS 30.260 to -30.265](#)
[ORS 332.107](#)
[ORS 801.455](#)

[ORS 811.210](#)
[ORS 815.055](#)
[ORS 815.080](#)

[OAR 735-102-0010](#)

Winston-Dillard School District 116



Code: EF
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): EF

Management of Food Services

The district may provide food services for students and staff. Food services so provided shall comply with state and federal laws and regulations relating to such services.

The ~~food service coordinator~~, under the supervision of the superintendent or designee, shall be responsible for the direct management of the food services program.

All school employees, including both licensed and classified, shall refrain from taking from the district any materials normally used or prepared in the district cafeterias.

In keeping with health department guidelines, only food prepared in an inspected kitchen should be available in the schools.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1530](#)
[OAR 581-051-0100](#)

[OAR 581-051-0305](#)
[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Winston-Dillard School District 116

Code:	EFA
Adopted:	2/6/08
Revised/Readopted:	4/20/11; 4/18/12; 1/14/15; 12/09/15; 6/21/17; 12/14/22
Orig. Code(s):	EFA

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy and
3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities on the district's website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

Wellness Advisory Committee

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee in communications to parents, and/or on websites operated by the district to communicate to parents, students and the community at large to explain the committee's purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Representatives of the school nutrition program (e.g., school nutrition director);
 - c. Physical education and/or health education teachers;
 - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - g. Board members;
 - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
 - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
 - j. Members of the general public.
2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
3. The wellness advisory committee will meet four times per year to review of the local wellness policy.
4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the NSLP, School Breakfast Program (SBP), Summer Food Service Program (SFSP), Supper programs.

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. Every public school student in pre-kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of ~~150~~ ²²⁵ minutes during each ~~per~~ school week, as calculated over the duration of a school year;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);

4. Nonfood-related fund raisers;
- ~~5. Physical activity energizers during transitions from one subject to another;~~
6. Monthly/Weekly school walks;
7. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
8. Use of alternates to food as rewards in the classroom;
9. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
10. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
11. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
12. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

Employee Wellness²

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and

² CDC resources for [school employee wellness](#) and [workplace health promotion](#)

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. “Employees” are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing³” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

³ This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

[House Bill 3199](#) (2023).

Winston-Dillard School District 116

Code: **EFA-AR**
Revised/Reviewed: 2/6/08; 4/20/11; 4/18/12;
1/14/15; 5/20/15; 12/09/15;
6/21/17
Orig. Code(s): EFA-AR

Local Wellness Program

(Considering adoption of the revised EFA, this is not needed.)

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks"¹ means the minimum nutrition standards for competitive foods and beverages:
 - a. Food items, including accompaniment foods, must:

¹ Oregon Department of Education, Oregon Smart Snacks Standards

- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; or
- (5) Meet all the competitive food nutrient standards:

D

(a) Calories:

E

(i) Snacks contain no more than:

- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level;
- 3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

(d) Transfat: contains 0 grams of trans fat per item as packaged or served.

(e) Sugar must be no more than 35 percent by weight.

(i) Exempt from the sugar standard are:

- 1) Dried whole fruits or vegetables;
- 2) Dried whole fruit or vegetable pieces;
- 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

(i) Snacks contain no more than 230 mg sodium per item as packaged or served.

(ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

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(g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.

(h) Exempt from all nutrients standards on any day are:

(i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.

(ii) Fruit packed in 100 percent juice, extra light or light syrup.

(iii) Canned vegetables that contain a small amount of sugar for processing purposes.

(iv) Sugar-free chewing gum.

(i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs:

(i) Are exempt from the nutrient standards for:

- 1) Calories;
- 2) Total fat;
- 3) Saturated fat;
- 4) Transfat;
- 5) Sodium; and
- 6) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;

D

- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

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- a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

- 9. "School day" means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
- 10. "School campus" means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
- 11. "Snack" means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);

5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;

2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;

3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;

4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;

5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government *Dietary Guidelines for Americans*. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). Cultural norms and preferences will be considered;

6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;

7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served;

8. Modified meals are prepared for students with special food needs:

- a. The district will provide substitute foods to students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - D** b. Such food substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
 10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair;
 - h. Appropriate supervision is provided.
 11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold or offered in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

² To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;

8. Staff encourages and provides support for parental involvement in their children's physical education.

D Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Teachers provide physical activity instruction and programs that meet the needs and interests of all students;
8. Families and community organizations are involved, to the extent practicable, in nutrition education.
9. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop and evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

Winston-Dillard School District 116



Code: EFAA
Adopted: 4/20/11
Revised/Readopted: 1/14/15; 4/12/17
Orig. Code(s): EFAA

District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all Child Nutrition Program regulations for which the district is approved to operate:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections;
8. Nutrition standards for foods and beverages sold to students.

The superintendent will develop an administrative regulation as necessary to implement this policy and meet the requirements of state and federal law. The administrative regulation will be reviewed and adopted by the Board as required by law.

END OF POLICY

Legal Reference(s):

Winston-Dillard School District 116

Code: EFAA-AR
Adopted: 6/15/11
Revised/Readopted: 2/13/13; 1/14/15; 12/09/15;
4/13/16; 7/13/16; 4/12/17;
10/09/19
Orig. Code(s): EFAA-AR

*Currently enrolled
in Community
Eligibility
Program.*

Reimbursable Meals and Milk Programs

The district's nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

- ~~[Reimbursable meals ~~and afterschool snacks~~] will be priced as a unit.]~~
- ~~[Reimbursable meals[,] [and] [milk] ~~afterschool snacks~~] will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced-price meals [and free milk].]~~
- [Annually, the district will establish prices for reimbursable student meals[,] [and] [afterschool snacks] [milk]. The price charged to students who do not qualify for free or reduced-price meals [or free milk] will be established annually by the district in compliance with state and federal laws.]
- [The price charged to students who qualify for reduced-price meals will be established annually by the district in compliance with state and federal laws.]
- [The district will offer SMP [with the free option] [without the free option] [at no charge] to students who are not able to participate in the district's lunch or breakfast programs.]
- [The district will implement claiming alternative Provision 2 at the following schools under its jurisdiction: (List schools) .]
- The district will implement claiming alternative Community Eligibility at the following schools under its jurisdiction: ~~(As this all schools?)~~ Douglas High School, Douglas Alternative High School, Winston Middle School, McGovern Elementary School, Lookingglass Elementary School, and Brockway Elementary School.

Yes

Application Procedures

- ~~Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals[,] [and] [afterschool snacks] [milk], for the students listed on the official document. Districts must access this document at least three times per year.~~
- Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal

[ORS 327.520 to -327.537](#)
[ORS 336.423](#)

[OAR 581-022-2345](#)
[OAR 581-051-0100](#)
[OAR 581-051-0305](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2017).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §§ 1758, 1760 (2012).

National School Lunch Program 7 C.F.R. Part 210 (2017)

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250 (2017)

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200 (2017).

Head Start, or are in state or court placement foster care, will be automatically eligible for free meals[,] [and] [afterschool snacks] [milk], for the students listed on the official documents.

3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced-price meals [or free milk]. Households that are denied free or reduced-price benefits will be notified in writing using the ODE template letter distributed to the district annually.
4. On a case-by-case basis when a student is known to be eligible for free or reduced-price meal [or free milk] benefits, and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how they know the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
5. Students who do not qualify for free or reduced-price meals [or free milk] are eligible to participate in the [SMP,] National School Lunch Program (NSLP) [and School Breakfast Program (SBP)] and will be charged "paid" prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced-price benefits in every aspect of the district's NSLP[,] [and] [SMP] [SBP] [Child and Adult Care Food Program (CACFP)] [Summer Food Service Program (SFSP)].
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced-price meals [or free milk] to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP[, and] [SMP] [SBP] [CACFP] [and] [SFSP].
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.¹
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.

¹ For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP ~~[,] and [SMP] [SBP] [CACFP] [SFSP]~~ costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of their ~~his/her~~ eligibility for free or reduced-price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP ~~[,] and [SMP] [SBP] [CACFP] [SFSP]~~ benefits and services, and employment practices with regard to the operation of its NSLP ~~[,] and [SMP] [SBP] [CACFP] [SFSP]~~. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced-price meals ~~[,] or free milk] or direct certification, including students' eligibility for free or reduced-price meals and all household information. The district's NSLP[,] and [SMP] [SBP] [CACFP] [SFSP]~~ operators are not required to release any information from a student's confidential application for free or reduced-price meals ~~[,] or free milk]~~. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:

- a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, CACFP, SFSP or SNAP;
- b. Any other confidential information contained in the confidential application for free and reduced-price meals or free milk (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and afterschool snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals ~~and afterschool snacks~~ served for reimbursement will meet at least the minimum NSLP ~~and SBP~~ ~~CACFP~~ ~~SFSP~~ requirements for food items and quantities.
3. Meals served for reimbursement will:
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum standards set for saturated fat;
 - c. Meet the maximum standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. ~~The~~ district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts ~~.~~
6. ~~The~~ district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches ~~.~~
7. ~~The~~ district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts ~~.~~
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

Use and Control of Commodity Foods

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, and ~~SBP~~ ~~SFSP~~.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. All meals, and afterschool snacks claimed for reimbursement will be counted at each dining site at a "point of service" where it can be accurately determined that the meal, and meets NSLP, and ~~SMP~~, *(Which programs?)* SBP, CACFP and SFSP requirements for reimbursement.
2. The person responsible for determining if the meals ~~[and afterschool snacks]~~ are reimbursable will be trained to recognize a reimbursable meal.
3. The district official signing the claim for reimbursement will review and analyze monthly meal ~~[and]~~ ~~[afterschool snack]~~ ~~[milk]~~ and counts to ensure accuracy of the claim, before submitting the claim to ODE.
4. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

Food Safety and Sanitation Inspections

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP/SBP/SMP Requirements

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability² that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to

² To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.

5. The district will control the sale of competitive foods.
6. The district will ensure that potable ~~drinking~~ water will be available to students, free of charge for consumption in the place where meals are served during meal service.
7. The district will notify all households and appropriate staff of its meal charge requirements³ at the beginning of each school year, upon enrollment of a student or the transfer of a student. The meal charging requirements will be ~~posted on the district website,~~ published in the student/parent handbook ~~and made available in the information on free and reduced-priced meals.~~

~~[⁴Regardless of the ability to pay, a student shall be provided a reimbursable meal upon request. Parents or guardians may provide written permission to the district to withhold a meal from a student. After five meal charges the district will attempt to certify the student for free or reduced-price meals. At least two attempts to contact the student's parent or guardian for completing a meal application will be made by the district, including offering assistance filling out the application, if appropriate. Communications regarding student charges will be directed to parents or guardians, only.] [The district may refer delinquent meal charges to third parties for collection. Collection fees will not be charged to the parent or guardian.]~~

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.
9. Students ~~will~~ ~~will not~~ be charged for second servings of meals or portions of meals served.

Record Keeping

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced-price meals~~], free milk,]~~ all current direct certification documents, eligibility verification documents and school membership or enrollment lists;

³ [Federal law requires the district to publish meal charging requirements. The district's charging requirements must identify how and when the information about account balances is communicated to staff, students and parents, and what collection methods will be used on delinquent balances.]

⁴ [Pursuant to ORS 327.535 the following language reflects required practice, but the language is not required to be in policy.]

2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;

3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Nonprogram Foods; and
8. Internal program monitoring documents for NSLP, and ~~SBP, afterschool snacks, CACFP,~~
~~SFSP.~~

Winston-Dillard School District 116

Code: EGAAA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EGAAA

Reproduction of All Copyrighted Materials

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audiotape, video, or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

Violations may result in criminal or civil suits.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, ~~they~~ ~~he or she~~ should seek permission from the copyright holders.

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

The superintendent ~~will~~ ~~shall~~ provide guidelines for the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).

Winston-Dillard School District 116

Code: EGACA
Adopted: 7/10/02
Revised/Readopted: 4/20/11
Orig. Code(s): EGACA

~~Cellular Telephones~~ Cell Phones

(The last paragraph says administrative regulations will be developed. There are none currently in OSBA records. There is a model – see attached. Otherwise, should modify the language in last paragraph if no administrative regulations are developed. Could say ‘procedures’ or ‘rules’, but there should be some if it states so herein.)

The Board recognizes that the use of cell phones~~cellular telephones~~ may be appropriate to provide for the effective and efficient operation of the district, and to help ensure safety and security of district property, staff and others while on district property or engaged in district-sponsored activities. To this end, the Board authorizes the purchase and employee use of cell phones~~cellular telephones~~, as deemed appropriate by the superintendent.

District-owned cell phones~~cellular telephones~~ shall be used for authorized district business purposes, consistent with the district’s mission and goals. Personal use of such equipment is prohibited except in emergency situations. Employees do not have any expectations of privacy with district-owned cell phones or any information stored on them; the phone may be confiscated and searched at any time. Employee use of a district-owned cell phone shall not violate Oregon’s ethics laws. Any expenses incurred for such personal use shall be reimbursed to the district.

Employees shall not use cell phones, whether district-owned or personally-owned, for non-district-related business while attending to and/or performing their job responsibilities.

Use of cell phones~~cellular telephones~~ in violation of Board policies, administrative regulations and/or state and federal laws will~~law shall~~ result in discipline up to and including dismissal and/or referral to Oregon Government Ethics Commission and law enforcement officials, as appropriate.

The superintendent is directed to develop ^{procedures} ~~administrative regulations~~ for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone~~cellular telephone~~ needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately-owned cell phones~~cellular telephones~~ for authorized district business.

END OF POLICY

Legal Reference(s):

[ORS 244.010](#)
[ORS 244.020\(15\)](#)

[ORS 244.040\(1\)\(a\)](#)
[ORS 244.120](#)

[ORS 332.105](#)
[ORS 332.107](#)

Davidson v. Or. Gov’t Ethics Comm’n, 300 Or. 415 (1985)
OR. GOV’T STANDARDS AND PRACTICES COMM’N, ADVISORY OPINIONS 02S-020 (Aug. 2, 2002), 02A-1008 (July 12, 2002), 01A-1004 (June 1, 2001) and 98A-1003 (July 9, 1998).

Winston-Dillard School District 116

Code: EGACA-AR
Revised/Reviewed:

Cell Phones

District-owned cell phones may be purchased and authorized for staff use in accordance with the following:

Cell Phone Authorization

Cell phones may be assigned or made available on a temporary basis by the ~~[superintendent]~~ [business manager] or designee when it is determined that:

1. The assignment of a cell phone to the employee is a prudent use of district resources;
2. The employee's job responsibilities require the ability to communicate frequently;
3. The employee's job responsibilities involve situations where immediate communication is necessary to ensure the security of district property or safety of students, staff or others while on district property or engaged in district-sponsored activities.

Cell Phone Use

1. Cell phones are provided specifically to carry out official district business.
2. Personal use of district cell phones is limited to making or receiving calls for family emergency purposes.
3. District cell phones shall not be loaned to others.
4. Employees issued a cell phone are responsible for its safekeeping at all times. Defective, lost or stolen cell phones are to be reported immediately to the [business manager] who will in turn notify the service provider.
5. Cell phones issued for employee use are to be returned to the [business manager] at the conclusion of the school year, activity or as otherwise specified.

Privately-Owned Cell Phones

1. District employees may be reimbursed, or receive a stipend, for use of privately-owned cell phones to conduct district business in accordance with Board policy and this regulation, with prior approval of the ~~[superintendent]~~ [or] [business manager].
2. Personal use of privately-owned cell phones by employees authorized to use such equipment for district business is restricted to such times when the employee is not on duty.

Reimbursement

1. ~~Requests for reimbursement for authorized use of employee-owned cell phones are to be submitted on district-provided forms, available through the office and accompanied by a copy of the billing statement with the district business-related calls highlighted. A notation for each highlighted entry, indicating the nature of the call, is required.~~
2. All requests for reimbursement, including the highlighted billing statement, must be submitted within ~~[30]~~ days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed ~~[will]~~ ~~[may]~~ be denied.
3. District reimbursement for authorized use of employee-owned cell phones will be made ~~[within [30] days]~~ ~~[in conformance with district payment procedures]~~.

Winston-Dillard School District 116

Code: EH
Adopted:

Records and Data Management

The superintendent will provide for the preparation, maintenance and retention of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule. Employees should consult the retention schedule to determine the retention period of the record.

The district's retention system is to retain records ~~[that are part of the network and email system] [by scanning, saving and/or filing them in an electronic filing system [and deleting them from the email account]].~~

The district will comply with all state and federal laws and regulations concerning the custody and maintenance of public records.

["Retention schedule" means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.]

END OF POLICY

Legal Reference(s):

[ORS 192.001 - 192.431](#)
[ORS 192.650](#)
[ORS 326.565 – 326.580](#)
[ORS 336.184 – 336.187](#)

[OAR 166-400-0010 - 166-400-0065](#)
[OAR 581-015-2300](#)
[OAR 581-022-2260](#)

[OAR 581-022-2305](#)
[OAR 581-023-0006](#)
[OAR 581-053-0070](#)

Winston-Dillard School District 116

Code: EH-AR
Revised/Reviewed:

Records and Data Management

Employee Responsibilities

1. Employees will evaluate the content and purpose of each record to determine which retention schedule requirement defines the record's required retention period.
2. It is recommended that employees retain only the final message in a communication string that documents the contents of all previous communications. This is preferable to retaining each individual message, containing duplicate content.
3. Employees shall retain records, e.g., documents or email, that have not fulfilled the legally-mandated retention period.
4. Employees will organize their records so they can be located and used.
5. Employees will promptly dispose of transitory, non-public record and personal records from the network and email system.
6. Employees are responsible for ensuring that records that are public records are properly archived prior to any district system auto clean-up schedules.

[State School District Retention

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Winston-Dillard School District 116

Code: EHA
Adopted: 4/27/05
Revised/Readopted: 4/20/11
Orig. Code(s): EHA

Health Insurance Portability and Accountability Act

(Version 1)

(For districts that bill for Medicaid or use a contracted service – ESD or other – to bill for Medicaid)
(Does this version still apply to district practice? Or does Version 2 or 3 represent practice better?)

The Board has determined that it meets the definition of a hybrid of covered entities¹ under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health-care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law. In all electronic transactions involving student education records information, the district will adhere to the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

The superintendent will ensure that training is provided to appropriate staff with access to, and responsibility for, electronic transactions of student education records information as required by HIPAA. Notice will be provided to students and parents of their rights pertaining to the disclosure of personally identifiable information, complaint procedures and the district official to contact in the event of questions, as provided in established student education records related Board policies and administrative regulations.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2012); 45 C.F.R. Parts 160, 164 (2016).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).

¹ A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, healthcare provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)), and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a healthcare provider. District’s should review their programs and services with their legal counsel in determining HIPAA applicability.

