BOARD OF DIRECTORS  
Wednesday, October 12, 2016  

Board Work Session – 5:30 pm  

Conference Room ABC  
Redmond School District Office  
145 SE Salmon Drive  
Redmond, OR 97756  
Telephone: 541.923.5437  
www.redmondschools.org  

Redmond School Board Members  
Rick Bailey  Johnny Corbin  Travis Bennett  
Tim Carpenter  Shawn Hartfield  

OUR VISION: A relentless commitment to academic achievement and personal growth for every student.  

OUR MISSION: A commitment to rigorous and relevant instruction which leads to mastery and the development of productive citizens.  

*CITIZEN PARTICIPATION: Redmond School District (RSD) 2J welcomes public participation at school board meetings. Individuals who wish to comment will be given an opportunity to do so at the beginning of each meeting. Please put your name and topic on the sign in sheet provided at the meeting. Because time available is limited, there is a three minute time limit placed on each person who wishes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker. The Chair has authority to keep order and to impose any reasonable restrictions necessary to conduct an efficient meeting. The Board reserves the right to delay discussion on any item presented until later in the meeting or at a subsequent meeting. Objective criticism of operations and programs will be heard, but not complaints concerning specific personnel. The visitor will be directed to the appropriate means for filing complaints involving school district employees. Thank you.  

AMERICAN WITH DISABILITIES ACT: Please contact Gina Blanchette at 541-923-8250 if you need accommodation to participate. Please telephone at least three days prior to the scheduled meeting date. Thank you
AGENDA

WORK SESSION
(Estimated Times)

PRESENTATION
5:30 - 7:30 pm  Policy Rewrite Section I – Instruction – 1st Reading (pages 1-241)  Linda Seeberg
Martha Hinman

Upcoming Schedule

<table>
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<tr>
<th>Date</th>
<th>Meeting</th>
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<tr>
<td>October 26, 2016</td>
<td>Board Meeting</td>
<td>5:30 pm</td>
<td>District Office</td>
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<tr>
<td>November 9, 2016</td>
<td>Work Session</td>
<td>5:30 pm</td>
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<td>November 16, 2016</td>
<td>Special Board Meeting</td>
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<td>December 14, 2016</td>
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Instructional Goals

In 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.

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, 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. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;

5. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;

6. Provides for rigorous academic content standards and instruction in English language arts, mathematics, science, English, history, social science, geography, economics, civics, physical education, health, the arts and world languages;

7. 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;

8. 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;

9. Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;

10. Provides students with the knowledge and skills to take responsibility for their decisions and choices;

11. Provides opportunities for students to learn through a variety of teaching strategies;
12. Emphasizes involvement of parents and community in the total education of students;

13. Transports students safely to and from school;

14. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;

15. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and

16. Provides for a safe, educational environment.

17. Supports students’ academic growth beyond proficiency in academic content standards and encourages their attainment of individual goals;

18. 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  OAR 581-022-1020  OAR 581-022-1340
ORS 329.125  OAR 581-022-1030
ORS 336.067  OAR 581-022-1210
Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires, however, 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 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, creed, religion, color, national origin, disability, marital status, or sex or sexual orientation. Each student organization must have a faculty advisor 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

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. Such materials may be subject to administrative review, restricted or prohibited, however, 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 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;

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;

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

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 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 his/her decision within three school days of the meeting. The superintendent’s decision shall be final and binding on all parties.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
ORS 336.477
ORS 339.880
ORS 339.885
OAR 581-021-0050
OAR 581-021-0055

U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
Relations with Home-Schooled Students**

The district recognizes the rights of parents to educate students at home and acknowledges the High Desert Education Service District’s role in registering and monitoring test results for students who are being taught at home.

The Board is willing to assist parents who home school their children if a request is made through the director of curriculum and instruction. The district will furnish basic course descriptions, state standards for elementary and secondary education, and may furnish basic instructional materials, when available, upon deposit of a loss/damage fee.

Students may, upon parent request, be allowed to participate in district programs and curriculum if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school. Parents are responsible for transportation for students attending selected school offerings. Only courses recognized by the state of Oregon will earn credits toward a diploma.

The Board does not accept home instruction course credit toward graduation requirements.

Home-schooled students may participate in interscholastic activities if the following criteria 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 interscholastic activities;

3. The student can achieve the minimum score on an examination from the list adopted by the State Board of Education. The minimum composite test score that a student must achieve shall place the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. (Students may participate while awaiting test results);

4. The parent shall submit the examination results to the district; or the district may adopt alternative requirements, in consultation with the parent, 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;

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

An interscholastic activity is defined as an activity:

1. With optional student participation which compliments the curriculum, encourages students’ physical, academic or social development;

2. Supervised by school personnel;

3. Generally conducted outside the instructional day.

END OF POLICY

Legal Reference(s):

| ORS 326.051 | ORS 339.460 | OAR 581-021-0071 |
| ORS 339.030 | ORS 339.035 | OAR 581-021-0210 |
| ORS 339.035 | OAR 581-021-0026 to-0029 | OAR 581-022-1350 |
| ORS 339.430 | OAR 581-021-0033 | ORS 339.460 |
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 calendar will include the number of student days/hours, number of workdays for staff and holidays. The calendar will meet or exceed state requirements.

Days lost will be made up to ensure that the 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 336.010
OAR 581-022-1620
School Day

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

Legal Reference(s):

ORS 332.075
ORS 332.107
OAR 581-022-1620
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 332.075
ORS 336.067
OAR 581-021-0045
OAR 581-021-0046
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
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 581-022-0606
OAR 581-022-0807

OAR 581-022-1020
OAR 581-022-1045
OAR 581-022-1130
OAR 581-022-1140
OAR 581-022-1210
OAR 581-022-1340
OAR 581-022-1610
Site Councils 21st Century Schools Councils

The Board directs the superintendent to encourage community involvement in shared decision making and to foster the collaborative efforts of district personnel, students, parents and community members through site 21st Century Schools Councils at each school site. The Board may establish other special committees at the district level for specific projects or issues, e.g. administration of grants or districtwide programs.

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

At the school site, 21st Century School Councils shall be structured as follows:

Composition

1. Site 21st Century Schools Councils shall be composed of teachers, parents, classified employees and building administrator or designee as follows:
   a. Not more than half of the members shall be teachers;
   b. Not more than half of the members shall be parents of students attending that school;
   c. At least one member shall be a classified employee;
   d. One member shall be a building administrator or designee;
   e. In addition, other members may be designated by the Board including, but not limited to, local school committee members, business leaders, students and members of the community at large.

Selection

2. Members of the site 21st Century Schools Council shall be selected as follows:
   a. Teachers shall be licensed teachers elected by licensed teachers at the school site;
   b. Classified employees shall be elected by classified employees at the school site;
   c. Parents shall be selected by parents of students attending the school, by a process to be defined by the Board;
   d. The council shall select all others.

Duties

3. The duties of the site 21st Century Schools Council shall include, but not be limited to:
   a. The development of plans to improve the professional growth of the school’s staff;
   b. The improvement of the school’s instructional program;
c. The development and coordination of plans for the implementation of programs at the school in accordance with Oregon’s Education Act for the 21st Century;
d. The administration of grants-in-aid for the professional development of teachers and classified employees;
e. Advising the Board in the development of a plan for school safety and student discipline under Oregon Revised Statute (ORS) 339.333.

If the Board determines that a school site is unable to fulfill the requirement of the site 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 site 21st Century Schools Council in a manner that best meets the educational needs of the district.

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

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

The Site 21st Century Schools Councils, the duties of which include advising the Board or making decisions on behalf of the Board, shall follow the notice, meeting and records keeping requirements of the Public Meetings Law.

END OF POLICY

Legal Reference(s):

ORS 192.660 to -192.690  ORS 330.083  ORS 342.553
ORS 243.650  ORS 330.115  ORS 342.608
ORS 243.782  ORS 332.172  ORS 342.610
ORS 329.125  ORS 339.333
ORS 329.704  ORS 342.513  OAR 581-020-0105
ORS 329.788  ORS 342.521  OAR 581-020-0115
ORS 330.080  ORS 342.545  OAR 581-020-0130

HR5/16/02  SW
Site Councils

Introduction

Every district school will develop a site council consisting of teachers, administrators, classified employees, and parents. Each of these teams will utilize data for the enhancement of student achievement. The site councils will assist and direct the implementation of Oregon's Educational Act for the 21st Century while working to raise student achievement goals within the school's instructional program.

In addition to site councils, individual schools have the prerogative to practice shared decision making with department chair organizations, grade level teams, cooperative “house” teams, or other special committees such as assessment and attendance. Schools may also have subcommittees, special committees, design teams or advisory groups to assist the site council with research and implementation of specific topics as needed. These may be temporary groups or standing groups.

The district has a committee in place, the District Site-Based Decision Making Committee, the purpose for which is to support the success of site councils, assist with communication between them, and provide needed resources and include representatives from each school, administration and the community.

This document will address membership selection for site councils meeting time parameters, appropriate duties for site councils, roles of the members of site councils, and reporting procedures for site councils of the district.

Membership Composition

The Oregon’s Educational Act for the 21st Century has determined site council membership to be:

1. Not more than half teachers;
2. Not more than half parents of students attending that school;
3. At least one classified employee;
4. Building principal or designee;
5. Other members as the district designates; may include local school committee members, business leaders, students and members of the community at large; or

Composition determined by the Board because:

a. Site is unable to compose council as designated by the Oregon Educational Act;
b. Building needs require different council composition.
Therefore, if a Board determines that a school site is unable to fulfill the requirements of this section, or if the needs of a school site require a different composition, the Board shall establish the site council in a manner that best meets the educational needs of the district.

**Membership Selection**

Membership is determined either by selection or election as mandated by Oregon’s Educational Act for the 21st Century. The guidelines are:

1. Licensed teachers at site elect teachers;
2. Classified employees at site elect representatives;
3. Parents of students attending the school select parents;

**Election/Selection Process**

Essentially the same process will be followed for selection of the licensed and classified members. Upon completion of selections of these members representing these groups, the parent selection will be finalized. These processes are:

1. **Licensed/Classified:**
   a. Open solicitation for volunteers and/or nominations for those who are licensed staff and classified employees who would be interested in site council membership;
   b. Upon closure of the solicitation each candidate will be asked if he/she will serve on the site based committee if elected. Those answering yes, will have their names placed on the ballot;
   c. A secret ballot election will be held with licensed staff voting only for licensed membership and classified staff voting only for classified membership;
   d. The facilitator and a non-nominee, licensed staff and classified staff member will be responsible for confidentially counting the ballots. Each group will count ballots separately;
   e. In case of a tie in the voting, a run-off secret ballot election will be held to break the tie following the above procedures;
   f. A confidential list of election results will be kept by the principal and facilitator;
   g. In case of a mid-term opening, an election will be held to fill the remainder of the open term. The above procedures will be followed.

2. **Parent selection:**
   a. Open notification of membership solicitation will be presented in school newsletters. This will include a brief definition, responsibility and level of commitment necessary for site council membership;
   b. Applications will be available in each school’s office with a specific deadline;
   c. After the application deadline, the applications will be reviewed and parents selected by a group of their peers;
d. Alternate parents may be identified and a confidential list will be maintained by the site council.

Site Council members exemplify the following characteristics:

**Listens with respect.** This does not mean the person has to agree with to everything, but at least the person gives undivided attention when somebody else speaks.

**Enthusiastic.** There is nothing more energizing than to be involved in shared decision making with a group of people who are positive, supportive, constantly looking for what is best for students, and rarely, if ever, are known for “putdowns.”

**Value differences (cultural and personal).** Site-based decision making requires compromise. People not willing to give and take are not going to be positive contributors to shared decision making.

**Critical thinkers.** Shared decision making is an arena for creative ideas.

**Sensitive.** This characteristic correlates with listening with respect. Sensitive people are those who are known to be friendly, kind and treat everybody with warm regards.

**Prompt and organized.** Shared decision making requires people to assume different roles. It is important that participants attend all meetings and are ready to go to work at the starting time.

**Trustworthy.** Think of the people you would call for assistance if a family emergency occurred.

**Proud.** Pride is evident in not only their work, but is often verbalized to others.

**Membership Terms**

The length of any member’s term will be determined by the building site council. It is recommended that the term time run from January to January. This would provide for a smoother opening and closing of the school year.

**Meeting Time and Frequency**

All meetings of the school site councils are subject to the Public Meetings Law (ORS 192.640).

Site councils meet a minimum of ten times a year. Time and date is determined by the council. Other sub-committees of the site council meet as needed.
Duties of the Site Council

Duties, responsibilities and rights of Boards take precedence over school site council duties. The duties will focus on:

1. Improving school’s instructional program: All schools need to focus on increasing student achievement as it relates to development and coordination of Oregon’s Educational Act for the 21st Century.

2. Developing and coordinating site school improvement plan: Each building is responsible for developing or updating a school profile. This profile will be the basis for the site’s school improvement plan.

3. Providing staff development: The purpose of staff development shall be to provide professional growth and career opportunities which will enhance student achievement.

4. Administering staff development grants: The site councils are responsible for maintaining the integrity of the grants received and for monitoring the disbursement of funds.