Winston-Dillard School District 116

Code: **P**
Adopted:

EHA

Health Insurance Portability and Accountability Act (Version 2)

(For districts that bill for Medicaid or use a contracted service – ESD or other – to bill for Medicaid and also self-insure a health plan and/or self-administer an Internal Revenue Service Section 125 Plan)

The Board has determined that it meets the definition of a hybrid of covered entities¹ under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA. In all electronic transactions involving student education records information, the district will adhere to the transaction requirements of HIPAA and the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

Additionally, because the district [self-insures a health plan] [and] [self-administers an Internal Revenue Service Section 125 plan] it also meets the health plan definition under HIPAA. Accordingly, the district will safeguard the protected health information² of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law designed to ensure the security of protected health information of employees and student education record information created or received by the district.

In order to meet the notice requirements under the health care provider provisions of the law, information will be provided to students and parents of their rights under FERPA in accordance with established procedures as set forth in Board policies JO/IGBAB - Education Records/Records of Students with Disabilities, JOA - Directory Information, JOB - Personally Identifiable Information and related administrative regulations.

The superintendent will designate an individual responsible for responding to HIPAA inquiries, complaints and for providing adequate notice of employee rights and district duties under the health plan

¹ A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)) and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a health care provider. District’s should review their programs and services with their legal counsel in determining HIPAA applicability.

² “Protected health information” means individually identifiable health information that is: (1) transmitted by electronic media; (2) maintained in electronic media; (3) transmitted or maintained in any other form or medium. Protected health information excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g, and employment records held by a covered entity in its role as employer.

provisions of the Act. Notice will include the privacy provisions of the law, and uses of employee protected health information and disclosures that may be made by the district.

Training will be provided to all current staff and new employees determined by the district to have access to the protected health information of employees and student education records. Training will be provided within a reasonable period of time after the individual's hiring, and to those employees when their duties may be impacted by a change in the district's policy and/or procedures.

Individuals who believe their privacy rights have been violated may file a complaint in accordance with established district procedures. Employee complaints may also be filed directly with the U.S. Secretary of Health and Human Services. There shall be no retaliation by the district against any person who files a complaint or otherwise participates in an investigation or inquiry into an alleged violation of an individual's protected privacy rights. All complaints received will be promptly investigated and documented, including their final disposition.

The superintendent will ensure that satisfactory assurance has been obtained from any business associate³ performing HIPAA-covered activities or functions on behalf of the district that the protected health information it receives from the district will be protected. Such assurance will be in the form of a written agreement, or may be included as a part of the district's contract with the business associate.

Employees in violation of this policy or procedures established to safeguard student education records information and the protected health information of employees will be subject to discipline up to and including dismissal.

The superintendent is directed to ensure an assessment of district operations is conducted to determine the extent of the district's responsibilities as a covered entity under HIPAA and to develop internal controls and procedures necessary to implement this policy and meet the requirements of law. The procedures shall include provisions for record keeping, documentation of the district's compliance efforts and appropriate administrative, technical and physical safeguards to protect the privacy of student education records and employee protected health information and to ensure that any request is limited to information reasonably necessary to accomplish the purpose for which the request is made.

In the event of a change in the law that may impact this policy or established district procedures, the superintendent shall ensure appropriate revisions are recommended for Board approval, necessary changes are implemented and notification is made to staff and others, as appropriate.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

³ A "business associate" means a person who on behalf of such covered entity or of an organized health care arrangement in which the covered entity participates, but other than in the capacity of a member of the workforce of such covered entity or arrangement, performs or assists in the performance of: (1) a function or activity involving the use or disclosure of individually identifiable health information, including claims processing or administration, data analysis, processing or administration, utilization review, quality assurance, billing, benefit management, practice management and repricing; or (2) any other function or activity regulated by HIPAA.

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2012); 45 C.F.R. Parts 160, 164 (2016).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).

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Winston-Dillard School District 116

Code:
Adopted:

EHA

Health Insurance Portability and Accountability Act (Version 3)

(For districts that self-insure a health plan and/or self-administer an Internal Revenue Service Section 125 plan)

The Board has determined that it meets the definition of a hybrid of covered entities¹ under the Health Insurance Portability and Accountability Act (HIPAA). As the district [self-insures a health plan] [and] [self-administers an Internal Revenue Service Section 125 plan] it meets the health plan definition under HIPAA. As a covered entity, the district will meet the requirements of federal law.

Accordingly, the district will safeguard the protected health information² of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law. The electronic exchange of financial and administrative transactions related to an employee's protected health information will meet the requirements of HIPAA, including national standards for electronic transactions designed to ensure the security of health information created or received by the district.

The superintendent will designate an individual responsible for responding to HIPAA inquiries, complaints and for providing adequate notice of employee rights and district duties under the health plan provisions of the Act. Notice will include the privacy provisions of the law, and uses of employee protected health information and disclosures that may be made by the district.

Training will be provided to all current staff and new employees determined by the district to have access to the protected health information of employees. Training will be provided within a reasonable period of time after the individual's hiring, and to those employees when their duties may be impacted by a change in the district's policy and/or procedures.

Employees who believe their privacy rights have been violated may file a complaint in accordance with established district procedures. Complaints may also be filed directly with the U.S. Secretary of Health and Human Services. There shall be no retaliation by the district against any person who files a complaint or otherwise participates in an investigation or inquiry into an alleged violation of an individual's protected privacy rights. All complaints received will be promptly investigated and documented, including their final disposition.

¹ A "covered entity" is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)), and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a health-care provider. District's should review their programs and services with their legal counsel in determining HIPAA applicability.

² Protected health information" means individually identifiable health information that is: (1) transmitted by electronic media; (2) maintained in electronic media; (3) transmitted or maintained in any other form or medium. Protected health information excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and employment records held by a covered entity in its role as employer.

The superintendent will ensure that satisfactory assurance has been obtained from any business associate³ performing HIPAA-covered activities or functions on behalf of the district that the protected health information it receives from the district will be protected. Such assurance will be in the form of a written agreement, or may be included as a part of the district's contract with the business associate.

Employees in violation of this policy or procedures established to safeguard the protected health information of employees will be subject to discipline up to and including dismissal.

The superintendent is directed to ensure an assessment of district operations is conducted to determine the extent of the district's responsibilities as a covered entity under HIPAA and to develop internal controls and procedures necessary to implement this policy and meet the requirements of law. The procedures shall include provisions for record keeping, documentation of the district's compliance efforts and appropriate administrative, technical and physical safeguards to protect employee protected health information and to ensure that any request is limited to information reasonably necessary to accomplish the purpose for which the request is made.

In the event of a change in the law that may impact this policy or established district procedures, the superintendent shall ensure appropriate revisions are recommended for Board approval, necessary changes are implemented and notification is made to staff and others, as appropriate.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2012); 45 C.F.R. Parts 160, 164 (2016).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).

³ A "business associate" means a person who on behalf of such covered entity or of an organized health-care arrangement in which the covered entity participates, but other than in the capacity of a member of the workforce of such covered entity or arrangement, performs or assists in the performance of: (1) a function or activity involving the use or disclosure of individually identifiable health information, including claims processing or administration, data analysis, processing or administration, utilization review, quality assurance, billing, benefit management, practice management and repricing; or (2) any other function or activity regulated by HIPAA.

Winston-Dillard School District 116

Check w/ Ashtika

Code: EHB
Adopted:

Cybersecurity

{Optional policy. OSBA recommends consulting with your IT professionals prior to adoption.}

The purpose of information security is to protect the confidentiality, integrity and availability of district data as well as any information systems that store, process, or transmit district data, and protect the information resources of the district from unauthorized access or damage.

The underlying principles followed to achieve that objective are:

1. Information Confidentiality: The ability to access or modify information is provided only to authorized users for authorized purposes;
2. Information Integrity: The information used in the pursuit of the district objectives can be trusted to correctly reflect the reality it represents; and
3. Information Availability: The information resources of the district, including the network, the hardware, the software, the facilities, the infrastructure, and any other such resources, are available to support the objectives for which they are designated.

The requirement to safeguard information resources must be balanced with the need to support the pursuit of legitimate district objectives. The value of information as a resource increases through its appropriate use; its value diminishes through misuse, misinterpretation, or unnecessary restrictions to its access.

This policy[and accompanying administrative regulation] applies to all staff and third-party agents of the district as well as any other district affiliate, including students, who are authorized to access district data and to all computer and communication devices and systems that store, process, or transmit district data.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.107](#)

[ORS 336.184](#)
[ORS 646A.600 - 646A.626](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.
Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501 to 6505; 16 C.F.R. § 312.
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. § 99.
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. § 1320d; 45 C.F.R. §§ 160, 164.
Protection of Pupil Rights, 20 U.S.C. § 1232h; Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. § 98.

Winston-Dillard School District 116

P EHB-AR
Revised/Reviewed:

Cybersecurity

{Optional administrative regulation.}

R Throughout this article, an information system that stores, processes or transmits district data shall be protected in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the [Information Technology Department], given the level of sensitivity, value and criticality that the district data has to the district.

O Individuals who are authorized to access district data shall adhere to the appropriate Roles and Responsibilities, as defined in this administrative regulation.

Roles and Responsibilities

P “Designated Information Security Officer (ISO)” means an employee designated by the superintendent to oversee the information security program. The ISO will be a senior-level employee in the district. The responsibilities of the ISO include the following:

1. Developing and implementing a district-wide information security program;
2. Documenting and disseminating information security policies and procedures;
3. Coordinating the development and implementation of required information security training and awareness program for staff and administrators;
4. Coordinating a response to actual or suspected breaches in the confidentiality, integrity or availability of district data and following statutory requirements;
5. Implement Multi-Factor Authentication (MFA) for login [.] [.]
6. [Implementing an IT security audit.]

E “Data owner” means a management-level employee of the district who oversees the lifecycle of one or more sets of district data. Responsibilities of a data owner include the following:

1. Assigning an appropriate classification to district data;
2. Determining the appropriate criteria for obtaining access to district data;
3. Ensuring that data custodians implement reasonable and appropriate security controls to protect the confidentiality, integrity and availability of district data;
4. Understanding and approving how district data is stored, processed, and transmitted by the district and by third-party agents of the district; and

5. Understanding how district data is governed by district policies, state and federal regulations, contracts and other legal binding agreements.

“Data custodian” means an employee of the [Information Technology Department] who has administrative and/or operational responsibility over district data. In many cases, there will be multiple data custodians. A data custodian is responsible for the following:

1. Understanding and reporting on how district data is stored, processed and transmitted by the district and by third-party agents of the district;
2. Implementing appropriate physical and technical safeguards to protect the confidentiality, integrity and availability of district data;
3. Documenting and disseminating administrative and operational procedures to ensure consistent storage, processing and transmission of district data;
4. Provisioning and deprovisioning access to district data as authorized by the data owner;
5. Understanding and reporting on security risks and how they impact the confidentiality, integrity and availability of district data;
6. Back up data daily; and
7. Force email and domain passwords to expire at least annually.

“User,” for the purpose of information security, means any employee, contractor or third-party agent of the district who is authorized to access District Information Systems and/or district data. A user is responsible for the following:

1. Adhering to policies, guidelines and procedures pertaining to the protection of district data;
2. Reporting actual or suspected vulnerabilities in the confidentiality, integrity or availability of district data to a manager or the [Information Technology Department]; and
3. Reporting actual or suspected breaches in the confidentiality, integrity or availability of district data to the [Information Technology Department].

Classification of Information

Data classification, in the context of information security, is the classification of data based on its level of sensitivity and the impact to the district should that data be disclosed, altered or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All district data should be classified into one of three sensitivity levels or classifications: confidential, sensitive and public. In some cases, data could fall into multiple categories, i.e., salaries.

Data should be classified as confidential when the unauthorized disclosure, alteration, or destruction of that data could cause a significant level of risk to the district or its affiliates. Examples of confidential data include data protected by state or federal privacy regulations and data protected by confidentiality

agreements. The highest level of security controls should be applied to confidential data. Examples: student data, evaluation and disciplinary records.¹

P could be classified as sensitive when the unauthorized disclosure, alteration or destruction of that data could result in a moderate level of risk to the district or its affiliates. By default, all district data that is not explicitly classified as confidential or public data should be treated as sensitive data. A reasonable level of security controls should be applied to private data. Examples: salaries and staff personal contact information.

R Data classified as sensitive may be disclosable as public record under Oregon Revised Statute (ORS) Chapter 192. However, the sensitivity level of the data can warrant the assigned data classification and associated safeguard security controls.

O Data should be classified as public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the district and its affiliates. Examples of public data include information intended for broad use within the district community at large or for public use. While little or no controls are required to protect the confidentiality of public data, some level of control is required to prevent unauthorized modification or destruction of public data. Examples: board minutes and policies.

{Examples may vary based on the needs of the district.}

Online Services and Applications

P District employees are encouraged to research online services or applications to support the pursuit of district objectives. However, district employees are prohibited from installing or using applications, programs or other software, or online systems/websites that store, collect or share confidential or sensitive data, until the ISO approves the vendor and software or service. Before approving the use or purchase of any such software or online service, the ISO, or designee, shall verify that it meets the requirements of all applicable laws, regulations and board policies, and that it appropriately protects district data. This prior approval is required whether or not the software or online service is obtained or used without charge.

Implementation

S The [Information Technology Department] is directed to develop operating policies, standards, baselines, guidelines and procedures for the implementation of this administrative regulations to include, but not limited to, addressing data encryption, logical access control, physical access control, vulnerability management, risk management and security logging and monitoring.

Violations of Policy and Misuse of Information

E Violations of this administrative regulation include, but are not limited to: accessing information to which the individual has no legitimate right; enabling unauthorized individuals to access information; disclosing information in a way that violates applicable policy, procedure or other relevant regulation or laws; inappropriately modifying or destroying information; inadequately protecting information; and ignoring the

¹ These examples are for IT purposes and may not be consistent with record request and disclosure requirements.

explicit requirements of data owners for the proper management, use and protection of information resources.

P Violations may result in disciplinary action in accordance with district policies, procedures and/or applicable laws. Sanctions may include one or more of the following:

1. Suspension or termination of access;
2. Disciplinary **R** action up to and including dismissal; and
3. Civil or criminal penalties.

Employees are [encouraged] to report suspected violations of this administrative regulation to the ISO or to the appropriate data owner. Reports of violations are considered sensitive information until otherwise designated.

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Winston-Dillard School District 116

Code: EIA
Adopted: 7/10/02
Readopted: 4/20/11
Orig. Code(s): EI

Insurance Programs

~~All district insurance coverage is to be written by a company that meets the industry standards with a rating of not less than Best's Key Rating of Excellent (A, A-); is to be acceptable to the Board under the provisions of Oregon law; and is to comply with the requirements of the Revised Oregon Tort Law.~~

Insurance may ~~also~~ be written by any fully insured, partially insured or self-insured pool that is able to demonstrate satisfactory financial stability as determined by Oregon law.

Blanket building and equipment insurance ~~will shall~~ cover replacement costs with an agreed amount endorsement and with a deductible determined by the ~~business manager~~ to provide the lowest possible premium costs consistent with adequate protection from unanticipated expenditures.

General and personal liability insurance ~~will shall~~ cover district ~~B~~ board members and employees only while acting in their official capacity.

All employees ~~will shall~~ be covered by an honesty bond, ~~with a limit set by the board~~. Tort liability endorsements ~~may shall~~ be carried.

[Farm machinery and livestock supplemental coverage will be maintained if appropriate to the district property and programs.]

The district ~~will shall~~ provide liability coverage for all district-owned or leased vehicles.

The district ~~will shall~~ establish and provide the opportunity for students to purchase student accident insurance.

The district ~~will shall~~ not carry student accident insurance other than ~~liability catastrophic accident~~ insurance.

The district ~~will shall~~ not be liable for theft and damage of personal property of students that ~~is are~~ not a requirement for attendance or participation. Additionally, the district ~~will shall~~ not be liable for theft and damage of personal property of staff.

During its organizational meeting, the board shall appoint at least one insurance company to serve as agent of record for the district. The agent(s) of record shall keep the board and superintendent advised from time to time on proper amounts of coverages, changes in premiums, and new coverage requirements.

END OF POLICY

Legal Reference(s):

[ORS 30.260 to -30.300](#)
[ORS 278.005 to -278.215](#)

[ORS 332.435](#)
[ORS 332.437](#)

Winston-Dillard School District 116

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The following symbols are used on some sample policies:

- * May be subject to collective bargaining.
- ** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.
- [] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

Winston-Dillard School District 116

Code: JB
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 2/10/21; 2/09/22
Orig. Code(s): JB

Equal Educational Opportunity**

Good

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, gender identity, race¹, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

The district shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems and handbooks and will be published to the district website and made available at the district office during regular business hours.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.086](#)
[ORS 659.850](#)

[ORS 659.852](#)
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[ORS 659A.003](#)
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[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Americans with Disabilities Act of 1990: 42 U.S.C. §§ 12101-12213 (2018); 39 C.F.R. Part 1630 (2019); 28 C.F.R. Part 85 (2019).
Americans with Disabilities Act Amendments Act of 2008: 42 U.S.C. §§ 12101-12333 (2018).
House Bill 2935 (2021).
House Bill 3041 (2021).

Winston-Dillard School District 116

Code:
Adopted:

JBAA

Section 504 – Students**

(Version 1)

(Highly recommended. There is a version 2 to consider also.)

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

¹ Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

² "Major life activities," as defined by the Americans with Disabilities Act Amendments Act of 2008, includes caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

5. Annually identify and locate all students in the district, with disabilities, and who qualify for Section 504 but who are not receiving a free appropriate public education (FAPE)³;
6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure;
7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504[. The district will request parental consent prior to conducting an evaluation of the student];
 - b. To examine, copy and request amendments of the student's educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities

³ "Appropriate education" (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

⁴ Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the Individuals with Disabilities Education Act (IDEA) may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the IDEA, will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.850](#)
[ORS 659.865](#)

[ORS 659A.103](#)
[ORS 659A.109](#)
[OAR 581-015-2030](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-2310](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).

Americans with Disabilities Amendments Act of 2008.

Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Winston-Dillard School District 116

Code: JBAA
Adopted:

Use this version.

Section 504 – Students** (Version 2)

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent will ensure all students are identified annually who qualify for Section 504. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.850](#)
[ORS 659.865](#)

[ORS 659A.103](#)
[ORS 659A.109](#)

[OAR 581-015-2030](#)

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[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-2310](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Rehabilitation Act of 1973, 29 U.S.C. § § 791, 793-794 (2012).
Americans with Disabilities Act Amendments Act of 2008.

E

D

Winston-Dillard School District 116

Code: JBAA-AR
Revised/Reviewed:

Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if the student:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Education Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if the student:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
 - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV¹ virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; endocrine; or any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities;
3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major

¹ HIV - Human Immunodeficiency Virus

bodily functions including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. "Program or activity" includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. "Potentially disabling conditions" under Section 504, if they substantially limit a major life activity, may include but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district's compliance efforts with Section 504;
3. Provide procedures to resolve student, parent, and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs and activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the district to coordinate the district's Section 504 compliance efforts;
5. Annually identify and locate students with disabilities who are Section 504 qualified in the district and who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by Oregon Administrative Rule (OAR) 581-015-2390;
 - b. An opportunity to review relevant records.