5. Collaborating with schools, district office and peers: Schools need to work with the district office staff and administrative council members to inform and gather support for a proposed change. It is also necessary for district office and administrative council to solicit input from schools and staff who would be affected by changes in direction or new policies.

6. Using effective research and assessment: Site councils shall research and provide data to validate proposed changes by using effective research or other successful practices. When proposing conceptual changes, it is much easier for the administration, for example, to support the new idea when talking to the community or the Board with adequate data. The assessment component of this parameter refers to how the school, by evaluation, is going to determine whether the new idea is successful upon implementation.

7. Aligning with district/building vision and goals: Our district and building vision and goals provide flexibility to schools and the community for support of creativity. When a site council, for example, can show how the new idea supports the district’s vision and goals, it helps in gaining widespread acceptance upon implementation.

8. Gaining Board acceptance and awareness: Site councils shall bring a new idea in its conceptual stage to the superintendent and the school board in order for them to be knowledgeable to provide support. It is legislated that school boards approve any change in curriculum or programs. By making the Board aware in the early stages, a determination can be made whether the idea will be supported once the plan has been developed.

9. Identifying necessary changes in laws, curriculum, Board policies and contractual agreements: It is important for those parties impacted by a potential site based decision to have an opportunity to dialogue where a possible conflict might occur with contractual agreement language including impacts on mandatory subjects of bargaining, district policy, administrative regulations, state and federal laws or current curriculum. When any proposed change conflicts with contractual agreement language, that dialogue will occur between leadership of the certified and classified teachers’
associations and the superintendent’s office to reach resolution and maintain the integrity of the contract.

**Duties of Specific Site Council Members**

**Principal**
1. Share appropriateness of topics related to goals or shared decision making process;
2. Monitor progress - provide feedback;
3. Assure accountability of group;
4. Active participant of group;
5. Build a trusting atmosphere;
6. Administrator must abide by the master agreement language;
7. Administrator must facilitate development of a process to determine where staff members will participate in Shared Decision Making (SDM);
8. Assure that those people involved in the shared decision assume responsibility for implementing and evaluating the decision;
9. Learn the skills necessary for effective implementation of SDM. (Facilitation, consensus-building, pyramiding);
10. Assure that a SDM process is in place.

**Facilitator**

The facilitator should be a nonvoting, appointed member of the group that operates in a neutral manner.
1. Agenda will be set at the end of each meeting for the next meeting. Agenda items may be submitted to the building secretary to be passed onto the facilitator;
2. Assure a pleasant atmosphere;
3. Begin with introductions;
4. Establish parameters for group process;
5. Clarify the roles within the group;
6. Set time limits;
7. Maintain discussion - focuses energy of the group on a common task;
8. Involve everybody;
9. Clarify/Summarize;
10. Record happenings;
11. Evaluate meetings – coordinate follow-up;
12. Neutral servant of the group;
13. Does not evaluate or contribute ideas;
14. Suggest alternative methods and procedures;
15. Protect individuals and their ideas from attack;
16. Encourage everyone to participate;
17. Help the group find a win-win solution.

**Recorder**

1. Maintain records of all proceedings;
2. Capture ideas on large, readable area (example: paper, chalkboard);
3. Should not edit or paraphrase;
4. Distribute meeting minutes to members.

**Direct Communication**

Minutes of site council meetings will be distributed within each building. In addition, copies of the minutes will be sent to all other buildings, Board members, the superintendent and district office administrators and the District Site-Based Decision Making Committee Facilitator.

**Training and Evaluation**

Training may be offered, based on available resources, to members of the group on consensus building, group process team and pyramid building, brainstorming and evaluation.

1. The district Site-Based Committee membership will be available for training purposes to individual sties, if needed.
2. Principals will be responsible for selection of the facilitator.
3. Staff members should learn the skills for SDM.
4. Assure administrative participation in decisions which will have major impact on a school.

5. Direct SDM toward improvement of instruction and what is best for students.

**Support of Employee Participation**

Each site council will decide how to support teacher participation on the site council within the site council’s resources. Site councils may use flexible schedules outside of student contact time.
Course Approval

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

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

END OF POLICY

Legal Reference(s):

ORS 332.072  ORS 336.035  OAR 581-022-1210
ORS 332.075  ORS 332.107  OAR 581-022-1130
Instructional Design

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

END OF POLICY

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<td>ORS 336.057</td>
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<td>ORS 336.067</td>
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Multiculturalism

The Board recognizes that our society is changing at a rapid pace. A multicultural society requires a positive environment that promotes respect for and better understanding of the diversity of people.

In accordance with this challenge the Board believes:

1. All students of diverse ethnic, racial, socioeconomic, religious and cultural backgrounds should be provided the opportunity to receive a quality education which will enable them to achieve their desired potential.

2. Multicultural education should promote intergroup knowledge and understanding and prepare academically and culturally informed students to function in a competitive global society.

3. Multicultural education should be promoted as a valuable resource to increase the state’s awareness of diversity.

4. Multicultural education should help provide knowledge and better understanding of the various cultural heritages and, to the extent possible, will promote the appreciation and respect for diversity and acceptance of the differences.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 336.067
Teaching about Religion

Religious education is the responsibility of the home and a church; religious institution, and within the district’s schools, shall remain the free choice of the individual, true to American heritage and the Constitution.

However, religion influences many areas of education, such as literature and history, and religion’s role in civilization can and should be properly taught. Teachers may provide information and opportunity for students to study the forms of various religions. It is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of the Bible and other sacred documents as literary forms may inform students concerning particular sectarian belief.

Teachers shall be permitted to expose students to information concerning religions and religious beliefs, but teachers shall not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

END OF POLICY

Legal Reference(s):
ORS 332.107
ORS 336.035

U.S. CONST. amend. I.
OR. CONST., art. I.
Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or nonbelief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs without penalty. The recitation of prayers at any school-sponsored activity is strictly forbidden.

The district recognizes that one of its educational goals should be to advance the students’ knowledge and appreciation of the role that our religious heritages have played in the social, cultural and historical development of civilization.

END OF POLICY

Legal Reference(s):

ORS 336.067
ORS 339.420
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 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 building principal or his/her designated representative.

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

END OF POLICY

Legal Reference(s):

ORS 163.575  OAR 581-015-2060  OAR 581-015-2420
ORS 336.067  OAR 581-015-2070  OAR 581-015-2425
ORS 336.222  OAR 581-015-2075  OAR 581-015-2430
ORS 339.873  OAR 581-015-2205  OAR 581-015-2435
ORS Chapter 475  OAR 581-015-2220  OAR 581-015-2440
ORS 581-015-0052  OAR 581-015-2225  OAR 581-015-2600
ORS 581-015-2040  OAR 581-015-2235  OAR 581-021-0050
ORS 581-015-2045  OAR 581-015-2240  OAR 581-021-0055
ORS 581-015-2050  OAR 581-015-2325  OAR 581-022-0413
ORS 581-015-2055  OAR 581-015-2410  OAR 581-022-1210
ORS 581-015-2420  OAR 581-015-2425
ORS 581-015-2430
ORS 581-015-2435
ORS 581-015-2440
ORS 581-015-2600
ORS 581-015-2605
ORS 581-021-0050
ORS 581-021-0055
ORS 581-022-0413
ORS 581-022-1210

34 C.F.R. §§ 300.108, §§ 300.108.
Anabolic Steroids and Performance-Enhancing Substances

The district will not tolerate the possession, selling or use of unlawful drugs or hormonal substances chemically or pharmacologically related to testosterone. 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. In addition, the district will discourage students from consuming energy beverages and supplements in an attempt to enhance performance.

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 or 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 581-022-0413).

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

The program shall include training for staff who are athletic directors, and/or coaches, including volunteers, at least once every four years.

Each year students and parents shall receive a code of conduct explaining expected behaviors and related consequences for violations of the 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 326.051  ORS 342.726  OAR 581-022-0416
ORS 332.107  ORS 342.721  OAR 581-022-0413
ORS 342.726
ORS 342.721

34 C.F.R. §§ 300.108.
Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

Each 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 internal part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance student’s understanding of sexuality as a normal and healthy aspect of human development. **ADD:** (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 grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health department 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.

Local school The boards 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, AIDS/HIV district instruction. Any parent may request that 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).

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 and Hepatitis B/C. 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.
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. Advise 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 gender identities/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.

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 practices; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

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.

END OF POLICY

Legal Reference(s):

ORS 336.035                  ORS 336.107                  ORS 336.455 to -336.475
ORS 339.370                  OAR 581-022-1440             OAR 581-022-0705
ORS 581-022-1910

HR1/16/14 PH
Distance Learning

You can keep this if you use it, but I suspect that it is outdated and not used.

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

Standards, criteria, and evaluation procedures shall be in compliance with Oregon Administrative Rules for distance learning programs.

Licensed teachers may be assigned to a distance learning program without additional certification requirements. Teachers offering instruction via satellite shall meet local certification requirements by holding a current certificate from the employing state and passing a nationally recognized basic skills test.

The district or district-sponsored charter school may contract with the Superintendent of Public Instruction to provide online courses through the Oregon Virtual School District. The district or district-sponsored charter school 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 354.410 - 354.430

OAR 584-036-0017
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 that have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency High Desert Educational Service District 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 American preschool children living on reservations;
4. Suspected of having a disability even though they have not failed, been retained in a course or a grade, and are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private (religious or secular) school 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; or
9. Above the age of compulsory school attendance that have not graduated from high school with a regular diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statute (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five by September 1 of the 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 diploma.

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 the ODE 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 343.517  OAR 581-015-2190
ORS 338.165  ORS 343.533  OAR 581-015-2195
ORS 339.115 to -137  OAR 581-015-2315
ORS 343.151  OAR 581-015-2040  OAR 581-015-2480
ORS 343.157  OAR 581-015-2045  OAR 581-021-0029
ORS 343.193  OAR 581-015-2080  OAR 581-022-1340
ORS 343.221  OAR 581-015-2085

**Student with Disabilities – Child Identification Procedures**

The district’s child find efforts include:

1. **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.
   
   a. 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, county jails, hospitals, medical officer and other facilities that serve children birth to 21 years old.
   
   b. The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.

2. **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.

3. **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.

4. **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.

**Private School Children with Disabilities**

1. The district’s child find system applies to children, including those children who are residents of another state, enrolled by their parents in private schools, located within the boundaries of the district.

2. 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.
3. 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) funds on parentally-placed school students with disabilities.

4. 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:

   a. How private school children suspected of having a disability can participate equitably; and
   b. How parents, teachers and private school officials will be informed of the process.

5. 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.

Home-Schooled Students with Disabilities

1. The district collaborates with the ESD that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.

2. 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.

3. If the district has reason to suspect that a home schooled student has a disability, the district will obtain parent consent for initial evaluation. See section 8 – Evaluation and Eligibility.
Education Records/Records of Students with Disabilities**

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

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

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

Information recorded on official education records should be carefully selected, accurate, and 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 the parents of all students under the age of 18 as well, including as adult students over the age of 18, currently in attendance that they have the right to:

1. Inspect and review the student’s records;
2. Request the amendment of the student’s educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;

3. Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB - Personally Identifiable Information);

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.

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 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 emancipated and the general public.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 339.270
ORS 343.177(3)

1. 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, 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 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;

b. Full legal name of the student;

c. Student birth date and place of birth;

d. Name of parents;

e. Date of entry in school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student’s progress toward achievement of state standards and must include a student’s Oregon State Assessment results;
i. Credits earned;
j. Attendance;
k. Date of withdrawal from school; and
l. 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 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), 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 eligible student shall comply with the following procedure to inspect and review a student’s education record:

a. Provide a written, dated request to inspect a student’s education record; and

b. 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 his/her expense, have those records reviewed by a physician or other appropriate professional 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 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) 192.501(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’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 who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment; a person serving on a school board who, a person or company with whom the district has contracted to perform a special task; or a parent or student serving on a special committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks needs to review an educational record in order to fulfill his or her professional responsibility (definition from FERPA). 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 issues 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.

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 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, 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, be assisted or represented by one or more individuals 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 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 he/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 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 school district will use your SSN for record-keeping, research, and reporting purposes only. The school 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 school 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 school 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 school 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.
Special Education - Personnel

Consistent with Teacher Standards and Practices Commission requirements, district 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 highly qualified personnel 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):

- Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207.
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

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 he/she would attend if nondisabled unless the services identified in the IEP cannot feasibly 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 (IEP) 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 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:

   (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 he 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 and appropriate public education (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.
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, 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  OAR 581-015-2200  OAR 581-015-2230
ORS 343.155  OAR 581-015-2205  OAR 581-015-2235
OAR 581-015-2190  OAR 581-015-2215  OAR 581-015-2260
OAR 581-015-2195  OAR 581-015-2220  OAR 581-015-2265
OAR 581-015-2225

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501.
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 informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the district and parents agreed to make between annual reviews.

f. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.

g. 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.

h. 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 ESD, 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 district wide assessments of student achievement.

(a) A student will not be exempt from participation in state or district wide 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. 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.

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 his or her 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; and
   (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; and
(5) 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 IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, 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.

(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.

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.

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 a free appropriate public education (FAPE) and.

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.