Transportation

1. **P** If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and disability and provide the parent with notice of rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student. **R** Transportation should be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team **O** consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.
2. Tests and other evaluation materials **P** will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and **S** considered;
3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified **E** as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited **D** to:
 - a. Expulsion;
 - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;

- e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

P Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and the accompanying administrative regulation.

C Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed [as provided in Board policy AC - Nondiscrimination and the accompanying administrative regulation] ~~[in accordance with established district complaint procedures].~~

D

Winston-Dillard School District 116

Code:
Adopted:

JBB

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Educational Equity

Optional

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. "Achieving educational equity" means students' identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [¹race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].

¹ These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of [culture, class, language, ethnicity, poverty, ability and other differences that contribute to] the uniqueness of each student and staff member.

The superintendent shall [develop procedures] [develop an action plan] [include equity practices in the district's strategic plan strategies] to implement this policy. The superintendent will [annually] report to the Board the progress of the [implementation of this policy] [action plan] [strategic plan].

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 - 342.449](#)

House Bill 3041 (2021).

Winston-Dillard School District 116

OK, Helpful.

Code: JC
Adopted:

School Attendance Areas

Optional. Helpful?

Attendance areas are established by the administration and approved by the Board for all elementary, middle school and high school buildings in the district. Boundaries are set for attendance areas so that students can be given the best possible education at the lowest possible cost.

Defined attendance areas reduce overcrowding in one building to provide fuller use of space and personnel in another building. The superintendent is directed to monitor student flow into and out of all buildings, and to make adjustments as needed. All changes in school attendance areas should benefit the total school program educationally and financially.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.010 to -339.090](#)

Winston-Dillard School District 116

Code: JE
Adopted: 12/13/11
Orig. Code(s): JE

Attendance**

Attendance ~~Goals of attendance~~ requirements are to:

1. Contribute to the academic success of students;
2. Inform parents about their ~~student's~~ ~~students'~~ class attendance or nonattendance;
3. Place the responsibility for attendance in the hands of students and their parents;
4. Aid students in making decisions and accepting the responsibilities and consequences resulting from those decisions;
5. Stress that punctual and regular attendance is a learned function necessary in coping with life;
6. Stress attendance may impact grades and credit;
7. Meet Oregon graduation requirements.

Each school shall notify parents or /guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or /guardian. If the parent or /guardian cannot be notified by the above methods, a message shall be left, if possible.

The Board directs the superintendent to develop rules ~~and regulations~~ which meet these objectives and to publish those rules ~~and regulations~~ annually for students and their parents.

END OF POLICY

Legal Reference(s):

[ORS 336.010](#)
[ORS 339.020](#)
[ORS 339.030](#)

[ORS 339.055](#)
[ORS 339.065](#)
[ORS 339.071](#)

[OAR 581-021-0050](#)
[OAR 581-022-2000](#)

Winston-Dillard School District 116

Code: JEA
Adopted: 5/25/05
Revised/Readopted: 5/25/11; 7/11/12; 4/17/13;
4/13/16; 12/13/17; 3/11/20;
10/12/22
Orig. Code(s): JEA



Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

The district will develop procedures for issuing a citation.

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, guardian or private teacher;
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Douglas Education Service District (ESD)

in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;

- b. Each child being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.
 - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
 - d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
 10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 339.010 - 339.095](#)

[ORS 339.139](#)

[ORS 339.990](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0076](#)

[OAR 581-021-0077](#)

Winston-Dillard School District 116



Code: JEA-AR
Revised/Reviewed: 5/25/05; 5/25/11; 8/12/15;
10/12/22
Orig. Code(s): JEA-AR

Compulsory Attendance Notices and Citations**

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has failed to enroll their child and to maintain the child in regular attendance. "Regular attendance" means attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- d. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP), if the child does not currently have an IEP, or request a review of their child's current IEP;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

The superintendent or designee will:

- a. If after review of attendance records a citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:
 - (1) The student is required to attend regularly, a school full-time during the school year;
 - (2) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;

- (3) The parent has the right to request:
 - (a) An evaluation to determine if the student should have an IEP, if the student does not have one; or
 - (b) A review of the student's current IEP.
- (4) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 3. above, if requested by the parent, has been completed.

3. Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

- a. Review Oregon's compulsory attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (i.e., contract, etc.);
- d. Inform the parent and student of other available resources in the district and community, if available;
- e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.

Winston Dillard School District
620 NW Elwood, Winston, OR 97496
541-679-3000

******* ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE *******

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not maintaining regular attendance as required by ORS 339.065. "Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session.. According to attendance records, your child has had [] unexcused absences from school on the following dates: [].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP), or request a review of your child's current IEP. If you request an evaluation for an IEP or a review of a current IEP, a conference will be held after such evaluation or review.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Douglas Education Service District.

If you have questions and/or need assistance, please contact the Director of Student Services, Ryan Chandler at 541-679-3000.

Sincerely,

Principal

Cc: Superintendent

Winston Dillard School District
620 NW Elwood, Winston, OR 97496
541-679-3000

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your child, [name], [is not yet enrolled in school] [is not maintaining regular school attendance] as required by Oregon compulsory attendance laws.

Your child was required to appear in school no later than the next school day following your receipt of the notice and maintain regular attendance for the remainder of the school year. District records indicate your child continues to be absent from school. A child is required to regularly attend a full-time school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

You [may request an evaluation of your child's individualized education program (IEP) or a review of your child's current IEP.] [requested an evaluation to determine if your child should have an individualized education program (IEP).] [[requested a review of an existing IEP for your child] and the requested evaluation or review was completed on [date].]

In accordance with law, you and your child are required to attend a conference with [designated school official] on [date] at [time] to discuss:

1. Oregon's compulsory attendance law and your child's attendance record;
2. The reasons for your noncompliance;
3. The development of a plan for improvement;
4. Resources available to help your child be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or to maintain your child in regular school attendance will result in the issuance of a citation, as provided by law.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Douglas Education Service District.

If you have questions and/or need assistance, please contact the Director of Student Services, Ryan Chandler at 541-679-3000.

Sincerely,

[Superintendent]/[Designee]

Winston-Dillard School District 116

Code: JEBA
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 4/13/16; 5/16/18
Orig. Code(s): JEBA



Early Entrance**

A student is considered six years of age and will be admitted into a public school if ~~his/her~~ their sixth birthday occurs on or before September 1. A student whose sixth birthday occurs after that date may be admitted to the first grade if ~~he/she has~~ they have maintained regular attendance in any grade of a public full-time school during the entire school term.

A student will be admitted to kindergarten if ~~his/her~~ their fifth birthday occurs on or before September 1, or is a kindergarten student transferring from a public school in another district. Early entry into kindergarten may be allowed for a student based on an analysis by qualified district professional staff member of the student's academic development, physical development, and social skills development based on the Kindergarten Readiness Test (KRT), the Conners Early Childhood assessment, and observations/interactions.

To be in compliance with the law, the district will employ standardized instruments administered and interpreted by professional educators trained to understand and evaluate student growth and development. Results of testing will be shared with parent(s) or guardian by qualified staff.

In order to qualify for early entrance, the student must meet all of the following criteria:

1. Be five years old by October 1; and
2. Achieve a score at or above the 85th percentile on the total (overall) readiness tests 1-6 and no more than 1 marginal/low readiness score, on the KRT;
3. T-Score of less than 40 on the Conners Early Childhood assessment.

The superintendent or designee shall identify screening processes and instruments which will provide a dependable assessment of the preceding criteria.

~~[Parents will be required to pay the cost of the special testing involved. ^{1}] [Prior to the testing the parent/legal guardian will be notified of the total cost of the testing and the need to pay for the testing to be provided in advance.]~~

END OF POLICY

Legal Reference(s):

{¹ District should consider the impact charging for testing may have on low income families. This model policy and attached administrative regulation state that testing/evaluation is paid by the parents. Modify language and practice in both if the district has other practices for payment of required testing/evaluation.}

[ORS 327.006](#)
[ORS 332.107](#)
[ORS 336.092](#)

[ORS 336.095](#)
[ORS 339.010](#)
[ORS 339.065](#)

[ORS 339.115](#)
[ORS 343.395](#)

Winston-Dillard School District 116

Code: JEBA-AR
Revised/Reviewed: 4/13/16; 5/16/18
Orig. Code(s): JEBA-AR

Early Entrance**

If a request for early admission to kindergarten or first grade is received by the district, the following guidelines will be used:

1. The Request for Early Entrance form must be filled out by a parent/legal guardian. Request for Early Entrance must be received by the close of the elementary registration day and is noted on the district calendar;
2. ~~Parents will be required to pay the cost of the special testing involved. Prior to the testing the parent/legal guardian will be notified of the total cost of the testing and the need to pay for the testing to be provided in advance;~~ *(align this with any changes to policy)*
3. The completion of this form and receipt of a formal evaluation will activate the early entry committee. Members of that committee are: kindergarten or first-grade teachers, the speech and language therapist, building principal(s) and the director of special services;
4. ~~Request for Early Entrance must be received by the end of the elementary registration day;~~
- 5.4. Kindergarten Readiness Test and observation will be completed by teacher licensed to teach kindergarten, within three days of the close of elementary registration; *(still practice?) yjc*
6. ~~Parents will be required to pay the cost of the special testing involved. Prior to the testing the parent/legal guardian will be notified of the total cost of the testing and the need to pay for the testing to be provided in advance;~~
- 7.5. The early entry committee will review the test information and the parent interview forms;
- 8.6. The ~~screening~~ committee will make recommendation to the superintendent; for a final decision. The superintendent's decision is final. ~~and~~
- 9.7. The parents/legal guardians will be notified by the superintendent or designee within ~~7~~ *7* days of the close of elementary registration;
10. ~~A written appeal can be filed by the parents/legal guardian following the procedure in district policy KL – Public Complaints.~~

REQUEST FOR EARLY ENTRANCE

Date _____

Child Name _____

I request that my child be reviewed for early admission to:
(Check one) Kindergarten First grade

I will have _____ (Child name) evaluated in the following areas:

1. Kindergarten Readiness Test
2. Developmental Screener
3. Teacher observation/interactions

I understand that I will be required to pay for the testing prior to the testing being administered. I understand the test scores must equal or surpass the established norms for the requested attendance grade level in all areas of assessment. I will receive written information from the district concerning my request within 7 days of the close of elementary registration. ~~I understand that I will be required to pay for the testing prior to the testing being administered.~~

Parent Signature

Date

Winston-Dillard School District 116

Code: JEC
Adopted: 4/18/12
Revised/Readopted: 4/13/16; 4/12/17; 12/13/17;
5/15/19; 3/11/20
Orig. Code(s): JEC



Admissions**

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

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

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

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

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

Students who attend a district school on an interdistrict transfer or were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents of students who are military children~~students~~ must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)
[ORS 339.139](#)

[ORS 433.267](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigrant Responsibility Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

² “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ “School district of military residence” means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

Winston-Dillard School District 116

Code: JECA
Adopted: 1/16/08
Revised/Readopted: 5/25/11; 4/18/12; 9/11/13
12/13/17; 9/12/18; 2/12/20
Orig. Code(s): JECA

*OK
w/ OSBA
changes*

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or an alternative certificate.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The Board will deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The Board ~~[will]~~ ~~[will not]~~ ~~[may, based on district criteria,]~~ provide alternative programs of instruction to a student expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 339.139](#)

[ORS 433.267](#)

Winston-Dillard School District 116

OK

Code: JECAA
Adopted:

Admission of Part-Time Private School Students

Helpful?

The Board reserves the right to accept or reject the part-time admission of students from private schools and who live in the district based upon the availability of space, resources, personnel, appropriate programs and upon a positive review of education records.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.030](#)

[ORS 339.035](#)

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Winston-Dillard School District 116

Code: JECB
Adopted: 12/13/11
Revised/Readopted: 5/21/14; 1/14/15; 8/12/15;
5/15/19
Orig. Code(s): JECB



Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. Interdistrict Transfer Agreement. By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. Tuition Paying Student. By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. Court Placement. If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board ~~will~~ ~~[will not]~~ ~~[may, based on district criteria,]~~ deny ~~[regular school]~~ ~~[alternative education program]~~ admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by May 1, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

Winston-Dillard School District 116

Code: JECB-AR(1)
Revised/Reviewed: 12/13/11; 10/08/14; 1/14/15;
8/12/15; 5/15/19
Orig. Code(s): JECB-AR(1)

Admission of Nonresident Students

By January 15 of each year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students may only be admitted with tuition, with the exception of students who become “resident pupils” by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
2. A foreign exchange student attending a district school on a J-1 Visa; or
3. A court placement.

The amount of tuition will be established by July 1 of each year. Each admitted tuition paying student will be charged the same amount of tuition.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

A written appeal for a denied request may be made to the Board whose decision, based upon review, will be final.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

1. The Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year, by March 1.
2. The application for admission must go through the principal’s office, which will then submit the petition to the superintendent’s office.
3. Admission and annual renewal must be approved by the superintendent.
4. Students receiving consent for admission may remain in the district ~~(for the current school year)~~ ~~until they finish the highest grade level in the school~~ [until graduation]¹. The student will not need to seek permission more than once from the same district of origin, to transfer to this district.

¹ The receiving district determines the length of time granted for a student of an interdistrict transfer by mutual agreement. The length of time determined by the receiving district must be applied the same for all students receiving consent by mutual agreement. The bracketed language represents only examples the district may consider. The district may insert whatever length of time they decide.

Consent for Admission of a Tuition-Paying Student

1. The application for admission must go through the principal's office, which will then submit the petition to the superintendent's office.
2. Admission ~~and annual renewal~~ must be approved by the superintendent.
3. Admission of students paying tuition will result in a tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. Students receiving consent may remain in the district ~~for the school year~~ ~~until they finish the highest grade level in the school~~ ~~until graduation~~².

² Ibid. p. 1

Winston-Dillard School District 116

Code: JECB-AR(2)
Revised/Reviewed: 4/16/14; 10/08/14; 1/14/15
Orig. Code(s): JECB-AR(2)

Application for Nonresident Student Admission – Interdistrict Transfer

School Year _____

Transfer requested for School Year _____

For Office Use Only

Student ID# _____

Student Information

Legal Last Name _____ Legal First Name _____ Legal Middle Name _____

Mailing Address _____ Apartment # _____

City _____ State _____ Zip _____

Date of Birth _____ (MM/DD/YY) ~~Student Current Grade Level in Current School Year~~ _____

Primary Phone of Parent/Guardian _____ Secondary Phone _____

E-mail Address _____

Parent/Guardian Name (Person in Parental Relationship) _____

Is the student currently under expulsion? Yes No

If yes, what was the reason? _____

Is there a sibling of this applicant currently attending in this district? Yes No

If yes, name of sibling and school attending: _____

[Does the student have a transfer for the current school year? Yes No

[Has the student attended a public charter school in the district for three consecutive years; finished the highest grade possible in that school; and has not attending another school outside the district since completing that highest grade? Yes No]

Is, or was the student a resident of this district in the current school year? Yes¹ No

If yes, please provide move/moving date _____

Preferred school placement _____

If my child is admitted, I hereby authorize the release of the student educational records to _____
(Name of district) and certify that I am the parent or guardian in legal custody of the student.

During such time as the “resident ~~of~~ student” is given admission to the attending district, the attending district shall have all responsibility for ensuring that the parents and the student are afforded all special education rights and procedural safeguards under state and federal law.

Signature of Parent/Guardian _____ Date _____

¹ If applicant chooses “yes,” the district must give consent for admission pursuant to ORS 339.127(10).

For Office Use Only:

Final Action of Nonresident District: Approved Denied

Reason for denial or comments: _____

Superintendent/Designee: _____ Date _____

Final Action of Resident District: Approved Denied

If denied, reason for denial: _____

Superintendent/Designee: _____ Date _____

For Office Use Only

Final Action of Nonresident District: Approved Denied Lottery Number _____

Reason for denial: _____

Signature/Designee _____ Date _____

Winston-Dillard School District 116

Code: JECB-AR(3)
Revised/Reviewed: 4/16/14; 10/08/14; 1/14/15
Orig. Code(s): JECB-AR(3)

Application for Nonresident Student Admission – Tuition Students

School Year _____	For Office Use Only Student ID# _____
Nonresident District _____	Resident District _____

Student Information

Legal Last Name _____ Legal First Name _____ Legal Middle Name _____
Mailing Address _____ Apartment # _____
City _____ State _____ Zip _____
Date of Birth _____ (MM/DD/YY) ~~Student Requested Student Grade Level in Current School Year~~ _____
Primary Phone of Parent/Guardian _____ Secondary Phone _____
Email Address _____
Parent/Guardian Name (Person in Parental Relationship) _____

Is the student currently under expulsion? Yes No
If yes, what was the reason? _____
If my child is admitted, I hereby authorize the release of the student educational records to _____
_____ (name of district) and certify that I am the parent or guardian in legal custody of the student.

Signature of Parent/Guardian _____ Date _____

For Office Use Only: Final Action of Nonresident District: <input type="checkbox"/> Approved <input type="checkbox"/> Denied Reason for denial or comments: _____ Superintendent/Designee: _____ Date _____

For Office Use Only

Final Action of Nonresident District: Approved Denied
Reason for denial or comments: _____

Signature/Designee _____ Date _____

Winston-Dillard School District 116

OK to add

Code: JECB-AR(4)
Revised/Reviewed:

Request for Interdistrict Transfer Out of Resident District

School Year _____ Student ID# _____
.....

For Office Use Only

Student Information

Legal Last Name _____ Legal First Name _____ Legal Middle Name _____

Mailing Address _____

City _____ State _____ Zip _____

Date of Birth _____ (MM/DD/YY) Current Student Grade Level _____

Primary Phone of Parent/Guardian _____ Secondary Phone _____

Email Address _____

Parent/Guardian Name (person in parental relationship) _____

Signature of Parent/Guardian _____ Date _____

Granting the request does not guarantee acceptance to another district.

For Office Use Only

Final Action of Nonresident District: Approved Denied

Reason for denial: _____

Signature/Designee _____ Date _____

Winston-Dillard School District 116

Code: JECBA
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JECBA

*OK
w/ OSBA
changes*

Admission of ~~International~~ Exchange Students

In the interest of furthering better understanding and improving human relations among ~~the students of the~~ district students and youth from all parts of the world, the Board ~~board~~ encourages the high school to participate in student ~~international~~ exchange programs.

Exchange ~~international exchange~~ students ~~must~~ ~~shall~~ meet the regulations and expectations of local students, including the immunization requirements.

A high school diploma may be awarded at regular commencement exercises to all ~~foreign~~ exchange students who successfully meet the necessary academic requirements during the year in which they attend.

Exchange ~~international exchange~~ students ~~will~~ ~~shall~~ be encouraged to participate in all student activities, and ~~will~~ ~~shall~~ be eligible to participate in interscholastic athletics, provided academic requirements and Oregon School Activities Association criteria are met.

The Board reserves the right to limit the number of exchange students in ~~any~~ given year.

Privately sponsored exchange students on an F-1 Visa may only attend secondary schools within the district and are required to pay tuition at the established district rate. The period of attendance may not exceed 12 months.

Exchange students attending district schools on a J-1 Visa as part of a group-sponsored program are not required to pay tuition.

The superintendent shall develop administrative regulations for implementing international exchange student programs.

END OF POLICY

Legal Reference(s):

[ORS 339.133](#)

[ORS 433.267](#)

[OAR 581-022-2000](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

Winston-Dillard School District 116

Code: JECBA-AR
Revised/Reviewed: 5/25/11
Orig. Code(s): JECBA-AR



Admission of ~~Foreign~~ Exchange Students

Prerequisites

1. State department guidelines stipulate that a group-sponsored student must obtain school approval and family placement before leaving their/~~his/her~~ home country.
2. Exchange~~Foreign~~ students attending district schools through group-sponsored exchange programs must obtain a "J-1" Visa from the U.S. Citizenship and ~~Department of~~ Immigration Services and ~~Naturalization Service~~ which they must show upon registration. Approved group-sponsored exchange programs are those designated by the United States Information Agency and officially recognized by the Board. Exchange~~Foreign~~ students on a J-1 Visa are not required to pay tuition.
3. Exchange~~Foreign~~ students attending district schools through private sponsorship must obtain an "F-1" Visa and prior approval required by the U.S. Citizenship and Immigration Services and ~~Naturalization Service~~. Pursuant to federal law, exchange~~foreign~~ students on an "F-1" Visa may only attend secondary schools within the district and are required by law to pay the district's established tuition rate for the period of attendance. The period of attendance may not exceed 12 months.
4. The student or sponsoring organization will provide all dues and fees unless the district elects to pay.

Program Guidelines

1. The high school may accept a maximum of four full-year students from other~~foreign~~ countries.
2. Candidates will be selected from ~~foreign~~ exchange programs at the discretion of the administrator.
3. In addition, up to two students may be accepted at any one time from short-term programs at the discretion of the administrator.
4. The students must not be from the same sponsoring organization and should not be from the same language or cultural backgrounds.
5. All potential organizations or individuals will obtain approval from the high school administrator by July 1 for the coming school year. Applications may not be accepted after July 1.
6. The high school administration reserves the right to terminate attendance if the student does not comply with the high school academic/behavioral standards that apply to that student.
7. An exchange~~A foreign~~ student will receive an honorary Winston-Dillard High School diploma, unless their/~~his/her~~ prescribed course of study includes completion of requirements for a standard diploma. Counselors will review an appropriate course of study and will give a written recommendation to the student. The recommendation will specify either an honorary or standard diploma. All full-year students may participate in graduation ceremonies regardless of diploma received.

Winston-Dillard School District 116



Code: JECBB
Adopted: 11/14/12
Revised/Readopted: 9/13/17
Orig. Code(s): JECBB

Intradistrict Transfer Students

With the superintendent’s approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.133](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Winston-Dillard School District 116

Code: JECBB-AR
Revised/Reviewed: 11/14/12; 9/13/17
Orig. Code(s): JECBB-AR

Intradistrict Transfer Procedures

The following procedures will govern consideration of a request by a parent for ~~his/her~~ student to attend a district school other than the one within the student's regular attendance boundary.

General Parent/Student Requests for Intradistrict Transfer

1. Resident students and their parents will be notified on an annual basis of intradistrict transfer options available;
2. Requests to transfer will be considered on a space-available basis and subject to the following criteria:
 - a. A financial, educational, safety or health condition affecting the student would likely be improved as a result of the transfer. "Would likely be improved" means it is probable, in the judgment of the district, that the nature and effect of the benefit to be received will be real and meaningful;
 - b. Attendance at the school ~~is~~ nearer to the parent's place of work or to the location of child care;
 - c. The parent has moved and the place of residence is now located outside the attendance boundary of the student's assigned school, but remains within district boundaries and completion of the current school year in the student's school is in the student's best interest;
 - d. There is some other special hardship or detrimental condition affecting the student or ~~the student's his/her~~ immediate family which would be alleviated as a result of the transfer. "Special" means a circumstance or factor not generally applicable to other students or families. "Hardship" and "detrimental condition" apply to any circumstance or factor which has a harmful effect on the student or ~~his/her~~ immediate family, and is not restricted to a financial, educational, safety, or health condition;
 - e. A program/activity is offered only at the receiving school.
3. Requests that a student attend a district school other than the student's assigned school within ~~the student's his/her~~ regular attendance boundary must be made by the parent (or emancipated minor or student age 18 or older) and submitted in writing [~~on forms provided by the district~~] to the principal or designee of the school the student currently attends, no later than March 31. Later requests may be considered in unusual circumstances, at the district's discretion. Written requests must include a clear statement as to how the requested transfer meets district criteria;
4. The principals of the sending and receiving schools will consult and must mutually agree to the transfer. If either principal objects, the request will be denied;
5. The sending school principal or designee will notify the parent in writing that the request has been granted or denied, no later than June 1;

6. Students who apply for an intradistrict transfer and are not accepted at the time of application because of space availability or Every Student Succeeds Act of 2015 (ESSA) transfers will be placed on a waiting list in the order in which the applications are received. Such applications will be considered for approval at a later date as space becomes available. The waiting list will be maintained until February of each year, after which time a new waiting list will be developed;
7. Transportation will be the responsibility of the parent. In certain circumstances, district transportation may be appropriately provided, on a space-available basis. Existing bus routes and loading areas will not, however, be disrupted or altered in order to accommodate an intradistrict transfer;
8. Once a student transfer is approved, the district will, to the extent practicable, continue the student in the receiving school through the highest grade in that building, subject to the right of residents of the attendance area to attend their assigned school and students exercising safe school choice options under ESSA. Approved transfers will be reevaluated at the conclusion of each school year by the principal of the receiving school. Continuation of the transfer may be denied based on such considerations as space limitations, student behavior, attendance, academic performance or failure to continue an educational program for which the transfer request was originally approved;
9. In the event building capacity is reached with attendance area residents or students from outside the attendance area who have transferred under provisions of ESSA, transfer students may be asked to enroll in another school or return to their school of origin;
10. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family;
11. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to discipline imposed.

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, a transfer to meet the safe public school choice requirements of ESSA will be provided, subject to the following:

1. The district will provide notification to parents of all students attending a school identified as persistently dangerous of their student's right to transfer.

The notice will:

- a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;
- b. Inform parents that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the parent of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;

- c. Identify each public school in the district, including public charter schools, that the parent may select;
 - d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and
 - e. Describe the performance and quality of those schools of choice. Parents may request more detailed information and may ask to see a school's academic report card.
2. The transfer will be to a safe ~~district~~ school in the district;
 3. Requests to transfer must be in writing (standard mail, fax or e-mail) and submitted to the school office for consideration generally no later than 20 school days from the district notice. The district will confirm requests;
 4. The district will consider the education needs and preferences of the student and parent. Parents may decline the assigned school;
 5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable;
 6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school;
 7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

In the event a district school is identified by ODE as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. Transfer approval will be in accordance with established Board policy and administrative regulation.

Special Education and Public School Choice

The district will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. In offering choice to students with disabilities, the district may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

Miscellaneous General Provisions for All Transfers

1. Students who wish to return to their home school or to transfer to a different district school must reapply in accordance with established request procedures.
2. Students granted permission to attend a district school other than the school in their assigned attendance area will have the same curricular and extracurricular status as all other students attending the school, consistent with applicable Oregon School Activities Association (OSAA) rules.
3. Students are expected to preregister and complete final registration and scheduling for the school in their assigned attendance area pending disposition of a transfer request.
4. Students may not sign up for or practice with athletic teams or other activity groups in the school they are requesting to transfer until the transfer is approved.
5. Recruitment of students by district employees is strictly prohibited.
6. Students whose place of residence changes within the district during the school year must notify the district. Students may be required to attend the school of their new attendance area the following year, consistent with the ESSA requirements, unless application is made for transfer.
7. Parents may appeal decisions to deny intradistrict transfer requests to the superintendent and Board, through established district procedures.

Record Keeping

The principal will maintain a file of all intradistrict transfer requests. A copy will be forwarded to the district office for districtwide data collection purposes.

Winston-Dillard School District 116



Code: JECBD
Adopted: 1/10/07
Revised/Readopted: 5/25/11; 4/12/17
Orig. Code(s): JECBD

Homeless Students

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A district will admit a homeless student ~~will be admitted~~, in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will¹ be provided ~~by the attending or resident districts of the student~~ in accordance with law.

The superintendent will develop administrative regulations to remove barriers to access and participation by homeless students.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)

[ORS 339.115\(7\)](#)
[ORS 339.133](#)

[ORS 433.267](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

¹ McKinney-Vento Homeless Assistance Act (see 42 U.S.C. § 11432(g)(1)(J)(iii)).

Winston-Dillard School District 116

Code: JECBD-AR
Revised/Reviewed: 1/10/07; 5/25/11; 4/12/17
Orig. Code(s): JECBD-AR

Homeless Students

Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
 - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a district school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of the student, the district shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student’s parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. Ensure that the district’s liaison helps with placement or enrollment decisions for an unaccompanied student and considers the request of the student, and provides a notice of the right to appeal on placement and enrollment decisions.

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations, screenings or records.

A student shall be granted enrollment even if ~~the student or she~~ has missed application or enrollment deadlines during any period of homelessness.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and/or federal law.

Enrollment Disputes

If a dispute arises over school selection, enrollment or ~~eligibility~~ eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

1. Transportation services;
2. Education services for which the student is eligible, such as:
 - a. Title IA~~f~~¹;
 - b. Special education;
 - c. Programs for English Learners;
 - d. Career and technical education;
 - e. Talented and gifted programs.

¹ All homeless students are automatically eligible for Title IA~~f~~ services, regardless of their current academic performance.

3. School nutrition programs.

Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

District Liaison

The district's liaison shall ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools;
3. Homeless families and students have access to and receive educational services through Head Start, Early Intervention and preschool services;
4. Homeless families and students receive educational services for which they are eligible, and referrals to health care services, dental services, mental health service and other appropriate services;
5. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
6. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, shelters, public libraries and soup kitchens);
7. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
8. The parents of homeless students, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
9. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of educational and related services to homeless students.

Winston-Dillard School District 116



Code: JECC
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 11/14/12; 9/13/17
Orig. Code(s): JECC

Assignment of Students to Schools**

Attendance areas are established by the Board for district schools. Students are expected to attend the school serving the student's ~~their~~ place of residence unless an option to transfer to another district school has been provided by the district to meet the requirements of the Every Student Succeeds Act of ~~2015~~ (ESSA), state law or Board policy.

Principals are prepared to assist parents in making an informed choice when an attendance area exception is being considered. This assistance is designed to serve as an act of providing information, not an act to dissuade. Principals will ensure appropriate notice is provided to parents of their right to request a transfer of their student to a safe district school in the event the school the student is attending is identified as persistently dangerous, or the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends.

The parent will be asked to fill out a basic application for district records after meeting with the principal or designee of the school from which the student is requesting to transfer. Applications are forwarded to the superintendent or designee for the approval of attendance area exceptions.

Students whose residence changes within the district boundaries during the regular school year may continue in the school serving the former residence until the end of the school year. Requests to continue in attendance for the following school year will be by application.

Transfer request applications are subject to availability of space, personnel and resources, except those based on identification of the student's school as persistently dangerous or the student has been a victim of a violent criminal offense. Approved applications will normally be granted for a full school year. The Board may establish other criteria from time-to-time.

The parent will be responsible for providing transportation for the ~~his/her~~ student changing attendance areas for reasons other than those provided by law. Transportation will be the responsibility of the district for all student transfers approved pursuant to the provisions of ESSA or state law.

All transfers are subject to annual review and renewal at the discretion of the district, unless the transfer was required by ESSA.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.107](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Winston-Dillard School District 116

Code:
Adopted:

JECD

Assignment of Students to Classes**

The assignment of students and classes to teachers is the responsibility of the principal. In all assignments, the student's welfare shall be foremost.

1. Parents shall have the right to discuss student class assignments with principals and have the right to request placement of their student. Such requests should be made known prior to June 1 of the school year in question.
2. Any desire to change class assignments during the school year may be discussed with the principal.

Schools offering optional programs shall offer such programs to all students. Final selection of students for a program remains the responsibility of the principal. The principal shall be responsible for developing guidelines in the selection of students for optional programs. Guidelines for student selection shall adhere to Oregon laws and reflect the program goals.

END OF POLICY

Legal Reference(s):

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

Winston-Dillard School District 116

Code: JECDA
Adopted: 5/25/11
Orig. Code(s): JECDA



Transcript Evaluation

The district recognizes the importance of transcript evaluation to determine the value of credits earned, number of years of school attendance and placement for students transferring to district schools from other public, private or alternative schools or a Department of Defense Education Activity (DoDEA) school, including those who have been receiving home-school based courses, online or other distant learning methods ~~school instruction.~~

Transfer credits and attendance may be accepted or rejected at the discretion of the district consistent with Oregon law ~~Administrative Rules.~~ Validation of credit may be required.

The superintendent will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)

[OAR 581-021-0210](#)

[OAR 581-022-2025](#)

[OAR 581-021-0220](#)

10 U.S.C. §§ 1209, 1211 (2012).

32 U.S.C. § 502(f) (2012).

Winston-Dillard School District 116

Code: JECDA-AR
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JECDA-AR

Evaluating Records - Transcripts of Students Transferring into District

(Version 1)

(See alternate version of JECDA-AR (version 2))

The district honors grade level achieved and credits earned in previous schools. Transfer students, however, must meet district standards for placement at grade level or for graduation from high school.

Transfers for Students in Grades Kindergarten through Eight

The district shall:

1. Place an elementary student in the grade commensurate with his or her achievement to date;
2. As nearly as possible, place a middle school student in a program consistent with the program he or she is leaving.

Transfers from Standard Oregon High Schools

The district accepts competence, credits, and attendance completed in standard Oregon schools as if they had been earned in the district. The enrolling counselor shall evaluate a high school student's transcript(s) and prescribe a program that will assure the possibility of graduation "on time," that is, with the student's age or grade peers.

Transfers from Standard Out-of-State Secondary Schools

The district shall accept credits and attendance completed in standard secondary schools as if the requirements had been completed in this state; and determine competence the student must demonstrate to meet the graduation requirements. The district shall design a personal schedule which assures the possibility of meeting graduation requirements.

Transfers from Private, Alternative, or Nonstandard Secondary Schools

The district shall evaluate transcripts or statements of earned credits or completed course-work to determine:

1. The number of credits the student has earned;
2. The number of years of school attendance or the equivalent the student has achieved; and

3. The competence the student must demonstrate to meet graduation requirements. Student services shall design a personal schedule which assures the possibility of meeting graduation requirements.

- b. Providing portfolio/work sample evidence which demonstrates equivalent knowledge or skill;
- c. Providing documentation of prior learning activities or experiences (e.g., certification of training, hours of instruction, letters, etc.).

P Credit approval will be granted only when the student has demonstrated by clear and convincing evidence that the student has achieved the same level of knowledge or skill as would have been accomplished by successful completion of the district course(s) for which credit has been requested].

7. Students may be required to submit course descriptions or other documentation as deemed necessary, including hours of instruction, to assist district officials in determining credit and attendance to be accepted. Such information may be gathered by phone.

Validation of Credit

1. The district may, at its discretion, require validation of credit from students transferring from nonaccredited schools and nonregistered alternative programs, by requiring that the student complete an assessment or provide equivalent portfolio/work sample evidence.
2. The district may conditionally accept credit from students transferring from nonaccredited schools and nonregistered alternative programs. Students not meeting course requirements at the [four week] mark, may be required to undergo further written or oral assessment.
3. Students unable to validate credit will be scheduled/rescheduled at the appropriate grade/course level and the credit(s) in question denied.

Grade-Level Placement

Students will be placed in the grade level or course best suited to their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the principal or designee will make the grade level determination based upon district-administered assessment(s) as deemed appropriate.

Grades/GPA Academic Awards

Students transferring from the following programs [will receive] [may receive, subject to procedures established by the district,] the grades/GPA value earned from the student's previous school(s), program(s) for purposes of determining a student's cumulative GPA, academic recognition and awards (e.g., Top 10, valedictorian, salutatorian, etc.):

1. Standard Oregon schools, other states' standardized schools or a DoDEA school;
2. Another district's approved alternative program;
3. A private alternative program registered with ODE or another state's department of education;
4. An accredited private school.

Keep Version 1

Transcript Evaluation Procedures
(Version 2)

The principal or designee will conduct an evaluation of transfer student transcripts and other documentation as may be required to: determine the value of course credits earned; acceptance or rejection of credit and grades; the number of years of school attendance or equivalent; and subsequent placement of students in district schools.

Awarding of Credits

1. Students, including dependents of an active duty or deployed member in the uniformed service of the United States, transferring from a standard Oregon public school, another state’s standard school or a Department of Defense Education Activity (DoDEA) school, will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.
2. Students transferring from another district-approved alternative education program or a private alternative education program registered with the Oregon Department of Education (ODE) or other state’s department of education will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.
3. Students transferring from an alternative education program not registered as provided above, [will not be eligible to receive credit for previously completed course work or attendance in such programs] [may receive credit for those courses that have the same or substantially similar course content and hours of instruction as existing district courses].
4. Students transferring from an accredited private school will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.

Credits earned for classes of a sectarian nature will not be accepted. Students may be required to submit course descriptions, or other documentation as may be deemed necessary, to determine whether a course is primarily sectarian in nature.

5. Students transferring from a nonaccredited private school [will] [may] receive credit for those courses that have the same or substantially similar course content and hours of instruction as existing district courses.
6. Students transferring from homeschool-based courses under Oregon Revised Statute (ORS) 339.035, online or other distance learning [will not receive credit for coursework previously completed under such programs of instruction.] [may receive credit for previously completed course work and attendance by:
 - a. Successfully passing an appropriate challenge exam;

[The district may include other schools and programs such as nonaccredited, nonregistered and homeschool-based courses, online or other distant learning methods as deemed appropriate.]

P Appeals

Transcript evaluation decisions may be appealed to the [superintendent] [Board].

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Winston-Dillard School District 116



Code: JECE
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JECE

Student Withdrawal from School

When it becomes necessary for a student to withdraw from school for any reason, the school office must be notified. A withdrawal slip must be completed and all necessary requirements fulfilled before withdrawal is complete.

Prior to the student leaving school, the district will propose in writing to the student or the student's parent or guardian appropriate, accessible alternative programs of instruction.

Additionally, the district may notify the Oregon Department of Transportation of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age as provided by ORS 339.257 and Board policy JHFDA – Suspension of Driving Privileges.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 336.635](#)
[ORS 336.645](#)
[ORS 336.665](#)

[ORS 339.030](#)
[ORS 339.250](#)
[OAR 581-021-0045](#)
[OAR 581-021-0065](#)

[OAR 581-021-0070](#)
[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: JECF
Adopted: 5/21/14
Revised/Readopted: 10/08/14; 1/14/15; 9/13/17;
5/15/19
Orig. Code(s): JECF



Interdistrict Transfer of Resident Students**

Interdistrict Transfer

The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year or summer between school years, to complete the school year in the district if the student chooses to do so.