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 a free appropriate public education (FAPE). In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

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 a free appropriate public education (FAPE) 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 a free appropriate public education (FAPE).
FAPE 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 Oregon Administrative Rules.

(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.
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.

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1If, 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 upon any other parent request. 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 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 participation, 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  OAR 581-015-2030  OAR 581-015-2325
ORS 343.165  OAR 581-015-2090  OAR 581-015-2330
ORS 343.177  OAR 581-015-2095  OAR 581-015-2345
ORS 343.181  OAR 581-015-2190  OAR 581-015-2360
ORS 343.181  OAR 581-015-2195  OAR 581-015-2385
ORS 581-001-0005  OAR 581-015-2305
ORS 581-015-2000  OAR 581-015-2310

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 has 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 that 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 migrant and homeless children;
2. Wards of the state;
3. Native American preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Attending private (religious or secular) school 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; or
9. Above the age of compulsory school attendance that have not graduated from high school with a regular diploma and have not completed the school year in which they reach their 21st birthday.

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 reevaluation, 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 reevaluation 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:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are 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. Are used for purposes for which 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 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 reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a reevaluation;

2. When the child’s parents or teacher requests a reevaluation; and

3. At least every three years, unless that parent and the district agree that a reevaluation is unnecessary.

The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise; and at least once every three years, unless the parent and district agree that a reevaluation is unnecessary.

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 to-2190

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. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child’s individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, review and document their review of existing evaluation data 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; and
   (3) Observations by teachers and related service providers.

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 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.
Special Education - Private Schools

The Individuals with Disabilities Education Act (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.

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 581-015-2270
OAR 581-015-2380
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


R12/31/07 JW
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 Oregon Department of Education ODE 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) 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 (FAPE) 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) or special education services.

   (2) The district initiates and conducts an individualized education program (IEP) 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 the Oregon Department of Education (ODE) 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 (FAPE) 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 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 (IEP);

(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 (ODE), 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 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 within 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 (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 (FAPE) 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. Services 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. If necessary for the student to benefit from or participate in the services provided by the district the district must provide 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 services 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 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 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. 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.
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 have not failed or have not been retained in a course or grade or are advancing from grade to grade;
   b. Who have not graduated with a regular 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 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.

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 to-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

Special Education - Free Appropriate Public Education (FAPE)

1. 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 diploma is no longer entitled to FAPE.
   b. The district provides prior written notice a reasonable time before a student with a disability graduates with a regular high school diploma.
   c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school 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 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 plan (IEP).

c. The district’s provisions of FAPE 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 resident 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, provided 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 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 on site at a district 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 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 charter school does not require an inter-district 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 the state and federal laws, the records of the student, including all information related to an individualized education program (IEP) 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

Special Education - Free Appropriate Public Education (FAPE) - IGBAJ-AR
(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 evaluate 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 Individuals with Disabilities Education Act (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 free appropriate public education (FAPE).

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

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.

With regard to services required to provide FAPE to a student with disabilities, the district:

a. May not require a parent to sign up for or enroll in public insurance programs in order for their student with disabilities to receive FAPE under Part B of the IDEA;

b. Will not require parents to incur an out-of-pocket expense in order for their student with disabilities to receive FAPE under Part B of the IDEA; and

c. May not use the student’s benefits under a public insurance if that use would:

   (1) Decrease available lifetime coverage or any other insurance benefit;
(2) Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;
(3) Increase premiums or lead to the discontinuation of insurance; or
(4) Risk the loss of eligibility for home- and community-based waivers, based on aggregate health-related expenditures.

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 consent\(^1\) that:

- States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- States the purpose of the disclosure (e.g. billing for services under IDEA);
- Names the agency to which the disclosure may be made (e.g. Medicaid);
- 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;
- 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 related services), but may pay the cost that the parent otherwise would be required to pay; and
- Acknowledges the district may not use the student’s benefits under a public insurance program, if that use would:
  - Decrease available lifetime coverage of any other insured benefit;
  - 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;
  - Increase premiums or lead to the discontinuation of insurance; or
  - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. — Students with Disabilities Covered by Private Insurance

a. — Each time the district proposes to access a parent’s private insurance proceeds, the district will:
   - Obtain parent consent (as defined in OAR 581-015-2090); and
   - Inform the parents that their refusal to permit the district to access the private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).

b. — The district may use its IDEA Part B funds for a specified service required to ensure FAPE if the district is unable to obtain consent to use a child’s private insurance.

\(^1\)“Consent” means that the parent or adult student a) has been fully informed, in his/her 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 his/her 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).
e. If the parent would incur a cost for the school district’s use of private insurance, the district may use its Part B funds to pay the cost the parents otherwise would have to pay to use the private insurance (e.g., the deductible or co-pay amounts).

11.10. 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.

12.11. Extended Year Services (ESY) as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

13.12. Assistive Technology as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR
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 student 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) Excess costs of educating students with disabilities;
      (2) Maintaining financial support for programs and services for students with disabilities (maintenance of effort or MOE); and
      (3) Schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB);
      (4) Annual district application for IDEA funds; and
      (5) Official audit reports, 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):


R12/31/07 JW
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 OAR 581-015-2080 OAR 581-015-2315
ORS 339.030 OAR 581-015-2130 to 2190 OAR 581-021-0026 to -0029
ORS 339.035 OAR 581-015-2210
ORS 343.165 OAR 581-015-2310

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

1. Home Schooling for Students with Disabilities

   a. 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 (FAPE) if the student enrolls in the district.

   b. 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.

   c. This district provides an annual written notice that it stands ready to provide a free appropriate public education (FAPE) if the student enrolls in the district as long as:

      (1) The student remains eligible for special education;
      (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.

   d. 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 (FAPE) 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.

   e. The district develops an IEP consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:

      (1) 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;
      (2) 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
      (3) 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.
f. The district ensures that:

1. 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;
2. 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;
3. 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.

2. Testing and Reporting Requirements
a. 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:

1. Completes the assessment; and
2. 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.

b. 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.

3. Child Find
a. If the district suspects that a home-schooled student has a disability, the district:

1. Obtains parent consent for initial evaluation; and
2. Conducts an initial evaluation and determines the student’s eligibility to receive special education and related services.

b. 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.

c. 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.

4. School Enrollment
a. 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.
b. 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.
Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop procedures for identifying academically talented and intellectually gifted students K-12. The Board further directs the superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of advanced learning of identified students. All required written course statements shall identify the academic instructional programs and services which shall be provided.

Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

[The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.]

END OF POLICY

Legal Reference(s):

ORS 343.391 ORS 343.401
ORS 343.395 ORS 343.407
ORS 343.396 ORS 343.409
ORS 343.397 ORS 343.413

OAR 581-022-1310 to -1330
Identification - Talented and Gifted**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:

1. Use of research-based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.

1. Behavioral, learning and/or performance information;

2. A nationally standardized mental ability test for assistance in identifying the identification of intellectually gifted students;

3. A nationally standardized academic achievement test of reading or mathematics [or a test of total English Language Arts/Literacy or total mathematics on] the Smarter Balanced Assessment [Consortium] for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

The Board has established an appeals process. It is for a parents to utilize if they are dissatisfied with the identification process or placement of their student for the district for Talented and Gifted program and wish to request reconsideration, they may appeal the decision through [Board policy KL - Public Complaints] [the accompanying administrative regulation IGBBA-AR]. After exhausting the district’s appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 343.395  ORS 343.411  OAR 581-022-1310 to -1330
ORS 343.407  OAR 581-021-0030  OAR 581-022-1940

R12/10/09 | PH
Appeals Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their child in the district program for talented and gifted (TAG) students and wish to request reconsideration. It is the district’s desire and intent that satisfactory solutions can be reached during the informal process:

**Informal Process**

1. The parent(s) will contact the district talented and gifted TAG coordinator/teacher to request reconsideration;
2. The TAG coordinator/teacher will confer with the parent(s) and may include any additional appropriate persons, e.g. principal, counselor, teacher, etc. At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the formal process.

**Formal Process**

1. A parent(s) shall submit a written request for reconsideration of the identification and/or placement to the principal of the students’ school;
2. The principal shall acknowledge in writing the receipt of the request within 10 working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;
3. The principal, TAG coordinator/teacher, and other appropriate staff members shall review the student’s file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. A parent(s) may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearing’s officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board.
8. If the parent(s) are still dissatisfied, they have access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.
Identification - Talented and Gifted Students among Nontypical Populations**

The district will make a special effort to identify talented and gifted students from special populations such as:

1. Cultural and ethnic minorities;
2. Economically disadvantaged;
3. Underachieving gifted;
4. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process. It is for parents to utilize if they are dissatisfied with the identification process of their student for the district’s Talented and Gifted program and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.411
OAR 581-022-1310 to -1330
OAR 581-022-1940
Programs and Services - Talented and Gifted Students**

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 address the assessed levels of advanced learning and accelerated rates of learning in identified talented and gifted (TAG) students. The superintendent will remove any administrative barriers that may exist which restrict students’ access to appropriate services and will develop program and service options.

Programs and services will be in place for K-12.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted (TAG) student and wish to request reconsideration.

The Board has established a complaints procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students.

END OF POLICY

Legal Reference(s):

OAR 581-022-1310 to -1330
OAR 581-022-1940
Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise.

1. All complaints will be reported to the superintendent;

2. The complainant will be given the Talented and Gifted Standards Complaint form which must be filled out before further consideration can be given to the complaint;

3. The superintendent shall arrange for a review committee consisting of the talented and gifted TAG coordinator/teacher, the principal, a counselor and a school psychologist;

4. The review committee shall meet within five working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 10 working days of receiving the original complaint;

5. The committee may recommend that:
   a. The programs or services are appropriate;
   b. The programs or services are not appropriate.

6. The superintendent shall report immediately the recommendations of the review committee to the Board;

7. If the complainant is not satisfied with the review committee’s action they must appeal to the Board. The decision of the Board shall be final;

8. If the complainant remains dissatisfied, and has exhausted local procedures, or 4590 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rule upon request.
Talented and Gifted Standards Complaint Form

Student Name ___________________________________________ Student ID# ___________________________
Parent/Guardian Address ___________________________________________
Phone (Work) ___________________________ Phone (Home) ___________________________
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 the situation a violation of state of Oregon standards?________
__________________________________________________________________________
__________________________________________________________________________

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

5. Other pertinent comments __________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

____________________________________
Signature

(Please use other side of this page or submit attachments if necessary.)

____________________________________
District Use Only

Date Received __________ Received by __________________________ Title ________________

10/22/98 │ NC
Title I/Parental Involvement

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

The Board directs the superintendent to ensure that each of the district’s schools participating in the Title I program meet annually. Parents of participating students shall be informed of their right to be involved in the development of the district’s parental involvement policy, the school’s Title I plan and school-parent compact.

The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency or disabilities, parents of homeless and of migratory students. Information and school reports will be provided in a language and form that parents understand.

The district’s policy shall be adopted by the Board, reviewed annually and updated periodically in cooperation with parents, to meet the changing needs of parents and the schools and shall be distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent shall develop administrative regulations as necessary to implement this policy and meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 343.650          ORS 343.660          OAR 581-015-0750

Title I/Parental Involvement

Parental Involvement Policy

A parental involvement policy shall be developed jointly and agreed upon with parents of participating students. The district shall ensure:

1. Involvement of parents in the joint development of the district’s overall Title I plan policy and the process of school review and improvement;

2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

3. Development of activities that promote the schools’ and parents’ capacity for strong parent involvement;

4. Coordination and integration of parental involvement strategies with appropriate programs as provided by law;

5. Involvement of parents in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I;

6. Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority are identified;

7. Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy;

8. Parents are involved in the activities of schools served under Title I.

Title I Plan Policy Implementation

As a part of the district’s overall Title I plan policy, the district shall ensure effective involvement of parents by promoting activities that support a partnership among the school, parents and the community and that promote the improvement of student achievement. Plans may be developed by participating district schools individually or collectively. District schools:

1. Shall provide assistance to parents of students served by the school in understanding such topics as the state’s academic content standards and state student academic achievement standards, Title I 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;
2. 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 and:
   - May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities;
   - May train and support parents to enhance the involvement of other parents;
   - 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;

3. 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 and:
   - May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training;
   - May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
   - May adopt and implement model approaches to improving parental involvement;

4. Shall coordinate and integrate parent-involvement programs and activities with Early Childhood Programs and Partners such as Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool programs and other programs, to the extent feasible and appropriate and:
   - May develop appropriate roles for community-based organizations and businesses in parental-involvement activities;

5. Shall ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the homes of participating students in a format and in a language the parent can understand and

5.6. Shall provide such other reasonable support for parental involvement activities as parents may request consistent with Title I requirements.

6.7. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training;

7.8. Delete May provide necessary literacy training from Title I funds received if the district has exhausted all other reasonably available sources of funding for such training;

8.9. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related activities;

9.10. May train and support parents to enhance the involvement of other parents;

10.11. 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;

Title I/Parental Involvement - IGBC-AR

Page 106 of 241
11.12. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;

12.13. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities;

13.14. May adopt and implement model approaches to improving parental involvement, such as Even Start; and

14.15. Shall provide such other reasonable support for parental involvement activities as parents may request consistent with Title I requirements.
School-Parent Compact

A school-parent compact shall be developed by each of the district’s Title I 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 student academic achievement standards;

2. Describe the ways in which each parent will be responsible for supporting their student’s learning;

3. Stress the importance of ongoing communication between teachers and parents through annual parent-teacher conferences at the elementary school level.