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also

¹ Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student’s parent, or in the case of an unaccompanied student, the district’s liaison for homeless students, may request that the student attend their school of origin² located out-of-district. The request will be considered based on the best interest of the student. The student may continue in their school of origin for the duration of the student’s homelessness. Transportation will³ be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)
[ORS 335.090](#)
[ORS 339.115 - 339.133](#)

[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.155](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

² “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

³ McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

Winston-Dillard School District 116

Code: JECF-AR(1)
Revised/Reviewed: 5/21/14; 1/14/15; 5/15/19;
2/08/23
Orig. Code(s): JECF-AR(1)



Interdistrict Transfer of Resident Students

General Parent/Student Requests for Interdistrict Transfer (Requiring the consent of both districts)

The following procedure will govern consideration of a request by a student who resides within district boundaries and who is requesting district approval for a transfer to attend school in another district:

1. A parent will request the release of their student by accessing the online Douglas County Interdistrict Student Transfer portal at www.douglascountystudenttransfer.com.
2. The completed form must be submitted through the online portal.
3. The Board chair, superintendent or designee will grant or deny the request for release according to established Board policy criteria and notify the parent in writing of the decision within 15 calendar days;
4. If the release is granted by mutual consent of the resident and nonresident districts, the resident district will make necessary arrangements for the transfer of the student's education records;
5. If the request for release is denied, parents will be notified in writing of the reason for denial and the right to appeal the decision to the Board by sending a written request to the superintendent or designee within 10 calendar days;
6. The Board may hear the appeal at its next regularly scheduled Board meeting;
7. A final decision will be made by the Board within 20 calendar days following the Board hearing. The Board's decision will be communicated to the parent in writing.

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district.

Record Keeping

A file of all interdistrict transfer requests will be maintained at the district office.

Winston-Dillard School District 116



Code: JECF-AR(2)
Revised/Reviewed: 6/20/18
Orig. Code(s): JECF-AR(2)

Transfer Contract

Per Winston-Dillard School District Board policy JECB - Admission of Nonresident Students, and as provided in Oregon Revised Statute (ORS) 339.127, ~~Sec. (2)(9)(c)(d), (11)(d)~~, district schools require a behavior and attendance contract with all students requesting an interdistrict transfer. Failure to abide by this contract may result in the revocation of said interdistrict transfer agreement. Students receiving Special Education Services ("IEP") will be provided a manifestation hearing prior to any revocation provided by the district's JECF-AR(2) agreement.

1. Behavior Agreement: Student will not exhibit behavior resulting in suspension or expulsion - See Discipline Matrix in school handbook.
2. Attendance Agreement: Student will maintain regular attendance as defined by ORS 339.065:

Estimates of attendance; irregular attendance; excused absences. (1) In estimating regular attendance for purposes of the compulsory attendance provisions of ORS 339.005 to 339.030, 339.040 to 339.125, 339.137, and 339.420 and ~~339.990~~, the principal or teacher shall consider all unexcused absences. Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.

~~(2) An absence may be excused by a principal or teacher if the absence is caused by the pupil's sickness, by the sickness of some member of the pupil's family or by an emergency. A principal or teacher may also excuse absences for other reasons where satisfactory arrangements are made in advance of the absence.~~

(2)(a) An absence may be excused by a principal or teacher if the absence is caused by:

- (A) The pupil's sickness, including the mental or behavioral health of the pupil;
- (B) The sickness of some member of the pupil's family; or
- (C) An emergency.

(b) In addition to the reasons identified in paragraph (a) of this subsection, a principal or teacher:

(A) Shall excuse not more than seven days of absences during the school year if the pupil is a dependent of a member of the Armed Forces of the United States who is on active duty or who is called into active duty. For the purpose of this subparagraph, "Armed Forces of the United States" includes:

- (i) The Army, Navy, Air Force, Marine Corps and Coast Guard of the United States;
- (ii) Reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and
- (iii) The National Guard of the United States and the Oregon National Guard.

(B) May excuse absences for other reasons when satisfactory arrangements are made in advance of the absence.

(3)(a) Any pupil may be excused from attendance by the district school board for a period not to exceed five days in a term of three months or not to exceed 10 days in any term of at least six months. Any such excuse shall be in writing directed to the principal of the school which the pupil attends.

(b) When calculating the number of excused absences under this subsection, any absences excused under subsection (2)(b)(A) of this section shall not be counted. [1965 c.100 §281; 1973 c.728 §4; 1987 c.158 §57; 1993 c.45 §114; 2019 c.207 §1; 2019 c.393 §1; 2021 c.597 §69]

Parent	Date	Student	Date
Principal	Date		

A positive place where people are valued, respected, and encouraged to be successful.

Winston-Dillard School District 116

Code: JED
Adopted: 4/27/05
Revised/Readopted: 5/25/11; 12/13/11; 7/13/16;
10/09/19
Orig. Code(s): JED



Student Absences and Excuses**

It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Additionally, the superintendent will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention, suspension² and/or ineligibility to participate in athletics or other activities.

END OF POLICY

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

² 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.

Legal Reference(s):

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.250](#)
[ORS 339.420](#)

[OAR 581-021-0046](#)
[OAR 581-021-0050](#)
[OAR 581-023-0006\(11\)](#)

Winston-Dillard School District 116

Code: JEDA
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 8/12/15
Orig. Code(s): JEDA



Truancy

“Truancy” is defined as absence from school without permission.

The superintendent will ~~shall~~ develop procedures whereby those students who are considered truant may be subject to the following penalties: detention; suspension; ~~and/or~~ and/or ineligibility to participate in athletics or other activities¹.

These procedures will ~~shall~~ be published annually for students ~~student~~, staff and parents.

END OF POLICY

Legal Reference(s):

[ORS 339.040 to -339.090](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

¹ Expulsion may not be used to address truancy. (ORS 339.250(2)(c)(B))

Winston-Dillard School District 116

Code: JEDB
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JEDB

Student Dismissal Precautions**

No district staff ~~teacher~~ may permit any individual student to leave school prior to the regular hour of dismissal except by permission of the ~~[superintendent]~~ ~~[principal]~~ ~~[or designee]~~.

A student will ~~shall~~ not be released to any person without the approval of their ~~the~~ parent or guardian or as provided for in Oregon Revised Statutes.

The ~~[superintendent]~~ ~~[principal]~~ ~~[or designee]~~ will develop procedures for parents requesting to pick up their student from school prior to the scheduled end of the student's day.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 163.245 to -163.257](#)

[ORS 332.107](#)

Winston-Dillard School District 116

Code: JEF
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JEF

Release Time for Students**

~~Students may be released from school to engage in private instruction with the approval of the principal, provided that the student's parent or guardian assumes all responsibility for transportation and all liability during the student's absence from school. Students may be excused from school for religious instruction, not to exceed two hours for grades 1 through 8 and five hours for grades 9 through 12 in any school week.~~

Students not attending religious instruction will continue with the regular school program.

The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction. ~~[These procedures should be formulated cooperatively with the director of religious instruction.]~~

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day.

No such absence shall be counted against a student in determining exclusion, failure or reduction of grades. Any tests and assignments a student misses because of religious instruction shall be given to the student at another time.

END OF POLICY

Legal Reference(s):

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046](#)

[Dilger v. Sch. Dist. 24CJ, 222 Or. 108 \(1960\).](#)

Winston-Dillard School District 116

Code: JEFA
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JEFA



Closed Campus**

Campuses are closed from the time of arrival until classes are dismissed at the end of the school day. No student is to leave at any time, for any reason, with the following exceptions:

1. A specific need verified by a parent and approved by the administrator;
2. Students who have parent- and school-approved work-release privilege or school-approved off-campus education experience.

High school functions as an open campus for students during the lunch periods. Students who may not leave the school grounds without authorized permission at other times during the school day, and any student leaving without authorization shall be considered truant and subject to discipline.

END OF POLICY

Legal Reference(s):
[ORS 332.107](#)

Winston-Dillard School District 116

Code: JEFB
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JEFB

Release Time for Religious Instruction**

(See revised policy JEF.)

Students may be excused from school for religious instruction, not to exceed two hours for grades 1-8 and five hours for grades 9-12 in any school week.

Students not attending religious instruction shall continue with the regular school program.

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day.

No such absence shall be counted against a student in determining exclusion, failure, or reduction of grades. Any tests and assignments a student misses because of religious instruction shall be given to the student at another time.

END OF POLICY

Legal Reference(s):

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046](#)

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

Winston-Dillard School District 116



Code: JF/JFA
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 4/16/14
Orig. Code(s): JF/JFA

Student Rights and Responsibilities**

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with these rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure their/his/her rights;
4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
5. The right to privacy, which includes privacy with respect to the student's education records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior.

Students' rights and responsibilities, including standards of conduct, will be made available to students, and their parents and employees through information distributed annually.

END OF POLICY

Legal Reference(s):

[ORS 332.061](#)
[ORS 332.072](#)
[ORS 337.150](#)
[ORS 339.155](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 659.850](#)
[ORS 659.865](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0050 to -0075](#)
[OAR 581-022-2310](#)

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Winston-Dillard School District 116

Code: JFC
Adopted: 5/25/11
Revised/Readopted: 4/16/14; 8/12/15; 7/13/16;
9/13/17; 2/09/22
Orig. Code(s): JFC

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 to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

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, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. ¹ Rules applying to student conduct shall be posted in a prominent place in each school building.

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 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 rights of others. 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.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.²

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

¹ {Required action per OAR 581-021-0075 (2); not required policy language.}

² The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 - 0075](#)

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
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).
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).

Winston-Dillard School District 116

Code: JFCA
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JFCA



Student Dress and Grooming**

Responsibility for dress and grooming rests primarily with students and their parents; however, the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1. Disruption or interference with the classroom learning environment;
2. Threat to the health and/or safety of the student concerned or of other students.

Students who represent the district in a voluntary activity may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0026\(10\)](#)
[OAR 581-021-0050 - 0075](#)

Winston-Dillard School District 116

Code: JFCB
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JFCB

Care of District Property by Students**

It is each student's responsibility to show respect for all district property. Any student who willfully damages or defaces district property will ~~shall~~ be disciplined and charged restitution for costs related to ~~his~~ ~~or her~~ their acts.

The Board declares its intent to hold students and their parents responsible for the full costs of restitution including prosecution to the full extent of the law if such costs are not paid. Notice of the district's intent will be provided annually ~~in the student/parent handbook~~ ~~as required by law~~.

END OF POLICY

Legal Reference(s):

[ORS 30.765](#)
[ORS 339.250](#)

[ORS 339.270](#)

[OAR 581-021-0050 to -0075](#)

Winston-Dillard School District 116

Code: JFCC
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JFCC

Student Conduct on Buses

(See student/parent handbook and policy EEACC.)

Students who ride buses to and from school or district-sponsored activities shall be notified of the rules and regulations governing their conduct on buses, as well as of the consequences for violation of those rules.

END OF POLICY

Legal Reference(s):

[ORS 332.405](#)

[OAR 581-021-0050 to -0075](#)

[OAR 581-053-0010](#)

Winston-Dillard School District 116

Code: JFCE/JFCEA
Adopted: 7/10/02
Revised/Readopted: 5/25/11
Orig. Code(s): JFCE/JFCEA



Secret Societies/Gang Activity

It is the policy of this district that membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations, is prohibited. ~~The Board may order the suspension or expulsion¹ of any student who belongs to a secret society.~~

Gangs which initiate, advocate, or promote activities which threaten the safety or well being of persons or property on school grounds, or which disrupt the school environment are harmful to the educational process.

The use of hand signals, graffiti or the presence of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the school environment and educational objectives of the community are forbidden.

Incidents involving initiations, hazing, harassment, bullying, menacing, intimidation, and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Any student wearing, carrying, or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be subject to disciplinary action including suspension and expulsion.

The superintendent may provide in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups and activities as an alternative.

END OF POLICY

Legal Reference(s):

[ORS 336.109](#)
[ORS 339.240 - 339.280](#)

[ORS 339.885](#)
[ORS 659.850](#)

[OAR 581-021-0050 to -0075](#)

Olesen v. Board of Educ. of Sch. Dist., 676 F. Supp. 820 (N.D. Ill. 1987).
Neuhaus v. Federico, 12 Or. App. 314 (1973).
Burkitt v. Sch. Dist. No. 1, 195 Or. 471 (1952).
Tinker v. Des Moines Community Sch. District, 393 U.S. 503 (1969).

¹ See Oregon Revised Statute (ORS) 339.250(2)(d),(e)

Winston-Dillard School District 116



Code: JFCEB
Adopted: 7/13/14
Orig. Code(s): JFCEB

Personal Electronic Devices and Social Media**

(Student may possess a personal electronic device)

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.¹

[As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.]

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not use district equipment to access social media websites ~~using district equipment~~, while on district property or at district-sponsored activities, unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

¹ The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Winston-Dillard School District 116

Code: JFCEB-AR
Revised/Reviewed: 7/13/14
Orig. Code(s): JFCEB-AR

Personal Electronic Devices and Social Media

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;¹
2. ~~Unless as authorized in advance by the principal~~ or designee for health or safety reasons, or in the event of an emergency situation that involves imminent physical danger, devices shall be turned on and operated only before and after the regular school day. Personal electronic devices may be used during the student's lunch break. They may not be used at any time in the proximity of any class, school activity or event that may be in session or in progress during those times;
3. Personal electronic devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;
4. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;
5. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education ~~program plan~~ (IEP) or if permission is received from the student's teacher;
6. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;
7. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;
8. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;

¹ The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

9. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;
10. Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

Winston-Dillard School District 116

Code: JFCF
Adopted: 5/25/11
Revised/Readopted: 7/11/12; 12/09/15; 5/15/19;
10/09/19; 2/09/22
Orig. Code(s): JFCF

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student**

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation or bullying menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing harassment, intimidation or bullying, menacing an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The principal and the superintendent are responsible for ensuring that this policy is implemented.

Definitions

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

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

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

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

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

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

“Teen dating violence” means:

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

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

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

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying menacing or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

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

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the principal. A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the superintendent review the actions taken in the initial investigation, in accordance with administrative regulations ~~district complaint procedures.~~

Notification to Parents or Guardians

The principal shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the principal reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student’s parents or guardians.
2. The principal determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and

3. The principal informs the student that federal law may require the student’s parents and guardians to have access to the student’s education record, including any requests of nondisclosure (from item 1 above).

If the principal determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

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

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

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

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district’s website, and school and district office. ~~Complaint-complaint~~ procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[\[ORS 163.190\]](#)
[\[ORS 163.197\]](#)
[ORS 107.705](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100](#)

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.351 - 339.368](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Winston-Dillard School District 116

Code: JFCF-AR
Revised/Reviewed:

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Reporting Procedures – Student

{Required AR. ORS 339.256(2)(g) requires districts to have procedures outlining the response to reports of harassment, intimidation or bullying or an act of cyberbullying.}

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

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

- Step 1 Any reports or information on acts of hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to the principal. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.
- Step 2 The district official receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The principal or designee will arrange such meetings as may be necessary with all concerned parties within ~~five~~ working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official conducting the investigation shall notify the person making the report within ~~10~~ working days of receipt of the information or report, and parents as appropriate, ~~in writing~~ when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.
- ~~A~~ copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within ~~10~~ working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within ~~10~~ working days.
- {Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within ~~10~~ working days after receipt of the Step 3 decision. The Board shall, within ~~20~~ working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board

shall provide a written decision to the person making the report within ~~30~~ working days of receipt of the appeal by the Board.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted. A final decision will be made within ~~30~~ days of receipt of the report.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted. A final decision will be made within ~~30~~ days of receipt of the report.

Reports against the Board chair may be made directly to the ~~district counsel~~ Board vice chair on behalf of the Board. The ~~district counsel~~ Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted. A final decision will be made within ~~30~~ days of receipt of the report.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

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

Winston-Dillard School District 116

Code: JFCFA/GBNAA
Adopted: 7/11/12
Orig. Code(s): JFCFA/GBNAA



Cyberbullying

The Board, in its commitment to providing a positive and productive learning and working environment, will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes. Any form of harassment using electronic devices, commonly known as “cyberbullying,” by students, staff or third parties is prohibited and will not be tolerated in the district. “Cyberbullying” is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational or working environment may also be considered cyberbullying. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

The district will take any report of cyberbullying seriously and will investigate credible reports promptly. Students or volunteers are encouraged to report an incident immediately to a teacher or principal, who will take appropriate action. Students or volunteers who make a report are expected, but not required, to preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture or other electronic transmission that the student believes was intended harm, insult or humiliate. Students or volunteers may report cyberbullying anonymously. Remedial action shall not be based solely on an anonymous report.

Failure of an employee to report an act of cyberbullying to their immediate supervisor may be subject to remedial action, up to and including dismissal.

The district may revoke the privilege of a student or third party, who uses district equipment or electronic communication system to engage in cyberbullying, to use any district electronic equipment under the procedures for policy IIBGA - Electronic Communications System. The district may revoke the privilege of a student or third party, who uses a personal communication device to engage in cyberbullying, to bring any personal communication device on district property or district-sponsored activities under policy JFCFB - Personal Communication Devices and Social Media.

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

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or Board. The district may also report individuals to law enforcement if necessary.

The district shall incorporate into existing training programs for students and staff information related to cyberbullying and the prevention of, and the appropriate response to acts of cyberbullying.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 166.065](#)
[ORS 166.155 to-166.165](#)
[ORS 174.100\(6\)](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.351 to-339.364](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-021-0055](#)
[OAR 581-022-1140](#)
SB 1555 (2012)

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Winston-Dillard School District 116

Code: JFCG-AR
Revised/Reviewed: 8/12/15
Orig. Code(s): JFCG-AR

Discipline for Use, Possession, Distribution or Sale of Tobacco Products or Inhalant Delivery Systems

The following guidelines will govern possession, use, distribution and sale of tobacco products or inhalant delivery systems, or violation of the district's prohibition of tobacco product or inhalant delivery system promotional items, including clothing, bags, hats and other personal items by students on district property or at school-sponsored activities.

Violation will result in the following:

~~For Secondary Grades (7-12),~~

~~Refer to the board-adopted district's discipline matrix available in the parent/student handbook.~~

~~For Elementary Grades (K-6)~~

- 1st offense - Conference with parents
- 2nd offense - Detention
- 3rd offense - In-school suspension (one day)
- 4th offense - Out-of-school suspension (three days)
- 5th offense - Expulsion from school

At any grade or offense level, as either an alternative to, or as a part of discipline, school or community service and/or attendance and successful completion of cessation and/or education classes or behavior modification plans may be assigned at the discretion of the principal or designee. Attendance at such classes not offered by the district will be voluntary and any associated costs are the sole responsibility of the student and ~~his/her~~ parent. A referral to law enforcement and/or local public health authority may be made.