The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.

The district’s policy, plan and compact shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the school 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.

(Is it current practice for the Board to adopt the school-parent compacts for all Title I schools?)
Homebound Instruction

Instruction will be provided to any student whose health or impairment will, as substantiated by a physician’s statement, cause him/her 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 - 336.665
ORS 339.030
ORS 339.035

OAR 581-021-0071
OAR 581-022-1130
OAR 581-022-1210

OAR 581-022-1350

3/07/02 | MW
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.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-1350. The superintendent will develop administrative regulations as necessary to implement this requirement.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. Private alternative programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in ORS 336.625, 336.631 and 336.637.

Students, upon parent request, 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 alternative education program cost 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 may enter into a written contract with district-approved private alternative programs.

END OF POLICY

Legal Reference(s):

- ORS 329.485
- ORS 332.072
- ORS 336.014
- ORS 336.145
- ORS 336.175
- ORS 336.179
- ORS 336.615 to-336.665
- ORS 339.030
- ORS 339.250
- ORS 339.615 to-336.665
- OAR 581-021-0045
- OAR 581-021-0065
- OAR 581-021-0070
- OAR 581-021-0071
- OAR 581-022-1350
- OAR 581-022-1620
- OAR 581-023-0006
- OAR 581-023-0008
- OAR 581-023-0006
- OAR 581-023-0008

R9/28/07/PH
Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-1350, the Redmond School District is required to evaluate alternative education programs, i.e., contract schools under Oregon Revised Statute (ORS) 336.615 and charter schools under ORS 338.095, annually.

Documentation is required below and must be returned to the Redmond School District’s superintendent no later than January 15 annually. A copy of the district’s written evaluation shall be provided to the program coordinator upon completion.

The following questions and information requests will be posed during the evaluation documentation.

Staff

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

Curriculum

1. Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive an approved Oregon High School Diploma 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 Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?
   * Attach copy of summary report and sample of information reported to student, parents and the school district.

3. Are student’s parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?
   * Attach copy of report used.
4. How are special education and other special needs students served?
   * Attach the procedures.

**Discrimination**

1. Does the program comply with nondiscrimination requirements of law – program does not discriminate based on age, disability, national origin, race, marital status, religion or sex or sexual orientation (ORS 659.850; 659.885)?
   * Attach student enrollment/withdrawal summary based on above criteria.

**Registration** (Private alternative programs only)

1. Is the program registered with the ODE?
   * Attach copy of registration application and approval.

**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, such as staff/student handbooks, in-service agenda, fire marshal’s report, safety inspection reports, etc.

**Tuition and Fees**

1. Does the program comply with Oregon Revised Statutes (ORS) 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 state or federal statute, rule or school 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 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 district comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4))?
   * Attach annual statement of expenditures.

Achievement of Standards

1. Does the program enhance the ability of the district and its students to achieve district and state standards?
   * Attach standards.

2. Does the program align with the Redmond School District Performance Plan and applicable indicator targets?
   * Attach completed Redmond School District Performance Plan

Attendance

1. Are student’s residents of the Redmond School District as defined in ORS 339.133-137?
   * Submit evidence of student residency

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

An extension to submit the required documentation for evaluation may be submitted, in writing, 10 working days prior to the January 15th annually. The district may grant an extension upon reasons deemed sufficient.
Establishment of Alternative Education Programs

The superintendent will develop alternative programs in compliance with Oregon 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 program is not readily available, appropriate or accessible.

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

Examples of district programs would 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. Vocational training and professional technical programs;
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; and

12. Supervised community service activities performed as part of the instructional program; and

13. Supervised independent study in accordance with a student’s educational goals; and

14. The district’s Expanded Options Program.

The superintendent will develop a procedure for establishing alternative programs.

END OF POLICY

Legal Reference(s):

ORS 329.035  ORS Chapter 340  OAR 581-022-1350
ORS 329.485  ORS Chapter 340  OAR 581-022-1620
ORS 332.072  OAR 581-021-0045  OAR 581-023-0006
ORS 336.135 - 336.183  OAR 581-021-0065  OAR 581-023-0008
ORS 339.250  OAR 581-021-0071
Establishment of Alternative Education Programs

Proposals from parents or 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 November 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 January 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 15.
Alternative Education Notification**

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

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

1. When two or more severe disciplinary problems occur within a three-year period. (Severe disciplinary problems will be defined in the code of conduct);
2. When attendance is so erratic the student is not benefitting from the educational program. (Erratic attendance will be defined on a case-by-case basis);
3. When an expulsion is being considered;
4. When a student is expelled;
5. When a student’s parent or emancipated student applies for exemption from attendance on a semi-annual basis.

Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion. Notification shall include:

1. The student’s action;
2. A list of alternative programs for this student;
3. The program recommendations based upon the student’s learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

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

END OF POLICY
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<td>ORS 332.072</td>
<td>OAR 581-021-0045</td>
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<td>ORS 336.135 - 336.183</td>
<td>OAR 581-021-0065</td>
<td>OAR 581-022-1620</td>
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<td>ORS 339.250(9), (11)</td>
<td>OAR 581-021-0071</td>
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<td>OAR 581-021-0076</td>
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To: 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: ________________

________________________________________________________________________
Program Exemptions

The Board may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative program for credit may be provided.

END OF POLICY

Legal Reference(s):

<table>
<thead>
<tr>
<th>ORS 336.035(2)</th>
<th>ORS 336.635</th>
<th>OAR 581-022-071</th>
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<td>ORS 336.465</td>
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Exemptions from Certain Topics of Study

The Board expects that all students will participate in the basic instructional program offered by the district.

However, when requested by parents in writing, a student may be excused from participation in a specific topic of study when required by the student’s religious or cultural beliefs, or for students with special physical, sensory or other disabilities.

Such a request should be made directly to the principal of the school the student is attending. The principal will be responsible for assessing and acting upon the request in a timely fashion. Should the exemption be granted it is with the understanding that the student will have a comparable assignment in an area of related study.

A student receiving an exemption under this policy shall receive no penalties as to grade, credit or graduation.

I request that ________________________________ be excused from participation

(Student’s Full Name)

(Specific Topic of Study as Per Policy)

This request is based upon religious belief or special physical, sensory or other disabilities. Please explain.

I understand that if this request is granted that the student will have a comparable assignment for which he/she will be held accountable. Further, the student is to be excused only for the topic(s) specified above.

☐ Request Granted

☐ Request Denied

______________________________________________________________

Parent Signature and Date

______________________________________________________________

Parent Signature and Date
Expanded Options Program

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district’s Expanded Options Program will comply with all requirements of Oregon law.

Eligible Students

Eligible students may apply to take courses at a post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she: (1) is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program; (2) is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program; (3) has developed an educational learning plan; and (4) has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

Student Notification

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

The notice must include the following:

1. The definitions below:

   a. **Eligible Students:** A student who is enrolled in an Oregon public school and who is:

      (1) Is Sixteen years of age or older at the time of enrollment in a course under the Expanded Options Program;

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

      (3) Has developed an educational learning plan as described in this policy; and

      (4) Has not successfully completed the requirements for a high school diploma.

   An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program.
b. **Eligible Post-Secondary Institution**: A community college, a state institution of higher education listed in ORS 352.002 and the Oregon Health and Science University;

c. **Eligible Post-Secondary Course**: Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree. An eligible post-secondary course does not include a duplicate course offered at the student’s resident school. Eligible post-secondary courses include academic and professional technical courses and distance education courses;

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

a. To create a seamless education system for students enrolled in grades 11 and 12 to:
   
   (1) Have additional options to continue or complete their education;
   (2) Earn concurrent high school and college credits; and
   (3) Gain early entry into post-secondary education.

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

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

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

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

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

4. Available transportation services;

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

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

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

8. District timelines affecting student eligibility and duplicate course determinations;
9. The following information about eligibility for the Expanded Options Program:
   a. Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;
   b. A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program;

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

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

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

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

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

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

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

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

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

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

**Enrollment Process**

Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the district of his/her intent to enroll in post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.
The district shall review with the student and the student’s parent the student’s current status toward meeting all state and district graduation requirements and the applicability of the proposed post-secondary course to the remaining graduation requirements.

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

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

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

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

Duplicate Courses

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

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes. The superintendent 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, the student may appeal the district’s determination to the Superintendent of Public Instruction.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (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 chooses not to exceed the cap it will have 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
If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the Expanded Options Program and may allow eligible students who are not at-risk to participate in the program.

**Post-Secondary Institution Credit**

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

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

**Financial Agreement**

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

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

1. Compliance would adversely impact the finances of the school district; or
2. The district offers dual credit technical preparation programs (i.e. two-plus-two programs, advanced placement or International Baccalaureate programs).

**Student Reimbursement**

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

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

Special Education Services

The district of a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. “Related services” includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. “Special education” means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum. If a post-secondary institution intends to provide special education and related services to an Expanded Options Program participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

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

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

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

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

District Alternative Programs

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

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

END OF POLICY
Legal Reference(s):

ORS 329.035
ORS 329.485
ORS 332.072
ORS 336.615 to -336.665
ORS Chapter 340
OAR 581-022-1363 to -1373
Dear Students and Parents,

With the current school year comes an opportunity called the Expanded Options program through Redmond School District and Central Oregon Community College (COCC). This program allows public high school students to take courses onsite at COCC on a seat-available basis. As a COCC student, you can begin earning college credits while still in high school and apply college coursework to high school graduation requirements.

To participate in The Expanded Options Program, you must:

- Be enrolled in one of our high schools and be at least 16 years old at the time of enrollment in the program;
- Have an educational plan based on post-secondary and career goals on file at the school;
- Not be a foreign exchange student;
- Apply to COCC and meet prerequisites for any college course in which you intend to enroll;
- Earn at least a C grade in each college-level course you take;
- Sign a Release of Information so that Redmond School District can access student information about grades, attendance, and classroom behavior;
- Students must adhere to COCC attendance and behavior policies;
- Students may enroll in the Expanded Options Program full – or part-time during the regular school year (summer participation is excluded) taking courses that are minimum two quarter-credit hours and not offered at your high school;
- Expanded Options enrollment priority is given to low-income students and high school dropouts;
- Students may participate for no more than two academic years.

Tuition, including application fee, approved course fees, and books for eligible courses are paid by the Redmond School District. School district transportation to COCC is not provided. The District provides special education and related services for Expanded Options participants through their high school case manager.

The number of COCC credits available under this program is limited. In the event student requests exceed the total number of credits available for the school year, participants will be selected through a lottery process with priority given to low-income students and high school dropouts.

To participate in the Expanded Options Program, complete the following steps:

1. Prior to May 1st, submit an application for admissions to COCC along with the Redmond School District Expanded Options Authorization Form if you are not also currently a COCC student.
2. Take the Accuplacer placement tests at COCC. Call 541-383-7500 or 541-385-7200 to schedule an appointment. Go to www.collegeboard.com/student/testing/accuplacer/ or use a search engine to research “Accuplacer” for more information.
3. Meet with a COCC advisor to be approved to register for classes.
4. When students are admitted to COCC and register for classes, return to the high school counselor and complete a Redmond School District Expanded Options Authorization Form. A new Redmond School District Authorization Form

Leading for Success in the 21st Century
must be completed and approved prior to the start of each quarter students participate in the Expanded Options program.

5. Each quarter, repeat steps 1 and 5 listed above.

For more information or to get your questions about Expanded Options answered, contact your high school counselor or the Director of Secondary Education, at 541-923-5437
The EOP/advisory support team has determined that the post-secondary course if eligible for EOP credit.

Date: ________________________________

Student: ________________________________

Grade: ________________________________

Currently or previously in EOP?  ☐ Yes  ☐ No

If yes, name of course ____________________________________________ and institution ____________________________________________

Parent/Guardian: ________________________________________________

Address: _______________________________________________________

Phone (Day): ___________________________ Phone (Eve): ___________________________

Alternative Phone: ___________________________ Email: ___________________________

Application Information

Post-Secondary Institution: ____________________________________________

Eligible?  ☐ Yes  ☐ No

Negotiated agreement with institution?  ☐ Yes  ☐ No

Post-Secondary course: ____________________________________________

Duplicate course? ☐ Yes  ☐ No

If yes, notification sent to student at address above?  ☐ Yes  ☐ No

If yes, student appeal?  ☐ Yes  ☐ No

Final decision: ____________________________________________
Educational/Career Planning

Advisory support team members:

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Meeting scheduled with student or parent or both?  □ Yes  □ No

If yes, date of schedule meeting is: __________________________

Follow-up meeting required?  □ Yes  □ No

If yes, dates of those meetings: ________________________________

If no, date(s) when called or will call to schedule meeting: __________________________

Joint advisory support team and student goals (short- and long-term career and academic):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Action items: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________
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 ________________________________.

☐ Review and enter into any agreements with eligible institutions by ________________________________.

☐ Compile list of all resident students who have dropped out and eligible for EOP and confirm their last known address by ________________________________.

☐ 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.

☐ Review all student notifications submitted before May 15th.

☐ Review all notices of acceptance from post-secondary institutions sent to district.

Confirm the following by ________________________________:

☐ Whether student is “eligible” ☐ Yes ☐ No
☐ Whether post-secondary institution is “eligible” ☐ Yes ☐ No
☐ Whether post-secondary course is “eligible” ☐ Yes ☐ No
☐ 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
English Language Learners/Bilingual Education

A students whose primary languages are is other than English will be provided special assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

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

END OF POLICY

Legal Reference(s):
ORS 336.074
ORS 336.079
ORS 336.079
OAR 581-021-0046
OAR 581-022-1140

Extended Instructional Programs

The district may provide extended instructional programs including, but not limited to, summer school, honors programs, and advanced college placement subject to state and federal laws, Board policy and availability of funds.

END OF POLICY

Legal Reference(s):

ORS 336.010
ORS 336.012
ORS 336.014
ORS 341.315
Cocurricular/Extracurricular Activities

For purposes of this policy, “cocurricular/extracurricular activities” shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. (Do you give credits for athletic participation or student government class?) Such activities shall ordinarily be conducted wholly or partly outside the regular school day; available to students who voluntarily elect to participate; marked by student participation in the process of initiation, planning, organization and execution and shall ordinarily include clubs, intramural sports and other interschool athletics.

The district shall make school facilities, supplies and equipment available and assign staff members for the support of a program of cocurricular activities, except that the district’s responsibility for the provision of supplies shall carry the same exemptions as stated in the Board’s policy on regular school supplies. (This paragraph seems to require the district to provide supervision and supplies to any activity the students initiate and organize.)

No cocurricular/extracurricular activity shall be considered to be under the sponsorship of the district unless it has been approved by the Board on recommendation of the superintendent of schools.

Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities, which include the following:

1. Use of tobacco is prohibited on district grounds or during trips that are part of the activity;
2. Drinking of alcoholic beverages is prohibited at any time or at any place. Any individual involved in the use of alcohol will be suspended immediately from all activities;
3. The use of drugs, other than authorized medications, is prohibited at any time or at any place. Any individual involved in the use of such drugs will be suspended immediately from all activities;
4. Any student displaying unacceptable conduct on or off campus will be subject to suspension.

These rules are to be followed and enforced by activity coaches or advisors. Offenses will be handled by the advisor/administration or by approved procedures that have been submitted to the administration and the Board and incorporated into the student conduct handbook.

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 sponsors are encouraged to issue any additional rules or regulations developed for individual activities prior to participation. Rules developed are subject to superintendent approval.
Whenever or wherever held, when conducted under the name of the school or district or any class or organization thereof, cocurricular and extracurricular activities will be under the general supervision of school personnel.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.240
ORS 339.250

OAR 581-021-0050 to -0075

Student Organizations (Version 1 - Allows Limited Open Forum) (Version 2)

The district encourages curriculum-related student organizations. District staff will 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 develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one staff adviser to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school premises during noninstructional time. If the content of such a club’s meetings is religious in nature, school staff may attend only in a nonparticipatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will 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  
ORS 339.885  
ORS 339.885  
ORS 339.885

OAR 581-021-0050  
OAR 581-021-0055

Student Organizations

All members of the school community including faculty, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of school 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 school property before or after the regular student school day under the following conditions.

1. The meeting shall be scheduled in advance following Board “Use of School Building and Facilities” policies KG - Community Use of District Facilities.
2. The principal or designee must approve all meetings.
3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the rules and regulations of “Use of School Building and Facilities”, 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 that encourages or advocates the violation of federal laws, state laws or school laws shall be granted use of school 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. *(Is this consistent with IGD regarding 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” – Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

2. “Sponsorship” – 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.

Equal Access Act preserves the authority of the school, its agents and employees to maintain order and discipline on school premises, to protect the well being of students and faculty, and to assure that their attendance at meetings is voluntary.

Schools may prohibit meetings that would materially and substantially interfere with the orderly conduct of educational activities within the school.

In an “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.
Redmond School District 2J

Student Publications
(Grades K-8 only)

District Sponsored

Students’ First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Staff advisers will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation.

Students may be required to submit publications for approval prior to distribution. When approval is required, school administrators must make available to students the standards which will be used to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific rules 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 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


HR4/03/01 MW
Student publications subject to review by school administrators include those which are:

1. School sponsored (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 be reviewed by staff advisers 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.

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 his/her decision within three school days of the meeting. [The superintendent’s decision shall be final and binding on all parties.]
[If the complainant is not satisfied with the decision of the superintendent, he/she may appeal to the Board under established district procedures.]
Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances when 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 must be approved by the building administrator;
2. The extended use of one particular group must be discouraged;
3. Students participating in a performance must conduct themselves in accordance with the student conduct code adopted by the district;
4. Performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students.

Student groups may participate in school district activities and with groups in the community upon the approval of the principal. Proceeds given students for participating or performing will be placed in student body accounts.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
OR 581-021-0050
OAR 581-021-0055

Student Fund-Raising Activities

Students, with the permission of the principal and under the direct supervision of their advisors, may carry out fund-raising activities in which no outside fund-raising agency or contract is concerned, utilizing, with permission of the principal and under the direct supervision of the appropriate advisors. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval by the superintendent or designee. Activities concerned with that include fund raising for charitable or other causes not relating to school activities, may not be carried on without prior approval from the principal and the superintendent.

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 339.880

OAR 137-025-0020 to -0530
OAR 581-022-1660(2)
The building administrator and the person in charge of the student activities program shall be responsible for administration of the building’s student activity funds.

The student-treasurer of the school-recognized student government organization will serve as a representative of that organization in partial administration of the building’s student activity funds.

All student activity fund monies shall be receipted and deposited into a checking account administered by the business office.

All student activity fund expenditures must be approved by the building administrator and the person in charge of the student activities program.

All expenditures from the general account of student activity funds must also be approved by the school-recognized student government organization if such organization exists.

All expenditures from a specific account of student activity funds related to other school-recognized student groups must be approved by the members of that organization and their staff adviser.

All student activity fund expenditures must be approved by the principal.

END OF POLICY

Legal Reference(s):
ORS 294.305 - 294.565
ORS 328.441 - 328.470
OAR 581-022-1660(2)
Interscholastic Athletics

Participation in interscholastic athletics offers individual students opportunities to grow physically, intellectually and socially through their participation in team and individual sports.

In accordance with Title IX regulations and other federal and state laws the district will provide comparable interscholastic athletic competition for students in a variety of sports. Qualified coaching and supervisory personnel will be provided for all athletic events.

The district is a member of the Oregon School Athletics Association (OSAA). In all athletic matters, the Board will adhere to the policies, rules and regulations of that body. *(Does this include middle school athletics?)*

An employee determined to have violated rules and regulations of OSAA will be subject to discipline, up to and including, dismissal from his/her interscholastic duties and termination from district employment. A student in violation of OSAA rules and regulations will be subject to discipline, up to and including, dismissal from his/her interscholastic activity or program and expulsion from school. Volunteers shall be subject to discipline up to removal from district programs and activities and such other sanctions as may be deemed appropriate by the Board.

Employees, volunteers or students in violation of OSAA rules and/or regulations will be required to remunerate the district in the event fines are assessed by OSAA as a result of their actions.

The superintendent or designee is directed to develop procedures as necessary to ensure an effective hiring, volunteer approval and evaluation program is in place for all district activities. Procedures shall include a process to ensure the accurate certification regarding the eligibility of students, verification that coaches have been certified prior to assuming duties as required, and that all allegations of student ineligibility, staff recruiting violations or conduct that may violate Board policy, administrative regulations and/or OSAA rules and regulations are promptly investigated and reported.
The district’s high schools will honor all sanctions, suspensions, etc., from the student’s previous high school.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)

OAR 581-021-0045 to -0049


OR. SCH. ACTIVITIES ASS’N, OSAA HANDBOOK

Interscholastic Athletics

Curricular/Co-Curricular Activities and Athletics

The Redmond School District (RSD) encourages students to be involved in extracurricular activities. In addition to traditional school athletic programs, school clubs and club sports provide means by which students can broaden their educational experience in the areas of physical fitness, social development, and skill enhancement. Our schools encourage these opportunities and strive to provide them in a safe environment, free from discrimination and bias and led by competent personnel.

Organizationally, school activities are separated into four groups:

TIER 1 - OSAA

The Oregon School Activities Association (OSAA) and the District sponsors and compensates the activity. District funds are used to support the activity and the district provides the supervisor, advisor, and/or coach. Tier 1 participants may incur expenses for clothing, travel, equipment and other items that become personal property after the activity is completed. Varsity letters are given for these activities. Examples: cheerleading, football, soccer, wrestling, band. Students involved are charged a “pay to participate” fee for each activity. These funds will go into the activity account. Students may qualify for a scholarship based on criteria (free or reduced lunch). Tier 1 activities will have an individual associated student body (ASB) account inside RSD. These activities include: Football, soccer, cross country, volleyball, band, debate, drama, choir, basketball, wrestling, swimming, cheerleading, baseball, softball, golf, tennis, and track.

<table>
<thead>
<tr>
<th>Each year: Family max per year is $600.</th>
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<tbody>
<tr>
<td>ASB Card</td>
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<tr>
<td>Regular</td>
</tr>
<tr>
<td>Reduced Lunch</td>
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<tr>
<td>Free Lunch</td>
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TIER 2 - ACTIVITIES

The District cooperates with those organizing the activity. The activity is student/parent generated and usually is affiliated with a national/regional organization. There is no District funding; all costs are paid by the organization. The school recommends a supervisor/advisor and/or coach completes a volunteer application and background check. The organization or its participants must follow trip procedures and rules. Use of facilities is determined by availability. Sponsoring organizations may provide some assistance for those in financial need. Tier 2 organizations need to apply and receive annual approval as a club each year by June 1st for the following year. Example: Ski team
Activities

Tier 2 activities are characterized as athletic in nature and/or offering competitive opportunities, but are generally not activities funded by RSD or sanctioned through the OSAA. These activities have a local, state, or national organization whose rules govern the group. Verification of affiliation must be furnished when a club or organization applies for school club status. Eligibility for participation is determined by the organizational rules and is the responsibility of the organization to determine. If the organization wishes to obtain personal information about a student, (i.e. grades, attendance information, directory information), they will need to submit a permission form to the school signed by either the parent if the student for whom they are seeking the information is under 18 years of age, or the student themselves if the student is 18 years of age or older.

Fees

Tier 2 organizations may charge fees for participation. The fee may be determined by the club itself. Redmond schools will not manage funds for tier II activities. If the organization wishes to use the home schools’ tax ID number or represent themselves with the name of the school it is imperative that they have an ASB account at the school. Organizations who do not wish to have an ASB account, but do not have their own tax free status should indicate to all donors that their donation is not tax exempt. Organizations who wish to set themselves up as tax exempt should contact either a lawyer or CPA to determine how to go about doing this.

Physicals

All organizations whose activity involves physical activity or competitions are encouraged to have their participants follow the OSAA’s physical requirement of a physical exam every two years. It is also recommended that participants in these activities do an Annual Interval History Form in those years when a physical is not required. The OSAA document and Annual Medical History form are available as models should you wish to adapt them to your needs. It is recommended that participants in these activities have proof of medical insurance prior to participation in the activity.

Criminal Background Check

It is recommended that all coaches and volunteers of Tier 2 activities have a thorough criminal background check, especially those people who will be responsible for direct supervision of Tier 2 students. If the coach is an employee of RSD this service is available through the Human Resource Department at the expense of either the requesting individual or program. If the coach is not an employee then a criminal background check may be done through the Community Relations Office. The volunteer coordinator in each building should have this information and be of assistance. [Is this still the process?]

Management

Management of Tier 2 activities will be by parents and their sanctioning organization. School administrative support will be limited to use of available school facilities, recruiting opportunities, data retrieval (authorized by parents and/or student).
Tier 2 organizations will be considered Class A activities in requesting use of building facilities at their home school (RHS). Specific procedures for Class A activities are addressed in the building use guidelines.

Schools may choose to offer the same level of recognition for Tier 2 activities as they do for Tier 1. Guidelines should be spelled out by the clubs and approved by school administration.

**Athletic Trainer Services for Tier 2 Participants**

Direct athletic training services will not be available for Tier 2 participants at events. Emergency and consultation services are available. Tier 2 participants must have an annual interval history form on record before any non-emergency injury management services may be offered.

**Transportation of Tier 2 Students**

Tier 2 activities must provide their own transportation (funding). It is recommended that these organizations develop rules that consider not only the well being of those people being transported, but also that of those people providing the transportation. In this spirit organizations may want to use Tier 1 transportation rules as a model for developing this policy. These activities must follow field trip protocols. Charter bus service may be available to Tier 2 organizations at district rates. The organization is responsible for the cost of this transportation. Activity buses may be used by Tier 2 activities if available. Tier 2 activities must follow all RSD guidelines and procedures when or if using RSD vehicles (chartered buses or activity buses).

**Out-of-District/State Travel**

It is expected that Tier 2 Activities:

1. Use District policy as a guideline for own policies.

2. Provide parents with a detailed itinerary that would include destination, mode of travel, housing information and how to be contacted in case of an emergency.