Winston-Dillard School District 116



Code: JFCG/JFCH/JFCI
Adopted: 8/12/15
Revised/Readopted: 12/13/17
Orig. Code(s): JFCG/JFCH/JFCI

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

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

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 161.605](#)
[ORS 161.625](#)
[ORS 163.575](#)
[ORS 332.107](#)
[ORS 336.067](#)
[ORS 336.222](#)
[ORS 336.227](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.883](#)
[ORS 431.845](#)
[ORS 431A.175](#)
[ORS 431A.178](#)
[ORS 433.835 - 433.990](#)
[ORS Chapter 475](#)

[OAR 581-021-0050 - 0075](#)

[OAR 581-021-0110](#)
[OAR 581-022-2045](#)
[OAR 581-053-0230\(9\)\(s\)](#)
[OAR 581-053-0330\(1\)\(m\)-\(o\)](#)
[OAR 581-053-0430\(12\)-\(14\)](#)
[OAR 581-053-0531\(11\)-\(13\)](#)
[OAR 581-053-0630](#)
[OAR 584-020-0040](#)

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7118 (2012).

Winston-Dillard School District 116



Code: JFCIA
Adopted: 5/22/13
Revised/Readopted: 6/18/14; 9/13/23
Orig. Code(s): JFCIA

Student Drug Testing - Extracurricular Activity Participants**

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all students, grades 6 through 12, participating in extracurricular activities in order to:

1. Provide for student participants' health and safety;
2. Undermine the effects of peer pressure; and
3. Encourage participation in treatment programs, at parent expense, for student participants with substance abuse problems.

"Extracurricular activities" are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech) and other district-sponsored competitive activities.

No participant shall be penalized academically for testing positive for illegal ~~and~~ performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit. In the event of a subpoena or other legal process, the district will notify the student's parents as soon as practical prior to releasing information.

Students may be tested prior to participation in extracurricular activities. Random testing will be conducted periodically thereafter by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process.

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

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 332.107](#)
[ORS 336.222](#)
[ORS 336.227](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 342.721](#)
[ORS 342.723](#)

[ORS 342.726](#)
[ORS Chapter 475](#)
[OAR 581-021-0050 to -0075](#)
[OAR 581-022-2045](#)

[OAR 581-022-2210](#)

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).

Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002).

Weber v. Oakridge Sch. Dist. 76, 184 Or. App. 415 (2002).

Winston-Dillard School District 116

Code: JFCIA-AR
Revised/Reviewed: 5/22/13; 6/18/14; 9/13/23
Orig. Code(s): JFCIA-AR

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD/JHCDA - Medications** and accompanying administrative regulation. "Illegal drug" shall also include alcohol.
2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.
3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.
4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.

Consent

OSAA sanctioned activities

Each student wishing to participate in **athletics and/or extracurricular activities** and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities without such consent.

Selection

All student ~~athletes and extracurricular activity~~ participants may be tested at the beginning of the athletic season or ~~extracurricular~~ activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

- in an OSAA sanctioned activity

OSAA sanctioned

The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1. The names of all participating students are in the pool;
2. The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;
3. The identity of students drawn for testing is not known to those involved in the selection process;
4. The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district.

Students who participate in ~~extra-curricular, co-curricular, and other district-sponsored~~ ^{OSAA sanctioned activities} programs may be tested at any time throughout ~~the~~ the respective season (e.g., fall, winter, spring and summer). Failure to comply with a test at the assigned time will result in the student forfeiting the right to participate in practice or games/events during that season ~~and the next season~~.

Sample containers will be labeled before a participant takes possession of it. After completion, each participant will bring the container to the test administrator who will take it and place the container on a table and keep it private from other participants. Parents will always be contacted if their child has a positive test result on any test. Laboratory or test administrator will report results only to the superintendent or designee.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal ~~or performance-enhancing~~ drugs. The superintendent shall decide prior to selection of students which illegal ~~or performance-enhancing~~ drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal ~~or performance enhancing~~ drug or for the existence of any physical condition other than drug intoxication.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1. The student or parent may request within 72 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of prescription medication which may have affected the outcome of the test;

1. Notify student and parent(s);
2. Meeting scheduled by the principal, with the parent(s) and student;
3. The student will:
 - a. Successfully complete a drug assistance program with submission to follow-up drug testing as may be required; at parent expense. Refusal will result in suspension from participation in athletics for the next eligible season.
 - b. Be denied participation in all athletic programs for a full calendar year. *(What about extracurricular activities?)*

↓ OSAA Sanctioned activities
~~or extracurricular~~

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or designee will determine whether the original finding was justified.

The superintendent's decision shall be final.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

- If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the principal.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

- Notify student and parent(s);
- Meeting scheduled by the principal, with the parent(s) and student;
- The student will:

If failed test occurs within 3 weeks or less of remaining season, then suspension will extend to the following season.

- Be given an option to ~~successfully~~ complete a drug assistance program with submission to follow-up drug testing as may be required; at parent expense. Refusal will result in suspension from participation in ~~athletics~~ for the remainder of the current season, and potentially the next season (administrator discretion). *(The Third positive result includes "next eligible season". How will this be applied consistently for all students if it is administrator discretion?)*
- Be denied participation in competitions **and** practices beginning with the first scheduled competition following the offense and concluding after ~~twenty~~ 20 percent of that season's total competitions have taken place and of the equivalent time in an ~~extracurricular~~ activity (depending on what time remains in the current season, suspension may carry over into the athlete's next season). Ex: 20 Game Season – Athlete Participant misses 4 games (20% percent). *(What about extracurricular activities?)*

OSAA Sanctioned activities

or events

Second Positive Result (In any two consecutive calendar years)

- Notify student and parent(s);
- Meeting scheduled by the principal, with the parent(s) and student;
- The student will:

OSAA sanctioned activity season

- (They are required to successfully complete the program above. A student can take it again?)* Successfully complete a drug assistance program with submission to follow-up drug testing as may be required; at parent expense. Refusal will result in suspension from participation in ~~athletics~~ for the remainder of the current season and potentially the next season (administrator discretion). *(How will this be applied if it is at administrator discretion consistently for all students? Is there a matrix for this? "next season" is addressed in the third positive result.)*
- Be denied participation in competitions and practices beginning with the first scheduled competition following the offense and concluding after ~~forty~~ 40 percent of that season's total competitions have taken place (suspension may carry over into the athlete's next season). Ex: 20 Game Season – Athlete participant misses 8 games (40% percent). *(What about extracurricular activities?)*

OSAA Sanctioned activities

Yes!

or events

Third Positive Result (In any two consecutive calendar years)

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete ~~and/or participant in extracurricular activities~~ and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the ~~Winston-Dillard School~~ District.

I also authorize ~~Winston-Dillard School~~ District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s). *month swab*

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

Student Signature

Date

Parent Signature

Date

Winston-Dillard School District 116



Code: JFCJ
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 4/18/12; 4/16/14;
10/09/19; 2/09/22
Orig. Code(s): JFCJ

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at any property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports. The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For purposes of this policy, and as defined by state and federal law, "weapon" includes:

1. A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A "deadly weapon" means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;
4. A "destructive device" includes but is not limited to any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or within the previous 120 days has been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or designee or law enforcement. Any district employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students determined to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline and may include expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law¹. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

“Gun-Free School Zone” signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

¹ At least once every six months or at any time the information changes because of the availability of new programs.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.315](#)

[OAR 581-021-0050 - 0075](#)

[OAR 581-053-0010\(5\)](#)
[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)

Gun-Free School Zones Act, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).

Winston-Dillard School District 116

Code: JFCL
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JFCL

Laser Pens

Due to the potential for the disruption of the school environment and the risk of permanent eye damage, student use or possession of laser pens while on district property, while attending a district-sponsored activity on or off district property, or while traveling to or from any district event is prohibited.

Any student found to be in violation of this policy shall be subject to discipline, including the confiscation of the laser pen. Confiscated pens shall be taken to the superintendent's or designee's office for the parents to retrieve.

Staff wishing to use laser pens for instructional purposes shall do so only with prior administrator approval. Staff members shall be responsible for security of the laser pen, and for any damage which occurs if used inappropriately by anyone coming into its possession.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.250](#)

[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Winston-Dillard School District 116

Code: JFCM
Adopted: 4/8/09
Revised/Readopted: 5/25/11; 2/10/21
Orig. Code(s): JFCM



Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence the staff member has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The principal shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The district shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

The principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage district property;
2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting¹.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

¹ A student removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal is able to show good cause that an evaluation could not be completed in that time period.

The principal shall attempt to notify:

1. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student at school;
2. Any district employee whose name appears on a targeted list at school threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others at school.

The principal shall attempt to notify the above persons by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, the principal shall issue a written follow-up notification within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, the principal may provide such information to other school officials, including teachers within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

As a part of the district's proactive safety efforts, the superintendent will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.327](#)
[OAR 581-021-0050 - 021-0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Winston-Dillard School District 116



Code: JFE
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JFE

Pregnant and Parenting Students

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as ~~temporarily~~ necessitated by their condition.

Neither pregnancy nor parenting constitutes an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district, or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development, and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop guidelines^{1} ~~administrative regulations~~ as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)

[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

^{1} Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).

Winston-Dillard School District 116

Code: JFE-AR
 Revised/Reviewed: 5/25/11
 Orig. Code(s): JFE-AR

Individualized Plan for Pregnant and/or Parenting Teens

(Use this as an internal document; I have provided a Word document (updated form) to use as an internal document; recommend removing this as an AR.)

District _____ School _____

Date _____

Student Information

Student Name: _____

Age: _____ Date of Birth: _____

Pregnant? Yes No Due Date: _____

Parenting? Yes No No. of Children: _____ Ages: _____

Living Situation: _____

Sources of Financial Support: _____

Education Status: Grade Standing: 6, 7, 8, 9, 10, 11, 12
 On Track for Graduation? Yes No Number of Credits Behind? _____

Date of Enrollment in Individualized Plan: _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

EDUCATION		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
TRANSPORTATION		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	

CHILD CARE		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
LIFE SKILLS TRAINING		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
PARENTING EDUCATION		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
CAREER DEVELOPMENT		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
HEALTH NUTRITION SERVICES		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
COUNSELING		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
OTHER SOCIAL SERVICES		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	

E

I have been informed of the services available for pregnant and parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

D

Signature of Student _____ Date _____

Signature of Parent _____ Date _____

Signature of School Representative _____ Date _____

Termination Data

E

Date of termination from program: _____ Reason (check one):

Comments: _____ Nonattendance

_____ Moved

_____ Completed HS degree

_____ Completed GED

_____ Returned to regular school program

_____ Other: _____

L

E

T

E

Winston-Dillard School District 116

Code: JFG
Adopted: 2/14/07
Revised/Readopted: 5/25/11; 5/20/15
Orig. Code(s): JFG

Student Searches**

The Board seeks to ensure a learning environment which 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) 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 ~~Board~~ [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

Legal Reference(s):

R2/26/15 | KW

Student Searches** – JFG

1-2

[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).

Winston-Dillard School District 116

Code: JFG-AR
Revised/Reviewed: 2/14/07; 5/25/11; 5/20/15
Orig. Code(s): JFG-AR

Student Searches**

1. Definitions

- a. “Reasonable suspicion” is based upon specific and articulated facts to believe that the student personally poses, or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The official’s knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.
 - (1) “Past experience” may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another person.
 - (2) “Credible information from another person” may include information which the district official reasonably believes to be true provided by another district employee, a student, a law enforcement or other government official or some other person.
- b. “Reasonable in scope” means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official’s responsibilities, and limited to the particular student or students most likely to be involved in the infraction and the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the student’s age, sex, maturity and the nature of the infraction.

2. Routine Inspection of District Property Assigned to Students

- a. Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the principal. Students have no expectation of privacy regarding these items/areas.
- b. Students may use district-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.
- c. Students shall be provided notification that district-owned storage areas assigned to students are subject to routine inspection without prior notice for the following reasons:
 - (1) Ensure that no item which is prohibited on district premises is present;
 - (2) Ensure maintenance of proper sanitation;
 - (3) Ensure mechanical condition and safety;
 - (4) Reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district.

3. Voluntary Consent

When a district official has the requisite justification to search either a particular district-owned storage area assigned to a student or the clothing or the personal property of a student, the official has the option of making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the official should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent for their~~his/her~~ personal property, the official may elect to contact the student's parents to obtain consent for the search of personal property.

4. Search Procedures

- a. With the requisite justification, a school official may search an individual student, a district-owned storage area assigned to a student or the personal property of a student. Personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bag, backpack or other containers used to carry belongings.
- b. All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope. A "strip search," requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the district.
- c. Searches will generally be conducted by an administrator ~~or~~ by other school personnel only as authorized by the administrator ~~or~~. In certain circumstances an administrator may be assisted by a law enforcement official(s).
- d. The student will generally be permitted to be present during a search of a district-owned storage area assigned to the student or during a search of the student's personal property. The student's presence is not required, however.
- e. Search of a student's clothing will be limited to the student's "outer clothing" only. "Outer clothing" means the student's coat, jacket or other such outerwear garments worn by a student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search.
- f. Searches of a student's outer clothing will be conducted by a district official of the same ~~sex~~ identifying gender as the student, whenever possible.
- g. Where the object of the search may be felt by a "pat down" of clothing or personal property, the district official may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property.
- h. Searches will be conducted in privacy, out of the view of other students, staff and others and in the presence of an adult witness of the same ~~sex~~ identifying gender as the student, whenever possible.
- i. Any item removed from the student as a result of the above procedures which is not evidence of a violation of a law, Board policy, administrative regulation or school rule may be returned to the student, as appropriate.

5. Other Searches¹

¹ Consult with legal counsel prior to implementing procedures in this section, modifying as appropriate to meet local needs.

- a. Student vehicles may be parked on district property on the condition that the student and their ~~his/her~~ parent(s) allow the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined.

If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto district property will be terminated ~~for the remainder of the school year~~. Law enforcement officials ~~may~~ ~~will~~ be notified.

- b. Metal detectors, including walk-through and hand-held devices, may be used when the ~~Board~~ ~~superintendent~~ determines that there is a need for such detectors based upon reasonable information of a history of:

- (1) Weapons or dangerous objects found at school, on district property, at a school function or in the vicinity of the school; or
- (2) Incidents of violence involving weapons at a school, on district property, at a school function or in the vicinity of the school.
- (3) Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held (will not be allowed further entrance into the building) and any personal property will be seized and secured while the parent(s) and law enforcement officials are summoned.

- c. Drug-detection dogs may be used when the ~~Board~~ ~~superintendent~~ determines that there is a need for use of such dogs based upon reasonable information of a history of:

- (1) Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function or in the vicinity of the school; or
- (2) Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in district-owned storage areas ~~or in student vehicles parked on district property upon reasonable suspicion to believe that contraband is in the area or vehicle~~.

Drug-detection dogs will not be used for general or "dragnet" searches.

- d. Body fluid searches of students for the presence of alcohol or drugs are prohibited by the district unless specifically authorized by the Board as part of its athlete drug-testing program.
- e. The district may deploy breathalyzer devices at extracurricular events and activities. Students may be subject to testing procedures as a prerequisite to attending the event/activity. If a student refuses testing, the student ~~he/she~~ will be detained and parents will be contacted to come and take the student home.

6. Discipline

- a. Possession or use of unauthorized, illegal, unhealthy or unsafe materials will result in the following:
- (1) Seizure of the material:

- (a) Property, the possession of which is a violation of law, Board policy, administrative regulation or school rule will be returned to the parent or, if also a violation of law, turned over to law enforcement officials or destroyed by the district as deemed appropriate by the principal;
 - (b) Stolen property will be returned to its rightful owner;
 - (c) Unclaimed property may be disposed of in accordance with Board policy DN - Disposal of District Property.
- (2) Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.

7. Documentation

- a. Administrators shall document all searches.
- b. Documentation shall consist of the following:
 - (1) Name, age and sex of student;
 - (2) Date, time and location of search;
 - (3) Justification for search and nature of the reasonable suspicion/risk of immediate and serious harm;
 - (4) Description of the object(s) of the search;
 - (5) Type/Scope of search (areas/items searched);
 - (6) Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
 - (7) Name of the witness to the search;
 - (8) Name of the district official conducting the search;
 - (9) Contacts with law enforcement and name/position of the contact(s).
- c. Documentation will be maintained as a part of the student's education records and retained in accordance with applicable Oregon Administrative Rules governing records' retention.

8. Notice

Notice of the Board's policy and this administrative regulation will be provided to staff, students and their parent(s) annually, through staff and student/parent handbooks.

9. Cooperation with Law Enforcement Officials

Administrators will meet with law enforcement officials annually to review:

- a. Official contact protocols;
- b. Applicable Board policies and administrative regulations;
- c. Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
- d. Handling searches and evidence when involving law enforcement officials.

~~STUDENT SEARCH FORM~~

STUDENT SEARCH FORM

1. Name, age and sex of student: _____

2. Date, time and location of search: _____

3. Basis for search and nature of reasonable suspicion. What factors caused you to have a reasonable suspicion that the search of this student, ~~their~~his/her person or property or property assigned by the district for student use, would turn up evidence of some item that posed a risk of immediate and serious harm to the student, school officials and/or others at the school? Describe.

4. Describe areas and items searched: _____

5. What did the search yield? Were any prohibited items/materials seized? Were seized items/materials turned over to police? Parents? Other? Why or why not? Explain and include name(s)/position(s) of law enforcement contacts.

6. Was discipline imposed? Why or why not? _____

7. Name and title/position of the witness to the search: _____

8. Name and title/position of district official conducting the search: _____

Signature of Witness

Date

Signature of District Official
Conducting Search

Date

Winston-Dillard School District 116

Code: JFH
Adopted: 12/13/17
Orig. Code(s): JFH

OK

Student Complaints

The Board recognizes the necessity for each school to develop and maintain an orderly procedure for resolving student complaints. The principal shall involve staff and students in establishing procedures which fairly and quickly resolve student complaints. Procedures established should allow for:

1. Informal conferences between the parties concerned;
2. Written appeal to the principal when step one does not resolve the complaint;
3. Written appeal to the superintendent when step two does not resolve the complaint;
4. Written appeal to the Board; when step three does not solve the complaint.

It is the purpose of appeals and hearings to provide access to appropriate school officials when an informal conference cannot resolve the complaint. It is not the purpose of appeals and hearings to provide a forum through which nonrelated issues are conveyed. It is recommended that as many student complaints as possible be handled through informal conferences.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)

[ORS 332.107](#)

[OAR 581-022-2370](#)

Winston-Dillard School District 116

Code: JFI
Adopted:

OK to add

Student Demonstrations and Petitions

Helpful?

Demonstrations

District students are permitted to hold demonstrations on district property under the following conditions:

1. The demonstration must be scheduled with the superintendent in advance; a crowd control plan must be presented;
2. The demonstration must not disrupt classroom activities;
3. The demonstration must not present a threat to student or staff safety or be a hazard to district property.

Petitions

Students may petition for a change in Board policies, administrative regulations and school rules. Petitions must be reviewed by an administrator prior to circulation on district grounds and must be submitted to the superintendent upon completion. The superintendent will forward petitions to the Board or administrator, as appropriate.

Informal Student Gatherings

Students gathered informally shall not disrupt the orderly operation of the educational process.

Students gathered informally shall not infringe upon the rights of others to pursue their activities.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.107](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

U.S. Const. amend. I; U.S. Const. amend. XIV.
Or. Const., art. I, § 8.
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Winston-Dillard School District 116

Code: JG
Adopted: 5/25/11
Revised/Readopted: 4/16/14; 8/12/15; 7/13/16
Orig. Code(s): JG

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.

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 rights of others.

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 of 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 ~~procedures~~ ~~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, use approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). The superintendent may propose alternative programs of instruction or instruction combined with counseling prior to a student's expulsion or a student leaving school in accordance with law.

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 in the fifth grade or lower, 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.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Parents, students and employees shall be notified by handbook, 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 243.650](#)
[ORS 332.061](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 339.115](#)
[ORS 339.240 to -339.280](#)
[ORS 659.850](#)

[OAR 581-021-0045](#)
[OAR 581-021-0050 to -0075](#)

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
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).

Winston-Dillard School District 116

Code: JGA
Adopted: 5/25/11
Revised/Readopted: 7/14/21
Orig. Code(s): JGA



Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force upon a student when and to the extent the application of physical force is consistent with ORS 339.285-339.303. Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 584-020-0040](#)

[OAR 581-021-0050 – 0075](#)

Winston-Dillard School District 116

Code: JGAB
Adopted: 8/22/07
Revised/Readopted: 5/25/11; 12/13/11; 1/15/14; 4/16/14;
7/13/14; 12/13/17; 10/09/19; 2/12/20
Orig. Code(s): JGAB

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, ~~or volunteer~~, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
 8. “Prone restraint” means a restraint in which a student is held face down on the floor.
 9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Crisis Prevention Institute (CPI) training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)

Winston-Dillard School District 116

Code: JGAB-AR
Revised/Reviewed: 8/22/07; 5/25/11; 12/13/11;
4/16/14; 10/09/19
Orig. Code(s): JGAB-AR



Use of Restraint or Seclusion

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student's activity that prompted the use of restraint or seclusion;
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - (4) The names of staff of the district who administered the restraint or seclusion;
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.

5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.

3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. When a behavior support plan includes restraint or seclusion the parents may be provided a copy of the district Use of Restraint or Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

Winston-Dillard School District 116

Code: JGD
Adopted: 5/14/08
Revised/Readopted: 5/25/11; 8/12/15
Orig. Code(s): JGD



Suspension**

The Board authorizes the administration to suspend a student ~~suspension~~ for one or more of the following reasons:

1. Willful disobedience and 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.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension. 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 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 is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, 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.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the Student/Parent Handbook and/or code of conduct made available by the district.

Each notice of suspension will include a statement of the reasons for 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 nonschool 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.

A decision by the superintendent or designee to suspend a student may be appealed to the Board through the district's complaint procedures (see Board policy KL - Public Complaints and its accompanying administrative regulations).

~~Suspensions may be appealed to the Board.~~

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-021-0065](#)

[OAR 581-021-0071](#)
[OAR 581-021-0075](#)

Winston-Dillard School District 116

Code: JGDA/JGEA
Adopted: 2/06/08
Revised/Readopted: 5/25/11
Orig. Code(s): JGDA/JGEA



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 individualized education program (IEP) services; or
2. ~~The~~For the student has not yet been identified as a student with a disability, but the district had knowledge that the student had a disability and needed special education.

For a violation of a 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~~s~~ 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):

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.252](#)

[ORS 343.177](#)

[OAR 581-015-2400](#)
[OAR 581-015-2405](#)
[OAR 581-015-2410](#)
[OAR 581-015-2415](#)

[OAR 581-015-2420](#)
[OAR 581-015-2425](#)
[OAR 581-015-2430](#)
[OAR 581-015-2435](#)
[OAR 581-015-2440](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1415(k) (2012).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.507, § 300.508(a)-(c); §§ 300.510-300.514;
§§ 300.530-300.536 (2017).

Winston-Dillard School District 116

Code: JGDA/JGEA-AR

Revised/Reviewed: 2/6/08; 5/25/11

Orig. Code(s): JGDA/JGEA-AR

Discipline of ~~Disabled~~ Students with Disabilities**

Definition

1. The district applies the following definitions when considering disciplinary action:
 - a. “Behavioral intervention plan” means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
 - b. “Current educational placement” means the type of educational placement of the student as described in the student’s “annual determination of placement” document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
 - c. “Disciplinary removal” means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
 - (1) Removals by other agencies;
 - (2) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases); ~~etc.);~~
 - (3) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student’s individualized education program (IEP); ~~IEP;~~ and continues to participate with nondisabled students to the extent they would in their current placement; or
 - (4) Bus suspensions, unless the student’s IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.
2. “Functional behavioral assessment” means an individualized assessment of the student that results in a team hypothesis about the function of a student’s behavior and, as appropriate, recommendations for a behavior intervention plan.
3. “Suspension” means any disciplinary removal other than expulsion.

Disciplinary Change of Placement

1. Disciplinary removal of a student with a disability constitutes a change in the student’s educational placement when:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The removal is for more than 10 cumulative school days and constitutes a pattern of removals.

2. The district may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement.

Manifestation Determination

1. Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the district convenes a manifestation determination meeting.
2. The district follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

Disciplinary Removals for up to 10 School Days

1. The district may remove students with disabilities from their 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, for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.
2. During disciplinary removals for up to 10 school days:
 - a. The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
 - b. The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
 - c. The district counts days of suspension for the purposes of procedural safeguards as follows:
 - (1) Suspensions of a half day or less will be counted as a half day; and
 - (2) Suspensions of more than a half day will be counted as a whole day;
 - (3) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal

1. The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension for additional periods of up to 10 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. These removals do not constitute a change in placement.
2. In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school district personnel will consider, on a case-by-case basis:
 - a. Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - b. Additional factors such as the length of each removal, the total number of days of removal, and the proximity of removals to one another.

3. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:
 - a. Continue to participate in the general education curriculum;
 - b. Progress toward achieving the goals in the student's IEP; and
 - c. The services and location for delivery of services in this section will be determined by school district personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.
4. The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.

Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances

1. The district may remove a student with a disability~~disabilities~~ 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, for a drug or weapon violation, or for infliction of serious bodily injury, without regard to whether the behavior is manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.
2. For the purpose of determining a drug or weapon violation or serious bodily injury, the district will apply the following definitions:
 - a. "Drug" means illegal drug or controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
 - b. "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.
 - c. "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises or at a school function under the jurisdiction or the Oregon Department of Education (ODE)~~ODE~~ or a district.
 - d. "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - e. "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2 ½ inches in length.
 - f. "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.
3. On the date that the district decides to remove a student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district notifies that parent(s) of the decision and gives the parent(s) a Procedural Safeguards Notice.
4. Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district:

- a. Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
- b. Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.

Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior

1. The district may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
2. The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.

Interim Alternative Educational Setting

When a student with a disability is placed in an interim alternative educational setting, the setting:

1. Is determined by the student's IEP; and
2. Enables the student to:
 - a. Continue to participate in the general curriculum, although in another setting;
 - b. Progress toward achieving the goals in the student's IEP; and
 - c. Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.

Placement Pending Appeal

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and district agree to another placement pending the hearing.

Conduct and Outcome of a Manifestation Determination

1. Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the district convenes a manifestation determination meeting.
2. The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the district's failure to implement the student's IEP, includes the parent(s), district representatives and other relevant members of the IEP team, as determined by the parent and district.

- a. The team reviews all relevant student information, including the student's IEP, teacher observations and information provided by the parent.
 - b. The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the district's failure to implement the IEP.
3. If the team determines that the district did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the district corrects the identified deficiencies immediately.
 4. Regardless of whether the behavior was a manifestation of the student's disability, the district may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.
-
5. When behavior is a manifestation of disability.

If the team concludes that the behavior was a manifestation of the student's disability:

- a. The district will not proceed with a disciplinary removal for more than 10 days.
 - b. The district conducts a functional behavioral assessment and develops a behavior plan to address the behavior that led to the disciplinary action. If the district has already conducted a functional behavioral assessment or, if the student already has a behavior intervention plan regarding that behavior, the district reviews, modifies as necessary and implements the plan to address the behavior.
 - c. The district may review and revise the student's IEP and placement through normal IEP and placement processes.
 - d. The district may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
 - e. If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the district may appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.
6. When behavior is not a manifestation of disability.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability, the district may proceed with disciplinary removals, in the same manner and for the same duration, as would be applied to students without disabilities. If the district takes such action, applicable to all students, the district:

- a. Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a Procedural Safeguards Notice;
- b. Give the parent(s) prior written notice of any proposed change in placement;
- c. Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and
- d. Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior and implements those interventions.

Protections for Students not yet Eligible for Special Education

1. The district will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the district had knowledge that the student had a disability and needed special education.
2. The district is presumed to have such knowledge if, before the behavior that precipitated the disciplinary action occurred:
 - a. The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
 - b. The student's parent(s) requested a special education evaluation of the student; or
 - c. The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's special education director or other district supervisory personnel.
3. The district is not presumed to have knowledge of a disability if:
 - a. The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
 - b. The student has been evaluated and found not eligible for special education services.
4. If the district did not have knowledge before taking disciplinary action against the student, the district may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:
 - a. If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
 - b. Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension, expulsion or placement in alternative education.
 - c. Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
 - d. The district will apply the Individuals with Disabilities Education Act (IDEA) discipline protections beginning on the date of the eligibility determination.

Winston-Dillard School District 116

Code: JGE
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 8/12/15; 3/11/20
Orig. Code(s): JGE

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct ~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower 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 observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

{Choose one of the following two options.}

~~The Board delegates the authority to decide on an expulsion to the superintendent.~~^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

^{1} The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.]

OR

Keep #1

[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.

If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.² This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service³ or by certified mail⁴ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts which support the charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. A statement of intent to consider the charges as reason for expulsion;
 - e. The student's right to a hearing;
 - f. When and where the hearing will take place; and
 - g. The right to representation student may be represented by counsel or other persons.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;

² Evidence may include the relevant past history and student education records.

³ The person serving the notice shall file a return of service. (OAR 581-021-0070)

⁴ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- 4.2. ~~If in case the parent or student does not understand~~~~has difficulty understanding~~ the English language ~~or has other serious communication disabilities~~, the district will provide an interpreter ~~during the hearing~~. All communications will be in a manner that is understandable to the parents and student ~~translator~~;
- 5.3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;
- 6.4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
- 7.5. The student shall be permitted to be present and to hear the evidence presented by the district;
- 8.6. The hearings officer or the student may record the hearing;
- 9.7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
10. ~~If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~
11. ~~If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate them self, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~
- 12.8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. The name of the minor student;
 - b. The issues involved, including a student's confidential records;
 - c. The discussion;
 - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of proposed alternative programs of instruction or instruction combined with counseling and document this notification to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

Winston-Dillard School District 116

Code: JGEA
Adopted: 5/25/11
Orig. Code(s): JGEA



Alternative Education Programs Following Expulsion**

Prior to a student leaving school or a student's expulsion, ~~unless the expulsion is for a weapons policy violation,~~ the district will propose in writing to the student or student's parent or guardian, appropriate, accessible alternative education programs ~~educational alternatives~~ as determined by the district. Such alternative education program(s) will consist ~~of instruction or instruction combined with counseling.~~

The proposal of potential alternative education programs will be hand-delivered or sent by certified mail to assure that the parent or guardian receives it prior to the time of an actual expulsion of the student or the student ~~or~~ leaving school.

Appropriate accessible alternative education programs may be either public or private. ~~(nonsectarian).~~ Programs may be provided by the district as a separate school, evening classes or tutorial instruction. Homebound instruction could be considered an appropriate alternative. The district shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The district shall pay the actual cost of the district-proposed private alternative education program or an amount equal to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is less. The district shall provide or pay for transportation.

The district has no obligation to pay for an alternative education program if an emancipated minor or ~~if~~ a parent or guardian receives an exemption on a ~~semiannual~~ ~~semi-annual~~ basis to withdraw a student age 16 or 17 from compulsory attendance, ~~the district has no obligation to pay for an alternative education program.~~

If a student is not successful in the alternative education program selected or the alternative education programs offered are not accepted by the student and/or parent or guardian, there is no obligation to propose or fund other alternatives.

END OF POLICY

Legal Reference(s):

[ORS 336.615 to -336.665](#)
[ORS 339.030](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.252](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2505](#)
[OAR 581-022-2320](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Winston-Dillard School District 116

Code: JHC
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 9/13/17
Orig. Code(s): JHC

On Hold

Student Health Services and Requirements

(This model policy is under review following a new health services OAR.)

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important ~~major~~ Board responsibility ~~one~~. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

[The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.]

The nurse(s) provided by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district shall provide:

1. ~~One registered nurse or school nurse for every 125 medically fragile students;~~
2. ~~One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing dependent student; and~~
3. ~~One registered nurse or school nurse for every 225 medically complex students.~~

The district may use the most cost effective means available to meet the above requirements.

[Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹]

The district shall maintain a prevention-oriented health services program which provides:

1. ~~Pertinent health information on the students, as required by Oregon statutes or rules;~~
2. ~~Health appraisal to include screening for possible vision or hearing problems and also scoliosis;~~
3. ~~Health counseling for students and parents, when appropriate;~~

¹ For additional delegation requirements, see OAR [851-047-0030](#).

4. ~~Health care and first-aid assistance that are appropriately supervised and isolate/isolates the sick or injured child from the student body;~~
5. ~~Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;~~
6. ~~Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;~~
7. ~~Services for students who are medically fragile or have special health care needs;~~
8. ~~Integration of school health services with school health education programs.~~

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. *(Covered in policy KAB - Parental Rights)*

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in scoliosis, vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)

[ORS 336.211](#)
[OAR 581-022-2050](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

² The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Winston-Dillard School District 116

JK

Code: JHCA
Adopted: 10/12/16
Orig. Code(s): JHCA

~~Physical School Sports Pre-Participation Examination for Students Participating in Extracurricular Activities**~~

Students in grades 7 through 12 must have a physical examination performed by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a certified nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects, prior to participation in extracurricular sports. "Participation," as used in this policy means participation in sports practices and interscholastic sports competition.

All students participating in extracurricular sports in grades 7 through 12 are required to submit to an appropriate School Sports Pre-Participation Examination¹ prior to their initial participation in a related district program. The form² is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a physician authorized by law³ who has examined and evaluated the student. The completed form(s) must be returned to the [school office].

~~Additionally, §~~ Students who continue to participate in extracurricular sports in grades 7 through 12 are required to have a physical examination complete a sports examination once every two years thereafter. The physical examination is the responsibility of the parents/students and is to be paid for by parents/students.

A completed School Sports Pre-participation Examination⁴ form shall be kept on file at school and shall be reviewed by the coach prior to the start of any sport season. Students shall not participate without signed parental and physician permission.

A student who is subsequently diagnosed with a significant illness, injury or has had a major surgery is required to have a physical examination medical release prior to further participation in extracurricular sports.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.479](#)

[OAR 581-021-0041](#)

¹ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law (OAR 581-021-0041).

² The form may be used in either a hard copy or electronic format.

³ ORS 336.479

⁴ Form available at www.osaa.org.

Winston-Dillard School District 116

Code: JHCB
Adopted: 10/12/16
Orig. Code(s): JHCB

~~Immunization, Vision Screening/Eye Examination and Dental Screening**~~

~~Immunization~~

~~No student will be allowed to enroll or continue school attendance without first presenting evidence of compliance with Oregon Revised Statutes and Oregon Administrative Rules requiring immunization. Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²~~

The administrator or designee is authorized to exclude any student from school attendance for noncompliance with the statutes or rules. The administrator or designee will notify the parent in writing of the reason for the exclusion, stating that the student will continue to be excluded until the student has complied with the requirements. The notice will also inform the parent that a hearing will be afforded upon request.

The district will comply with the Oregon Department of Human Services, Health Services, rules related to the district's immunization registry and the associated tracking and recall systems. This compliance shall include the waiver of the requirement of consent for release of information from or providing information to and the waiver of issues of confidentiality in regard to immunization records.

~~The above policy statement affects all students not exempted for religious beliefs, philosophical beliefs or medical reasons.³~~

~~Vision Screening/Eye Examination~~

~~The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall within 120 days of beginning the education program, submit a certification that the student has received:~~

- ~~1. A vision screening or eye examination; and~~
- ~~2. Any further examination, treatments or assistance necessary.~~

~~The certification is not required if the parent or guardian provides a statement to the district that:~~

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ Documentation required for exemption is outlined in ORS 433.267.

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. The cost of obtaining the dental screening is too high;
 - b. The student does not have access to an approved screener;
 - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit a report to the Oregon Department of Education that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.211](#)

[ORS 336.213](#)

Immunization, Vision Screening/Eye Examination and
Dental Screening** – JHCB

[ORS 336.479](#)
[ORS 433.235 - 433.280](#)
[OAR 333-019-0010](#)

[OAR 333-050-0010 - 0120](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)

[OAR 581-022-0705](#)
[OAR 581-021-0041](#)

Winston-Dillard School District 116

Code: JHCC
Adopted: 11/08/06
Readopted: 5/25/11; 10/14/20
Orig. Code(s): JHCC



Communicable Diseases - Students

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

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.526](#)
[OAR 333-018](#)

[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Winston-Dillard School District 116

Code: JHCC-AR
Revised/Reviewed: 5/25/11; 12/13/17; 10/14/20
Orig. Code(s): JHCC-AR

Communicable Diseases – Student

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

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable disease” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.
6. More stringent exclusion standards for students from school may be adopted by the local health department.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). ~~(See policy EBBAA).~~

Winston-Dillard School District 116

Code: JHCCA
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 9/11/13
Orig. Code(s): JHCCA

Students - HIV, HBV and AIDS**

(Policy no longer required; follow communicable disease guidance.)

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS¹.

The district recognizes a parent (student) has no obligation to inform the district of an HIV, or HBV or AIDS condition, and that the student has a right to attend school. If the district is informed of such a student, written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given and where and when the information will be given.

When informed of the infection, and with written permission from the parent (student), the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the student's condition.

Notification of alternative education programs shall be made to the parent or eligible student, if an HIV, HBV or AIDS student withdraws from school.

The district shall also develop procedures for rumor control, infection control, student accommodations and public relations/media.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 336.615 to -336.665](#)

[ORS 339.030](#)
[ORS 339.250](#)
[ORS 433.008](#)
[ORS 433.045](#)
[OAR 333-018-0000](#)

[OAR 333-018-0005](#)
[OAR 581-022-2060](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

¹ HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome

Winston-Dillard School District 116

Code: JHCCF
Adopted: 5/25/11
Revised/Readopted: 9/11/13; 4/12/17
Orig. Code(s): JHCCF

Pediculosis (Head Lice)

(Version 1)

(OAR 333 019-0010 no longer includes rules on head lice. See version 2 (optional).)

The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention of and the spread of head lice. A student with a suspected case of lice shall be referred to the school nurse or administrator for an assessment. A student found with live lice or nits (lice eggs) will be excluded from school attendance. The district recognizes that the Oregon Health Authority, Public Health Division, no longer requires exclusion of a student for the presence of nits and allows the discretion of the district. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice or nits are present, and may be subject to periodic checks.