The document may also spell out what disciplinary procedures would be followed if necessary.

**School Fund Account - All ASB**

Organizations that use the School name accept donations under the school’s tax ID number or have not established themselves with the State of Oregon as a tax exempt organization fall under Public Fund guidelines. For this reason it is required that organizations establish an ASB account in their building and conduct all financial transactions through that account. Organizations that do not do so are in violation of State Law and IRS and Oregon tax code.
Fund Raising

Fund raising on or off school property for Tier 2 organizations may be permitted as long as it is sanctioned by the school administration. This sanctioning is primarily to make sure organizations are not duplicating efforts of other groups, are dealing with approved fund raising companies and are meeting District guidelines.

Indemnification

Tier 2 activities are independently organized, funded, and independently employ coaches and volunteers not hired by the District. Such organizations may or may not be insured. Tier 2 activities are not sponsored by the District, and parents must recognize the dangers and hazards inherent in participating in the above mentioned activities and any related transportation to and from activity events. Parents, guardians and participants will sign a waiver holding harmless Redmond School District, its Board of Directors, the individual members thereof, and all officers, agents, employees, volunteers; and representatives from any and all liability, claims, causes of action, or demands including attorneys fees, arising out of any injuries of any kind, whether physical or emotional, to parents, guardians, participants, or to their property, or losses of any kind which may result from or in connection with participation in Tier 2 activities up to and including injuries stemming from actions of the District or its employees or agents.

TIER 3

The District sponsors the activity. There may some funding through ASB and all Tier #3 activities must have school accounts. Clubs in Tier 3 must meet on campus, have an advisor present, and apply and receive annual approval as a club. Advisors must be on staff must have volunteer background completed. Example: Math club, Key club, Sparrow club, GSA, Latino Club, FCA

Activities

Tier 3 activities are not physically competitive in nature, generally are co-curricular and for the most part are not affiliated with a local or national organization. Tier 3 activities are reviewed annually and must receive approval from the administration. Any activity with a risk of physical injury must also have an assessment by the District’s Risk Manager before approval of the school administration.

Eligibility

Eligibility for participation is established by the club and sanctioned by the school administration. Fees may be charged for participation in the club and student body cards may be required for membership if the club wants to request funds from the Associated Student Body account. Clubs must apply by June 1st for the next year.

Advisor/Coach

Advisors for the club, if not a District employee, must have a background check. The background check may be done through the Office of Community Relations.
Management

Because of their close affiliation with the school, Tier 3 activities are managed by the administration, generally will hold all their meetings on campus and abide by the school and district rules regarding off campus activities, drugs and alcohol, transportation and funds.

Use of Facilities

Tier 3 activities will be considered Class B activities when it comes to the use of school facilities at their home site. At other RSD properties they are treated as a Class B activity.

Recognition

Tier 3 activities may receive the same level of recognition as Tier 1 activities. The extent of this is to be determined at the school and approved by the administration.

Fund Raising

Tier 3 activities that choose to do fund raising must have those activities approved by the school administration. As stated earlier all funds must be handled through an ASB account at the school. No outside accounts are allowed.

TIER 4

Activity is student generated. An advisor must be a staff member or approved outside person (background check). The fact that the school does not manage or carry liability insurance for Tier 4 activities needs to be communicated to parents and students. Tier 4 activities can receive approval to advertise their activities at the school. They can meet at the school if space is available. Examples: Skateboarding Club

Activities

Tier 4 activities are generated by student interest. They are not related with school curriculum; may not have a national organization; fall under separation of church and state rules; or the district does not assume to manage or assume liability for the activity. These activities could be further characterized by the fact that they may not meet on campus, and may not have an advisor who has had a criminal check by the school. The school limits their association to these activities to the fact that they may advertise for membership at the school (with disclaimer that they are not school-sponsored or sanctioned) and with approval from the school administration (or their designee) do fund raising at the school.

RSD Lettering Policy

Head coaches/advisors shall develop a rationale for earning an athletic varsity letter in their respective programs within the following guidelines.

1. The rationale for earning a letter in the sport must be communicated in the player/parent handbook issued prior to the season.
2. Coaches should consider the athletes contribution to the varsity team throughout the entire course of the season when determining whether or not to award a letter.
3. The award of a varsity letter should have a quantifiable value of some kind (i.e. played half the quarters of total varsity games) that demonstrates the individual athletes’ contribution to the varsity team.

4. Coaches should remember that maintaining a higher value for a varsity letter (as demonstrated by a specific rationale for earning a letter) serves as greater motivation to athletes than maintaining a lower one.

5. Athletes must complete their responsibilities for the season and be in good standing with the school/coach in order to receive a letter.

Not good standing pertains to:

a. School suspension;

b. Substance Abuse Violations;

c. Academic Fraud;

d. Academic Suspension.

6. All lettering policies and letters issued must have the approval of the athletic director.

Letter winners will be presented with their letter and certificate at the awards banquet at the conclusion of the season.

**Redmond High School**

Maroon letter: OSAA Sponsored Programs (athletics/activities)
Black letter: Non-OSAA programs/sports/managers
Gold on Maroon: Letter in three OSAA Programs, (including one sport twice)
Gold on Black: Letter combination of three different Non-OSAA and OSAA (one twice)

**Ridgeview High School**

Purple letter (Black outline): OSAA Sponsored Programs (athletics/activities)
Black Letter (Purple outline): Non-OSAA programs/sports/managers
Silver on Purple: Letter in three OSAA Programs, (including one sport twice)
Silver on Black: Letter combination of three different Non-OSAA and OSAA (one twice)
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 auspice and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise monies 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. School staff will not advise parents regarding selection of such trips or tours for their youngsters. 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 sons and daughters. 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

ORS 581-021-0045

Davidson v. Or. Gov’t Ethics Comm’n, 300 Or. 415 (1985).

2/10/04 NC
Alternative Instructional Programs

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 329.860  ORS Chapter 340  OAR 581-022-1130
ORS 332.072  ORS 332.175  OAR 581-022-1350
ORS 336.615 to -336.665  OAR 581-021-0045  OAR 581-023-0006
ORS 336.800  ORS 336.800  OAR 581-021-0065  OAR 581-023-0008
ORS 339.141 to -339.147  OAR 581-021-0070  OAR 581-021-0071

R10/14/05 | RC
Instructional Resources/Instructional Materials

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 procedures 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 five to seven year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional materials will be free of age, disability, national origin, racial, ethnic color, marital status, religious and, sexual and sexual orientation bias; 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 (if appropriate) 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 age, disability, national origin, racial, ethnic color, marital status, religious and, sexual and sexual orientation bias; 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 reasonable cost.

END OF POLICY
Legal Reference(s):

| ORS 336.035 | ORS 337.260 | OAR 581-021-0045 |
| ORS 336.840 | ORS 337.511 | OAR 581-021-0046 |
| ORS 337.120 | ORS 339.155 | OAR 581-022-1140 |
| ORS 337.141 | OAR 581-011-0050 to -0117 | OAR 581-022-1520 |
| ORS 337.150 | OAR 581-011-0050 to -0117 | OAR 581-022-1640 |

Instructional Materials Selection

1. Selection of Instructional Materials

a. Responsibility for Selection of Materials

(1) The responsibility for the selection of instructional materials is delegated to the superintendent. For the purposes of this regulation 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 materials or media (not equipment), whether considered classroom materials or media center materials.

(2) The responsibility for coordinating the distribution of instructional materials to classes will rest with the superintendent. “Instructional materials” includes any organized system which constitutes the major instructional vehicle for a given course of study or any major part of the course.

b. Procedure for Selection

(1) Media

(a) In purchasing materials for the media center, the librarian under supervision of the building principal will evaluate the existing collection and the curriculum needs and will 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 collection, plus all nonprint instructional materials housed in resource centers and classrooms.

(b) Recommendations for purchase will be solicited from staff and students.

(c) Gift materials shall be judged by the district’s instructional materials objectives and selection criteria and shall be accepted or rejected by those criteria.

(d) 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.

(2) Instructional Materials

(a) Instructional materials committees may be appointed if determined by the administration to be appropriate at the time that adoption areas are determined. Appropriate subject area and instruction level will be included in each committee if that procedure is employed.

(b) The general criteria for materials selection shall be followed by the committees.

(c) The committee shall present its recommendation(s) to the superintendent.

(d) The superintendent shall submit the committee’s recommendation(s) to the Board.
2. 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.

a. 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 section 3. f. (3) of this regulation.

(1) 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.

(a) The district official or staff member initially receiving a complaint shall explain to his/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.

(2) 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 someone designated by the principal. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a Reconsideration Request Form in full.

(3) The individual receiving the initial complaint shall advise the principal of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

3. Request for Reconsideration

a. 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.

b. All school offices will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.

c. The Reconsideration Request Form shall be signed by the complainant and filed with the superintendent.

d. Within five business days of the filing of the form, the superintendent or person so designated by the superintendent shall file the material in question with the reconsideration committee. The committee shall recommend disposition to the superintendent.

e. Generally, access to challenged material shall not be restricted during the reconsideration process. In unusual circumstances the material may be removed temporarily by following the provisions of Section 3. f. (3) of this regulation.
f. The Reconsideration Committee

(1) The reconsideration committee shall be made up of nine members:

(a) One teacher designated annually by the superintendent;
(b) One school librarian designated annually by the superintendent;
(c) One member of the administrative staff designated annually by the superintendent;
(d) Five members from the community appointed annually by the Board;
(e) One student selected annually by the student council.

(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 person designated by the superintendent.

(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 closed session. The committee’s
final decision will be:

(a) To take no removal action;
(b) To remove all or part 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

Instructional Materials Selection - IIA-AR
3-5
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 that 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 Reevaluation of Instructional Material
(Submit to superintendent)

Book or Other Printed Material If Applicable:

Author________________________________________ □ Hardcover □ Paperback □ Other ____________
Title ______________________________ Publisher __________________ Date of pub. _______________

Digital Media If Applicable:

Title ______________________________ Producer (if known) ____________________________
Type of media (video, etc.) ____________________________ Telephone _______________________

Request initiated by __________________________________ Telephone _______________________
Address __________________________ City ________ Zip _____________

Person making the request represents Self ____________ Group or organization ________________
Name of Group __________________________________

1. To what in the item do you object? (Please be specific, cite pages, frames, etc.)

____________________________________________________________________________________

2. In your opinion what harmful effects upon students might result from use of this item?

____________________________________________________________________________________

3. Do you perceive any instructional value in the use of this item?

____________________________________________________________________________________

4. Did you review the entire item? If not, what sections did you review?

____________________________________________________________________________________

5. Should the opinion of any additional experts in the field be considered?
□ Yes □ No Please list suggestions if any:
____________________________________________________________________________________

6. 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

7. 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?

____________________________________________________________________________________

8. 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: _______________________________________________________

HR2/25/10 | PH
Use of Feature Films/Videos**

The Board recognizes the showing of commercially produced and rated feature films and videos may have a legitimate purpose in a school’s educational program. Since the content of these feature films customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film 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 school program. The Board directs procedures be developed to accomplish this objective, including the provision that a parent has the opportunity to preview a film when practicably possible and that a parent must give prior consent before his/her student may view a film rated PG or PG-13.

END OF POLICY

Legal Reference(s):

ORS 332.107
Use of Feature Films/Videos in the School**

Prior to showing a feature film/video 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 the following information on the particular film:

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 will be notified, or if necessary grant consent;
6. Audience rating (G, PG, PG-13).

The showing of all feature films/videos with a G rating requires only prior parent notification from the instructor, who will summarize in writing the information in the above points 1., 2., 4. and 6.

Additionally, for feature films/videos with a PG or PG-13 rating, prior parental consent will be required before a student views the film.

Instructors are required to preview all film media before showing to students.

Only films/videos rated G, PG or PG-13 may be shown as part of the school program. A parent may have the opportunity to preview a film when practicably possible and that parent must give prior consent before his/her student may view a film rated PG or PG-13.

Edited or unrated films/videos will be shown at the discretion of the administrator.

Parental notification for the showing of G movies at the secondary level will be at the discretion of the administrator.

9/16/93 | GP
Special Interest Materials

In general, supplementary special interest printed materials from 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, supplement and enrich text and reference book materials for definite school courses, and 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][principal] even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all videos rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 337.120
ORS 339.880

OAR 581-022-1520
OAR 581-022-1640

District Library/Media Centers

The Board recognizes the need for the district to provide print and nonprint materials in a collection with sufficient breadth to support the schools’ educational programs and the students’ interests as well as sufficient depth to meet the needs of wide-ranging abilities.

The library/media center will make materials available to users through the organization of such materials according to recognized library/media standards. The instruction in the use of these materials, the provision and maintenance of necessary equipment and production of special materials are also recognized as necessary activities.

Library/Media services shall be reviewed annually. The review shall include curriculum, personnel and inventory.

END OF POLICY

Legal Reference(s):

ORS 332.385
ORS 337.120
OAR 581-022-1520
The Board recognizes its responsibility to ensure that district staff and students have access to up-to-date technological materials and equipment. The Board also recognizes the importance of students being able to access, analyze, apply, and communicate information effectively so that they will become successful, contributing members of a changing, information-based global society.