Successful treatment of head lice requires a coordinated approach and may involve the use of anti-lice products, combing and implementation of preventative measures recommended by health authorities. Treatment information will be provided by the district to parents of students found to have contracted head lice. It is the district's intent to encourage elimination of the current infestation and to prevent a repeat episode.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 433.255](#)
[ORS 433.260](#)

[OAR 333-019-0010](#)
[OAR 437-002-0360](#)

[OAR 581-022-2220](#)

Winston-Dillard School District 116

Code: JHCCF
Adopted:



Pediculosis (Head Lice)

(Version 2)

(A student with nits and/or infested with live lice will be allowed to remain in school.)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and provide information on appropriate treatment. The student will be allowed to remain in school.

The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,¹ shall be followed.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

NATIONAL ASSOCIATION OF SCHOOL NURSES, *Pediculosis Management in the School Setting*, (POSITION STATEMENT REVISED 2016).

THE AMERICAN ACADEMY OF PEDIATRICS, *Head Lice*, (MAY, 2015).

CENTERS FOR DISEASE CONTROL AND PREVENTION, *Head Lice Information for Schools* (2015).

OREGON DEPARTMENT OF EDUCATION, *Head Lice Guidance* (2017).

¹ <http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx>

Winston-Dillard School District 116

Code: JHCCF-AR
Revised/Reviewed: 5/25/11; 9/11/13; 4/12/17
Orig. Code(s): JHCCF-AR

Pediculosis (Head Lice)

A student found to have contracted head lice will be subject to the following procedures:

1. Suggested school measures for head lice control, as provided in *Communicable Disease*¹ issued through the Oregon Department of Education;
2. Periodic head lice checks of students are not recommended; however, screening recommendations are as follows:
 - a. Criteria for screening an individual for lice are:
 - (1) Persistent itching or scratching;
 - (2) Known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.); or
 - (3) Self (student or parent) referral.
 - b. Three nonrelated cases of head lice in a classroom within 10 consecutive school days requires that all students in the classroom be screened by the following school day;
 - c. If there is infestation among three percent of the entire student population within 10 consecutive school days, there should be a screening of all students in the school within one week. Multiple cases from a single household count as one case for purposes of calculating the percent of students infested.
3. Students found to have contracted head lice will be excluded from school (Oregon Administrative Rule (OAR) 333-019-0010);
4. Treatment information, district policy requirements and readmittance provisions will be provided to the parent. A parent will be advised to:
 - a. Use a lice-killing agent that a health care provider, school nurse or local health authority has recommended on all family members who have symptoms of infestation;
 - b. Follow the personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate; and
 - c. Remove all nits after treatment.
5. Following treatment, the student may be readmitted to school. A parent must either accompany their student to school for readmittance or provide a signed statement that treatment has been initiated;
6. The student will be subject to screening by designated personnel to determine the treatment's effectiveness. The student will be readmitted to school or denied admittance, as appropriate. The

¹ <http://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf>

absence of live lice or nits is required for readmittance. In the event the student is not readmitted to school, parents will be notified;

7. A student who has been readmitted to school will be subject to follow-up screening by designated personnel;
8. The parent should contact their local health department in the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (e.g., bedding, linens, grooming equipment, etc.);
9. A student with chronic head lice may be referred for follow-up to the school's nurse or local health department, as appropriate;
10. A parent who identifies head lice on their student(s) at home should complete treatment prior to the readmission of their student, as required above. A parent is also encouraged to notify the school of their student's condition so that appropriate preventative measures may be implemented at school.

~~DELETE~~

Winston-Dillard School District 116

Code: JHCD/JHCDA
Adopted: 12/13/17
Revised/Readopted: 3/11/20
Orig. Code(s): JHCD/JHCDA

On hold

Medications**

(OSBA is anticipating new medication rules with an update regarding Naloxone, now defined as “short-acting opioid antagonist” in statute from House Bill 2395 (2023). Otherwise other language stands as is.)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self-prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

A current first-aid and CPR card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

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

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

¹ Under proper notice given to the district by a student or student’s parent or guardian.

district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².

O the district to administer or allow a student to self-administer nonprescription medication that is approved by the Federal Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

N If the student is determined to have violated Board policy or medical protocol by the district, the district may revoke the permission to allow a student to self-administer medication.

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

H A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept in a reasonably, secure location in the student's classroom as provided by state law.

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

A ~~Naloxone~~ A short-acting opioid antagonist ("SAOA") ~~is any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug~~ may be administered by trained, designated personnel a school administrator, teacher or other school employee to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parent or guardian.]

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

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

³ Subject to ORS 109.610, 109.640 and 109.675.

[⁴ The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.]

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)
[ORS 475.005 - 475.285](#)
[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 -055-0115](#)
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 2395 (2023).

Winston-Dillard School District 116

Code: JHCD/JHCDA-AR
Adopted: 1/16/08
Revised/Readopted: 5/25/11; 1/15/14; 1/14/15;
5/20/15; 8/12/15; 7/13/16;
12/13/17; 9/12/18; 3/11/20
Orig. Code(s): JHCD/JHCDA-AR

Include addition - we have Narcan!

Medications**

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to ~~themselves~~ ~~them~~ ~~self~~.

1. Definitions

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. ~~Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.~~
- b. ~~["Short-acting opioid antagonist" has the meaning given that term in ORS 689.681.]~~
- c. ~~["Opioid overdose" has the meaning given that term in ORS 689.681.]~~
- d. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
- e. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- f. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- g. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- h. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- i. "Prescriber"³ means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed,

¹ {If the district plans to provide and/or administer a short-acting opioid antagonist in the district this language and other associated bracketed language is highly recommended. If the district does not plan to provide and/or administer a short-acting opioid antagonist in the district, do not include this language or other associated bracketed language.}

² {Ibid. p. 1}

³ A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in

- advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- j. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
 - k. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
 - l. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
 - m. "Designated personnel" means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated Staff/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

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

4. Administering ~~Naloxone or Other Similar Medication~~ a Short-Acting Opioid Antagonist (“SAOA”) to a Student or Other Individual

~~Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.~~ A short-acting opioid antagonist may be administered by a school administrator, teacher or other school employee to any student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parent or guardian.

The ~~[principal] or [school] [district] nurse~~ shall ensure the parent or guardian of a minor student enrolled in a school within the district is immediately notified when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
- c. The student or the student’s parent or guardian must provide adequate supply of the student’s prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student’s parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:

- (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
 - (a) The nonprescription medication is necessary for the student to remain in school;
 - (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
 - (c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;

- (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
 - c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
 - d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
 - e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
 - f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent[, and documentation will be made on the district's Accident/Incident Report form]. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
 - g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber

or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;

- (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.
- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - (b) The student's name affixed to the manufacturer's original container; and
 - (c) The permission to self-administer medication from a building administrator.
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) A written order from the student's prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. The student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
- d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's

classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;

- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
 - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this administrative regulation;
 - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
 - i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.
8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
 - b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
 - c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
 - d. Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.
 - e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
 - f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.
9. Emergency Response
- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.
 - b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.

- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within {five} school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
 - (3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
 - (4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

11. Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
 - (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their

parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

Winston-Dillard School District 116

Code: JHDA
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JHDA

Psychological Testing of Students**

Psychological tests, excluding intelligence tests, shall be administered to students only by licensed school psychologists or psychometrists employed for this purpose, or by interns under their supervision. Adherence to this policy shall ensure quality psychological services and shall protect the educational rights, dignity, and privacy of students and parents.

Psychological evaluations shall be made only after informed and written consent of the student's parent or surrogate is obtained, unless the student is of legal age to give his or her informed and written consent. Psychological data shall be only one of several criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

To ensure confidentiality of psychological records, written parental consent is required prior to the release of psychological data. The following information shall also be required:

1. The signature of all persons, agencies or organizations desiring access to the records of students;
2. The right of parents to inspect all psychological records pertaining to their student;
3. The opportunity for a hearing to challenge the contents of their student's psychological records; and
4. The education records rights of students age 18 and older heretofore accorded to parents.

Education records will be released only in accordance with law.

END OF POLICY

Legal Reference(s):

[OAR 581-021-0030](#)

[OAR 581-021-0046\(7\)](#)

[OAR 581-022-1670](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Winston-Dillard School District 116

Code: JHF
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 12/13/17
Orig. Code(s): JHF



Student Safety

The Board directs the development and approval of a comprehensive safety program. The plan is designed to assure every student a safe, healthy environment in which to learn. The plan will comply with federal, state and local laws and regulations and with Board policy.

Local building safety and health committees will ensure that general safety regulations are reviewed with staff and students, as appropriate, to assure student safety.

Instruction in professional technical courses and other offerings such as science, family and consumer studies, art and physical education will include and emphasize accident prevention.

Safety instruction will assist students to:

1. Learn how to work, play and exercise safely, and to prevent accidents;
2. Learn proper procedures to reduce the possibility of accidents;
3. Develop habits of good cleanliness, proper storage and proper handling of materials;
4. Become familiar with personal protective equipment and the proper clothing to be worn for safety purposes;
5. Develop skills in the safe use of tools and equipment;
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective equipment in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

A student will report any accident sustained by ~~themselves~~ ~~him/herself~~ while on district property to a district staff member. ALL accidents will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

END OF POLICY
HR9/28/17 | RS

Student Safety – JHF
1-2

Legal Reference(s):

[ORS 329.095](#)

[OAR 581-022-2225](#)

Winston-Dillard School District 116

Handbook

Code: JHFC
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JHFC

Student Bicycle, Scooter and Rollerblade Use

(Is this already in the parent/student handbook?)

Students who live within a reasonable distance may ride bicycles, scooters, rollerblades, etc. to schools. Safe and lawful practices must be observed.

Bicycles must be parked in a designated area on school grounds and should be locked. Scooters, rollerblades, etc. must be stored in student lockers unless as otherwise directed by the principal. The district assumes no responsibility or liability for loss or damage to such items brought to school.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS Chapter 814](#)

[OAR 581-021-0050](#)

Winston-Dillard School District 116



Code: JHFD
Adopted: 7/10/02
Readopted: 5/25/11
Orig. Code(s): JHFD

Student ~~Motorized~~ Vehicle Use

All students who drive vehicles ~~cars~~ to school are subject to parking and driving rules developed by the ~~[principal]~~ ~~[district]~~, in addition to those laws governing the operation and parking of vehicles in the state of Oregon.

The district ~~[may]~~ ~~[shall]~~ require all students parking vehicles on district property on a regular basis to show evidence that the:

1. Student driving the vehicle holds a valid driver's license;
2. Vehicle is currently registered;
3. Student driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state[;][.]
4. ~~[Vehicle is in compliance with district rules by displaying the appropriate sticker.]~~

The district will post appropriate parking signs.

Cooperation of appropriate law enforcement officers shall be utilized in assuring compliance with all rules and regulations for student use of vehicles on district property, and for enforcement of all Oregon statutes relating to traffic and ~~automobile or motorized~~ vehicle use.

Students who violate the district parking and driving rules as delineated in the *Douglas High School Parent and Student Handbook* and/or Oregon Revised Statutes relating to traffic and vehicle use are subject to suspension of driving privileges. Parking privileges will be subject to the specific requirements of this policy and any other applicable policy and/or rules of the district. Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.445](#)

[ORS 339.270](#)
[ORS 806.060](#) to -806.080

[OAR 581-021-0050](#)

Winston-Dillard School District 116

Code: JHFE-AR(2)
Revised/Reviewed: 5/25/11; 7/11/12; 12/13/17;
9/12/18
Orig. Code(s): JHFE-AR(2)

Abuse of a Child Investigations Conducted on District Premises

(See proposed form GBNAB/JHFE-AR(2))

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

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conduction the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardians

Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

Investigator Position and Badge or ID Number

Student Name

FOR COMPLETION BY DISTRICT STAFF

Name of Administrator Notified

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

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

Winston-Dillard School District 116



Code: JHH
Adopted: 8/12/20
Orig. Code(s): JHH

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and

¹ “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

² ODE will provide a list of available programs.

Winston-Dillard School District 116

Code: JHHA
Adopted: 5/25/11
Orig. Code(s): JHHA



Crisis Prevention and Response

(See policy JHH)

The district recognizes that schools are subject to a number of potentially disruptive events. These events include major crises. No school is immune no matter the size or location.

Being prepared for crises can enhance the district's effectiveness in responding to smaller incidents.

The district knows that schools cannot be sanctuaries. The challenge, however, is to protect students and staff as much as possible in an increasingly violent world.

Although there is no guarantee that a district will ever be completely safe from crime, the following security measures will be taken to lessen the chance of violence occurring on school grounds:

1. The district will establish an advisory committee comprised of school officials, law enforcement officials, other youth-service providers, parents and students. The committee will plan what safety measures are needed and how they can be implemented, as well as regularly review school safety and security measures;
2. Building administrators will participate in staff development activities targeting security and promoting greater responsibility in working with the Board and district to implement site security programs;
3. The district will develop a comprehensive crisis management plan that incorporates resources available through other governmental and community agencies;
4. A school communications network will be established that links classrooms, playground and other supervisors with the office or security staff as well as with local law enforcement and fire departments;
5. Staff will be informed and regularly updated on safety plans through in-service training. The training will include licensed staff, classified staff, part-time employees and substitute teachers, and may include parents and community volunteers;
6. Parents and community volunteers will be used to help monitor surrounding neighborhoods and supervise the district grounds before, during and after school;
7. Access points to district grounds will be limited and monitored during the school day. A single visitor entrance should be supervised. Visitors shall sign in at the office. Staff and visitors will wear an identification pass. Delivery entrances used by vendors will be checked regularly;

8. Students will be taught to take responsibility for their own safety by reporting suspicious individuals or unusual activity on district grounds and by learning personal safety and conflict-resolution techniques;
9. The district curriculum committee will identify K-12 programs and activities that focus on teaching students nonviolence, pro-social skills, conflict resolution, law-related education and good decision making;
10. Building safety committees will review, identify and make recommendations regarding site safety and security concerns as a part of the regular building inspection.

To protect against intrusion the district will not only analyze the facilities to make illegal entry as difficult as possible but will develop a crisis plan so that each staff member and student knows what to do in an emergency.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-1420](#)

Winston-Dillard School District 116

*OK
add.*

Code: JHHB
Adopted:

Trauma Informed Schools

Optional.

A trauma informed approach to education is intended to improve attendance, graduation rates and reduce incidents of behaviors that can inhibit learning.

The district recognizes that the developmental impact of childhood and historical trauma increases student risk for, but not limited to, academic failure, severe attendance problems, severe school behavior concerns and possible chronic health concerns; which negatively impacts student engagement and learning.

The district is committed to providing trauma informed schools and culturally responsive programs where all students feel included, welcomed, valued and supported; and where addressing trauma's impact on learning schoolwide is integral to the district's educational mission.

The district will strive to create physically and emotionally safe, and culturally responsive environments for all staff, students and families through effective professional development in school procedures and school practices and instruction in the following areas: 1) understanding the widespread impact of trauma and the role of schools in promoting resiliency; 2) recognizing the signs and symptoms of trauma in students, families and staff; and 3) integrating knowledge about trauma and social emotional learning in children.

The superintendent or designee is directed to implement a trauma informed approach to education through the application of culturally responsive trauma informed practices in the district's schools and programs.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Winston-Dillard School District 116

Code: JIA
Adopted: 5/25/11
Orig. Code(s): JIA

Student Excellence Program

(Is this already in the student/parent handbook? Curriculum Guide? Does not rise to level of policy.)

In fostering its commitment to excellence, the district shall create an atmosphere that encourages student excellence and excellence shall be recognized in both academics and citizenship.

The district will establish a student recognition program that may include, but need not be limited to:

1. Reduced admissions;
2. Discounts on fees, yearbooks, student store items;
3. Free or special parking;
4. Academic letters or insignias;
5. Privileges such as early registration, premium seating, etc.;
6. Local merchant discounts;
7. Excellence bumper stickers;
8. Free memberships.

END OF POLICY

Legal Reference(s):

[ORS 336.179](#)

Winston-Dillard School District 116

Code: JN
Adopted: 7/10/02
Revised/Readopted: 5/25/11; 12/13/11; 4/13/16
Orig. Code(s): JN

Student Fees, Fines and Charges**

The Board recognizes the need for student fees to fund certain school activities which are not sufficiently funded by the district.

No student will be denied an education because of ~~an~~his/her inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees and charges as well as of possible penalties for failure to pay them.

In accordance with the law and ~~with~~ Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district may waive all or a portion of the debt if one of the following conditions are met:

- ~~1. The district determines that the student or the parent or guardian of the student is unable to pay the debt;~~
- ~~2. The payment of the debt could impact the health or safety of the student;~~
- ~~3. The cost to notify the student and his/her parents would cost more than the potential total debt collected relating to the notice; or~~
- ~~4. There are mitigating circumstances as determined by the superintendent of the district that preclude the collection of the debt. (Included in paragraph above)~~

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute (ORS) 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent will ensure that notice has been provided as required by ORS 339.270.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)
[ORS 326.575](#)

[ORS 339.115](#)
[ORS 339.155](#)

[ORS 339.270](#)

Winston-Dillard School District 116

Code: JOA
Adopted: 4/8/09
Revised/Readopted: 5/25/11; 7/11/12; 12/13/17
Orig. Code(s): JOA

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as ~~directory information~~. The following directory information^[1] may be released to the public through appropriate procedures:

(Any changes in practice here? Leave as was adopted in 2017?)

1. Student’s name;
2. [Student’s address;]
3. [Student’s telephone listing;]
4. [Student’s electronic address;]
5. [Student’s photograph;]
6. [Date and place of birth;]
7. Major field of study;
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. Dates of attendance;
11. Grade level;
12. ~~[Diploma, honors or awards received;]~~
13. Most recent previous school or program attended.

leave as is.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or

¹ [For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

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

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

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

At no point will a student’s Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

Winston-Dillard School District 116

Code: JOB
Adopted: 6/18/08
Revised/Readopted: 5/25/11; 7/11/12; 9/11/13
Orig. Code(s): JOB



Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number or student ID number or biometric record;
5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth and mother's maiden name;
6. Other information alone or in combination that would make the student's identity easily traceable;
7. Other information requested by a person who the district reasonably believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent or the student 18 years of age or older or an emancipated student.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;

3. To personnel of another school, another district, state regional program or institution of postsecondary education where the student seeks or intends to enroll;

4. To authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs or the enforcement of, or compliance with federal or state supported education programs or the enforcement of or compliance with federal or state regulations;
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district;

7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as “directory information”;
13. To the courts when legal action is initiated;
14. To a court and state and local juvenile justice agencies;
15. A judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or ~~dependency~~ matters;
16. To a caseworker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)

[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-015-2000](#)
[OAR 581-021-0220 to -0430](#)
[OAR 581-022-2260](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).

Winston-Dillard School District 116



Code: JOC
Adopted: 4/12/17
Orig. Code(s): JOC

Legal Names of Students

The district will consider requests to use names other than the student's legal name. Such requests, if honored, may be entered into the computer system so long as a cross-referencing system is established to locate the student's records with the student's legal name.

Legal last names will be changed by the district only upon receipt of a copy of a court order.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2270](#)