To accomplish these goals the district realizes it must do the following:

1. Provide all students equal access to district technological materials and digital resources and to instruction in their implementation;

2. Ensure that the various technologies are utilized in a variety of applications and are not restricted to one subject area or one location in the schools;

3. Promote district educational goals through the use of such technology(ies);

4. Identify student competencies in using educational technologies to access, analyze, apply, and communicate information;

5. Identify staff competencies required for integrating and applying information technologies in instruction and support;

6. Establish and continually update an ongoing staff development program to implement this policy;

7. Identify educational management tools to collect and analyze student data;

8. Establish baseline standards to ensure that all schools and offices have adequate and appropriate hardware, software, multimedia materials, and communications capabilities as rapidly as available resources permit;

9. Identify, document, and evaluate core processes that need improvement or reengineering;

10. Maximize the productivity and educational benefits from technology investments;

11. Foster an atmosphere of enthusiasm and curiosity regarding new technology and its applications.

The Board shall seek the advice of representatives from groups utilizing technology in pursuit of district goals (i.e. Board members, administrators, teachers, support staff, parents and students). In addition, the Board directs the superintendent to equip district schools with appropriate and up-to-date
hardware/software, to schedule “hands-on” and virtual in-service activities for district staff and to implement suggestions from the above representatives and the instructional materials planning committee, within budgetary constraints.

END OF POLICY

Legal Reference(s):

OAR 581-022-1030

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system’s sole purpose shall be for the advancement and promotion of learning and teaching.

The district’s system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent or designee will establish administrative regulations for the use of the district’s 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 electronic mail, social media, chat rooms and other forms of direct electronic communications;

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;

8. Installing measures designed to restrict minors’ access to materials harmful to minors.

The superintendent will establish administrative regulations for use of the district’s system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure 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).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Standards and Practices Ethics Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district’s electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district’s 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 also result in discipline up to and including dismissal. Violations of law will 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 30.765 | ORS 167.080 | ORS 339.270 |
| ORS 133.739 | ORS 167.087 | |
| ORS 163.435 | ORS 167.090 | OAR 581-021-0050 |
| ORS 164.345 | ORS 167.095 | OAR 581-021-0055 |
| ORS 164.365 | ORS Chapter 192 | OAR 584-020-0040 |
| ORS 167.060 | ORS 332.107 | OAR 584-020-0041 |
| ORS 167.065 | ORS 336.222 | |
| ORS 167.070 | ORS 339.250 | |

Children’s Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.
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, as that term is defined in Section 1460 of Title 18, United States Code;
   b. Child pornography, as that term is defined 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; 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, the district’s mission and goals.

6. “District proprietary information” is defined 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 as any commercial or staff developed software acquired using district resources.

1As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5 is intended as a guide only.
General District Responsibilities

1. The superintendent or designee will serve as coordinator to oversee the district’s electronic communications system which includes all district computers; e-mail and internet access and work with the local education service district and the Oregon Department of Education network staff as necessary.

2. Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized.

3. Provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to insure verification that information downloaded has been properly removed from the personal electronic device.

4. The district will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district’s electronic communications system.

5. In order to promote the proper use of electronic communications systems, the district will endeavor to provide access to information and training for staff, students and approved nonschool persons who have been authorized to use the system. Training will include providing copies of district policy and administrative regulations. Staff will provide similar training to authorized system users.

6. The district may provide for students and staff who have their own computer hardware at home access to the district’s system.

7. System administrators will not intentionally inspect the contents of electronic mail sent by a system user to an identified addressee or disclose such contents to other that the sender unless required to do so by law, policies of the district or to investigate complaints regarding electronic mail which is alleged to contain defamatory, inaccurate, abusive, profane, sexually oriented, threatening, offensive or illegal material.

8. 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.

9. 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 building principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate.

10. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web.
11. 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, chat rooms and other forms of direct electronic communication.

12. 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 and in chat rooms.

13. Determine which users and sites accessible as part of the district’s system are most applicable to the curricular needs of the district and may restrict user access, accordingly.

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. Information and data entered or stored on the district’s computers and e-mail system may become discoverable evidence 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;

d. Passwords used on the district’s system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;

e. Transmission of any materials regarding political campaigns is prohibited.

15. Ensure all students, staff and non-school system users complete and sign an agreement to abide by the district’s electronic communications policy and administrative regulations. All such agreements will be maintained on file in the technology department.

16. Notify users of known copyright infringing activities and deny access to or remove the material.
System Access

The following individuals are authorized to use the district’s system:

1. Board members;
2. All district employees;
3. Students in grades K-12 with parent approval and when under the direct supervision of staff. Students may be granted an account for up to one academic year at a time. Kindergarten-12 teachers may apply for a class account. The teacher is ultimately responsible for use of the account and is required to maintain password confidentiality by not giving their password to students. All passwords should be changed frequently;
4. Students, staff and Board members may be permitted to use the district’s system to conduct business related to the management or instructional needs of the district or to conduct research related to education. Personal use of district computers including Internet and e-mail access by students and Board members is strictly prohibited. Personal use of district computers including Internet access and e-mail by staff is restricted. Any personal use by staff is limited to such uses as deemed permissible under the Oregon Government Standards and Practices Commission (GSPC) guidance (e.g., occasional use to type a social letter to a friend or family member, preparation of application materials for another position in the district, or computer games which may serve to improve the individual’s keyboard proficiency and software component familiarity). Oregon Revised Statute (ORS) 244.040 and use is 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. Such use is restricted to the employee’s own time.

Students completing required course work on the system have first priority to district equipment after school hours.

General Use Prohibitions/Guidelines/Etiquette

Operation of the district’s 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 utilization of the district’s system.

1. Prohibitions

The following conduct is strictly prohibited:

a. Attempts to use the district’s 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 disk usage quotas;

e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes 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, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
5. 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;
6. 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.
7. Attempts to gain unauthorized access to any service via the district’s system that 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;
8. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory information and personally identifiable information. Personal contact information includes photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
9. Attempts to arrange student meetings with anyone on the district’s system, unless authorized by the system coordinator or teacher and with prior parent approval;
10. Attempts to use the district’s name in external communication forums such as chat rooms without prior district authorization;
11. 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 given 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 talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator. Avoid downloading excessively large files. Remain on the system long enough to get needed
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 expected right to 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 the property of the district and 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. No system user may use a password on the district’s computers, e-mail system or Internet access which is unknown to the district;

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.

User Accounts

1. The district assumes no responsibility or liability for any membership or phone charges, including but not limited to, long distance charges, per minute (unit) surcharges and/or equipment on line costs nor any subscription costs incurred by any home use of the system. Any problems regarding home use and telephone connections are between the system user and his/her local phone company and/or long distance service provider.

2. The district assumes no responsibility for charges incurred when users order services or merchandise from sellers accessed via the Internet. All matters regarding this type of transaction are solely between the seller and the system user. The district makes no warranties or representation whatsoever for any goods or services available to users via the Internet and will not be a party to any transactions or the actions or inactions of a seller.

3. 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.
4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user’s requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district’s 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 system and any information or software contained therein.

5. System users and parents of student system users are advised that use of the district’s system may provide access to materials that may be considered objectionable and inconsistent with the district’s mission and goals. Parents should be aware of the existence of such materials and monitor their student’s home usage of the district’s system accordingly.

Complaints

Complaints regarding use of the district’s Electronic Communications System may be made to the teacher, staff member in charge, principal, employee’s supervisor or system coordinator. The district’s established complaint procedure will be used for complaints concerning violations of the district’s Electronic Communications System policy and/or administrative regulation. See Board policy KL.

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 district system access up to and including permanent loss of privileges.
   b. Violations of law will 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 violates 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 will 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 Rule (OAR) 584-020-0041.
   d. Violations of ORS 244.040 will be reported to Oregon Government Ethics Commission (OGEC).

3. Others
   a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
b. Violations of law will 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 or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district’s system.

2. Any disputes or problems regarding phone services for home users of the district’s system are strictly between the system user and their local phone company and/or long distance 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 system may provide access to materials that may be considered objectionable and inconsistent with the district’s mission and goals. Parents should be aware of the existence of such materials and monitor their student’s home usage of the district’s 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. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district’s system. These individuals and agencies 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 seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. 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 sellers.

4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user’s requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district’s 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 system and any information or software contained therein.
Sample Parent Letter

Dear Parents:

Your student has [requested] [been selected] to participate in the district’s electronic communications program and needs your permission to do so. 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.

The Internet is a system which links networks creating a large and diverse communications network. Internet access allows your student the opportunity to reach out to many other people to share information, learn concepts and research subjects by the sending and receiving of messages using a computer, modem and phone lines.

With this educational opportunity also comes responsibility. It is important that you and your student read the enclosed district policy, administrative regulation and agreement form and discuss these requirements together. Inappropriate system use will result in discipline up to and including expulsion from school, suspension or revocation of your student’s access to the district’s 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 are the following important documents:

1. An agreement for your student to read and sign stating his/her agreement to follow the district’s Electronic Communications System policy and administrative regulation. This agreement requires your signature. It must be signed and renewed each year and will be kept on file at the school;

2. The district’s Electronic Communications System policy and administrative regulation.

Please review these materials carefully with your student and return the attached agreement form to the [school office] indicating your permission or denial of permission for your student to participate in the district’s electronic communications system.

Sincerely,

[System Coordinator/Administrator]
**Student Agreement for an Electronic Communications System Account**

**Academic Year 2016-2017**

Student agreement must be renewed each academic year.

### Student Section

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
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School

I have read the district’s Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will 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.

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<tr>
<th>Student Signature</th>
<th>Date</th>
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### Sponsoring Parent

I have read the district’s Electronic Communications System policy and administrative regulation. I will monitor my student’s use of the system and his/her potential 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.

☐ I give my permission to issue an account for my student and certify that the information contained on this form is correct.

☐ I do not give my permission for my student to participate in the district’s communications system.

<table>
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<tr>
<th>Signature of Parent</th>
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</table>

Home Address

<table>
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<tr>
<th>Date</th>
<th>Home Phone Number</th>
</tr>
</thead>
</table>

This space reserved for System Coordinator

Assigned Username: _______________ Assigned Password: _______________
Agreement for an Electronic Communications System Account  
(Nonschool System User)

I have read the district’s Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension 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 __________________________

Home Address __________________________

Date _______________ Home Phone Number _______________

This space reserved for System Coordinator

Assigned Username: __________________________ Assigned Password: __________________________
Agreement for an Electronic Communications System Account
(Staff System User)

I have read the district’s Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges, and may include discipline, up to and including dismissal and/or referral to law enforcement officials.

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 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 insure that the personal electronic device 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

Home Address

Date ____________ Home Phone Number ____________

This space reserved for System Coordinator

Assigned Username: _____________________________ Assigned Password: _____________________________

R10/23/14 | PH
The district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All web pages must comply with IIBGB-AR - Web Page Guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

**District Website**

The district’s website provides a source for obtaining information about the district and for informing patrons about classroom activities and Board policies. Requests for publication of information on the district web site should be directed to the district designee. Personal information, not related to education, will not be permitted.

**Staff Web Pages**

1. Staff may create web pages to use in class activities or to use as a resource for information for parents, students and other staff members.

2. Staff web pages must reflect the educational goals and objectives of the district.

3. Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

**Individual Student Web Pages**

1. Students may, with staff sponsorship, create web pages for publication on the district’s website that are primarily academic, educational and research oriented.

2. Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

3. Student-created web pages reflect the individual and do not necessarily represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

4. Student web pages will be removed at the end of each school year unless special arrangements are made.
5. Student web pages will not reveal personal data or contact information.

**Clubs and Organizations**

Web pages published by sanctioned clubs and organizations may provide information about extracurricular and other school-authorized activities, as well as general information relating to the district.

**Others**

The district may allow other organizations, e.g., parent-teacher groups, booster clubs, etc., to publish web pages.

**END OF POLICY**

**Legal Reference(s):**

ORS 332.107

Web Page Guidelines

Web Publishing Guidelines for ALL Web Publishers
Please read before referring to your specific publishing level.

Material appropriate for placement on the district website includes information about the district, department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Educational resources for staff, students and the community may also be published online. Personal information, not related to education, will not be allowed on the district website. All content published via the district network must comply with the following:

1. All publications must comply with all state, federal, and international laws concerning copyright, intellectual property rights, and legal uses of network computers.

2. All publications must comply with the Board policies and administrative regulations. Responsibility and authority for regulation of district web guidelines and policies are as follows:
   a. District technology coordinator oversees entire web.
   b. District webmaster reports to the district technology coordinator and oversees the actual operation and maintenance of the sites.
   c. A site webmaster is chosen or designated by the principal to maintain the site’s web pages. Building principals and/or site webmaster will work in cooperation with the district webmaster to ensure all web publishing guidelines are appropriately being followed.
   d. Teachers or representatives from the site report to the site webmaster and can maintain their own pages.
   e. Students or others on the site will report to the teachers in producing their pages but ultimately depend on the teachers or above said representative to publish the pages.

3. All district web publications will reside on the district’s network servers.

4. The district makes every effort to insure that all links are operational; all information is accurate, appropriate, and of high quality. The district expects that standards be met. The viability of links that are not created through our district cannot be guaranteed.

5. Publishing Expectations:
   a. All district web pages should meet goals of high quality in both style and presentation.
   b. Correct grammar and spelling are expected. All information must be verifiable.
   c. Publications should be high quality and designed for clarity and readability.
   d. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
e. Publications on the district website must identify affiliation with the district, and should link back to the main page from the front page of any school or department’s main pages.

f. Relevant referencing dates are required on all publications.

g. Commercial use for the pursuit of personal or financial gain is prohibited.

h. The release of student information will follow directory information guidelines per district Board policy JOA. Web pages shall not contain the personal address or phone number of students. Web page documents may include the first name and the initial of the student’s last name. Published e-mail addresses are restricted to staff members.

i. Web pages shall not display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, and sexually explicit or illegal material.

6. Maintenance of web pages, including the timely update of information and periodic check of links, is the responsibility of the author.

7. The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is unacceptable.

8. There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.

9. Each staff member who becomes a publisher on the district website must read and understand all Board policies, administrative regulations, network rules, and guidelines affiliated with appropriate use and web publishing. Each must have a signed district electronic communication agreement on file.

Different Levels of Web Publication

These guidelines are to be used as a reference and provide specific information regarding web publishing by staff and students throughout the district. District web publishing guidelines exist for each level and should be used when addressing specific issues relevant to each publisher level, however, every web publisher should read and abide by the web publishing standards for all web publishers. For more information about these guidelines or other issues related to web publishing, please call the communications department or technology department for assistance.

District Level

The district level refers to main publishing activities, which represent the district as a whole, such as overall structure, style, the main “front pages,” and general top-level information. This level of publishing is conducted by a district webmaster who carries out the goals of the website at this level. The district webmaster works closely with the communications department.

Department Level

Administrative departments (such as transportation or personnel, etc.) may publish their own web pages as part of the district’s website. The supervisor or director of each department is responsible for content and maintenance of departmental websites, though may designate a department webmaster who will do the
actual authoring of pages. The materials published online is to coincide with that department’s printed materials, but may also take full advantage of the resources and structure of the web, using internal and external links to relevant references thus increasing the effectiveness of the information. The communications department should be consulted prior to uploading publications of a potentially sensitive nature, such as school comparisons or student data.

**School Level**

District websites are the responsibility of the building principal who designates a site webmaster. The district webmaster is responsible to manage the school website and monitor class, teacher, student, and extracurricular web pages. All official material originating from the school will be consistent with the district style and content guidelines.

**Staff Level**

Teachers or other staff may create web pages for use in class activities or to provide are source for other teachers or staff members in the district. Staff publishers will be responsible for maintaining their class or educational resource sites. Staff web pages must reflect positively upon the district and department or school. The site’s webmaster acts as a consultant for the site’s website and is to be informed of planned publishing activities.

**Student Level**

Students may create and publish web pages on the district website as part of a class or school sponsored activity. Material presented on a student Website must meet the educational objectives of the school-related activity, as well as follow district policy and guidelines. Personal web pages are not allowed on the district’s web server. **Student pages must include the following notice: “This is a student web page. Opinions expressed on this page shall not be attributed to Redmond School District 2J.”** Student web pages will be removed at the end of the school year unless special arrangements are made.

Material that fails to meet established educational objectives or that is in violation of a provision of Board policy and administrative regulations will be removed.

**School Level Web Publishing**

Guide for the School Webmaster

This document is provided as a guide for the webmaster of the school’s website published on or affiliated with the district network. Any staff member who acts as the school’s “webmaster” must follow these guidelines. As a webmaster you acknowledge and agree that you are responsible for the appropriateness, authenticity, legal, and educational content of the web pages you generate. Please be sure to read all relevant guidelines pertaining to school and district publishing.

1. All pages must reflect educational goals. This means that all staff and student’s web pages should clearly demonstrate the connections to educational projects, activities or goals.
2. There must be a teacher or adult volunteer sponsor for every student page published on your school’s website. This sponsor can be you, if you select students to participate in the development of the school’s website, but you agree to accept responsibility for their pages.

3. Where student pages are published, there must be an introduction written by the sponsoring teacher describing the intent of the web pages, accompanied by a district email address where that teacher can be reached. Within this introduction the dates for the intended length of the project must be included to provide a frame of reference for the viewer. The school’s webmaster email account should be listed at the bottom of the school’s main page.

4. On the bottom of main pages a date must be provided indicating last update.

5. No student email addresses for any student who publishes a page should be listed on the student’s web page. No commercial or private accounts are to be listed on any district web pages.

6. Content guidelines for school web pages follow:

   a. Students and staff must have read and agreed to abide by the established the district network policy and the appropriate web guidelines prior to publishing online.
   b. Any use of obscene or inflammatory language will result in loss of network privileges.
   c. Last names of students are not to be published online.
   d. Links to other websites must contain appropriate and educational materials and information.
   e. Games, links to games, and advertisements for games are not to be published online.
   f. There are to be no commercial advertisement links on any student web pages.
   g. Any pictures being prepared for online publication must be cleared by the sponsoring teacher.
   h. Maintenance of the web page is primarily the responsibility of the student. If the publisher fails to manage and update his or her web pages in a timely and appropriate manner the responsibility falls to the webmaster who should determine whether to remove the web pages entirely or to update them as needed.

The school webmaster acts as the school’s liaison with instructional technology staff training and information regarding issues of online publishing and web use.
Use of Personal Technology Equipment on the District Network

The use of personally owned technology equipment on the district network (using a wired or wireless connection) is prohibited unless the equipment is donated to the district, as per the acceptable donation policy, and inventoried as property of the district. The district cannot assure the program files on the personal computer are properly licensed or that programs are not potentially harmful to existing network or workstation operating systems. Therefore, for security and maintenance reasons, the connection of a personal computer and/or a specified list of devices is restricted.

END OF POLICY

Legal Reference(s):

ORS 332.107
Use of Personal Technology Equipment on the District Network

A non-district owned device may not connect to the district’s network, due to the following reasons:

1. Virus related activities, including worms, spam, pop-ups and actual viruses including but not limited to the above mentioned items may cause the district network to experience downtime and the removal process for such mentioned items places a high financial burden on the district.

2. The district utilizes antivirus and patch management related software that is non transferable to non-district owned devices. All devices connected to the district network must utilize the district’s antivirus software and patch management utility.

3. Personal equipment connected to the district network can disrupt normal network use and service. Such disruption could include the intentional or negligent propagation of computer viruses, the violation of personal privacy, and the unauthorized access to protected and private network resources. Reported and perceived violations of the Acceptable Use policy will be reviewed by the building administrator.

4. Personal equipment and belongings are only minimally covered in the district liability insurance.

5. Software licensing for non-district owned devices may not comply with school licensing of software. This non-compliance poses a potential legal risk to the district.

6. Personal equipment connected to the district network could compromise network security. Attempts to compromise the network include but are not limited to sharing or unintentionally stealing IP address information, IP spoofing, or other deceptive networking practices. Attempting any of these acts could result in disciplinary action.

7. Personal equipment with wireless cards may cause interference with the transmission of wireless connections. An improperly configured device on the network has the potential of extending the district network to devices outside of the district network.

List of Acceptable Devices to be Utilized on the District Network (programs subject to change):

1. Removable storage media (i.e. CD-ROM, DVD, USB Flash Drives, Zip Disks);

2. PDAs.

List of Devices Restricted From Use on the District Network (Items are subject to change):

1. Non-district owned computer systems;

2. Non-district owned laptop computer systems;
3. Non-district owned portable hard drives;
4. Non-district owned cellular phones with blue-tooth technology and infrared technology;
5. Non-district owned wireless access points;
6. Non-district owned networking equipment;
7. Non-district owned computer software.

**District Rights:**

The district reserves the right to:

1. Monitor all network activity.
2. Make determinations on whether specific uses of devices are consistent with the district’s Acceptable Use policy.
3. Log network use and to monitor storage disk space utilized by users.
4. Deem what is appropriate and acceptable to be placed on the district network.
5. Remove the users access to the network at any time it is determined that the user is engaged in unauthorized activity or is violating the Acceptable Use policy.

**Disciplinary Action**

Disciplinary action for staff or students utilizing non-district owned computers in district facilities shall be consistent with the district’s standard policies and practices. Violations can constitute cause for revocation of access privileges, other school disciplinary actions and/or appropriate legal action. Exact disciplinary measures will be determined on a case-by-case basis.
Field Trips and Special Events**

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 both inside and 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 outcomes in alignment with the current State Content Standards (where applicable) as well as social and 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 out-of-state travel must have prior Board 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).

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.014
ORS 339.155

OAR 581-022-1020

4/04/03 SW
Instructional Field Trips and Special Activities

1. Definition
   a. “Field Trip or Special Event Activity” (any planned activity in which school personnel or appointed chaperones and students leave and return to the school grounds).
   b. “Overnight Field Trip or Special Event Activity” an authorized activity in which school personnel and students are away from the school for more than one day in duration. This trip may be taken either when school is in session or not in session.

2. All trips should enhance the curriculum and learning experience of the students.
   a. Field trips and extended field trips must be of educational value consistent with the goals and objectives of the district and the age level of the students involved, district policies and administrative regulations will be enforced on all field trips and school sponsored tours and activities, including those in another city or state.
   b. Student policies and administrative regulations will be enforced on all field trips and school sponsored tours and activities, including those in another city or state.
   c. Students not participating in the field trips will be provided appropriate alternate learning activities.

3. Safety and Welfare of Students – Nonschool Provider
   Any field trip, extended field trip, or a special event activity that is provided or directly overseen by a nonschool provider must contact the director of support services to determine if the applicant must include a statement of certificate of insurance and an assurance that the nonschool provider has the appropriate training and background to conduct the activity in a safe and proper manner.

4. Implementation Procedures/Guidelines for Field Trips or Special Event Activities
   Prior to granting approval for field trips, each principal or designee shall ascertain the following:
   a. Destination, date, and times of the trip;
   b. Purpose of the trip—a concise statement describing the activity and its goals and objectives;
   c. Educational activities, including places to be visited, any side trips taken, those activities to be used;
   d. Number of students participating, including their grade level, the course or class, or in special instances the name of the student organization, any special accommodations needed for disabled students with disabilities and any other pertinent information;
   e. Student safety will be a primary considering at all times on field trips. Adequate supervision, including appropriate staffing, and chaperones participating in the activity. Supervisor
knowldege that students will not be permitted to leave the field trip group during the trip unless they are released to their parent(s). Only those students enrolled in the teacher’s(s’) class(es) will be eligible to participate in the field trip;
f. Equal Opportunity;
g. No student shall be denied participation in the activity because of disability or financial inability to pay;
h. Trips shall be funded from the school’s field trip account and associated student body funds;
i. Method of Transportation:

(1) District transportation is to be provided whenever feasible; otherwise, transportation will be determined by the principal;
(2) Drivers of private vehicles must be properly licensed and insured.
j. Determine Parent Approval:

The district will require each student participating in a field trip to present a permission slip signed by the parent or legal guardian to the teacher in charge granting the student permission to take the field trip.

5. Implementation Procedures/Guidelines for Overnight Field Trips or Special Event Activities

Any activity involving an overnight stay requires principal approval, approval by the director of Curriculum and instruction, and the Board. **All overnight field trip requests must be submitted to the Board 60 days prior to the planned activity.** Prior to granting approval for field trips, each principal or designee shall ascertain the following:

a. Destination, date, times and duration of the trip;
b. Purpose of the trip. A concise statement describing the activity and its goals and objectives;
c. Educational activities, including places to be visited, any side trips taken, those activities to be used;
d. Number of students participating, including their grade level, the course or class, or in special instances the name of the student organization, any special accommodations needed for disabled students and any other pertinent information;
e. Student safety will be a primary consideration at all times on field trips. Adequate supervision, including appropriate staffing, and other adult chaperones participating in the activity. Where chaperones are needed, chaperoning shall be limited to responsible adults over the age of 21. The ratio of adult supervisors/chaperones to student shall be no less than 1:15. On overnight trips that include male and female students there must be at least one male and female chaperone. Supervisor(s) must have knowledge that students will not be permitted to leave the field trip group during the trip unless they are released to their parent(s);
f. Equal Opportunity;
g. No student shall be denied participation in the activity because of disability or financial inability to pay;
h. Trips shall be funded from the school’s field trip account and associated student body funds. District funds will be used to support Oregon School Activities Association events at the high school.
i. Method of Transportation

(1) District transportation is to be provided whenever feasible; otherwise, transportation will be determined by the principal.
(2) Drivers of private vehicles must be properly licensed and insured.

j. Determine Parent Approval

The district will require each student participating in a field trip to present a permission slip signed by the parent or legal guardian to the teacher in charge granting the student permission to take the field trip.

6. Staff Involvement in Activities Outside of the Scope of Policy

No district employee may require travel organized outside of the Instructional Field Trips and Special Event Activities policy, nor use his or her professional position, school time or district resources to promote, advertise, solicit or participation in travel organized outside of the activity trip policy.

A district employee who organizes an outside special program or trip not covered by this Instructional Board policy IICA - Field Trips and Special Events Activities policy shall observe the following:

a. A district employee must not use his or her position, school time, district resources or special access to information about students, including names and addresses, to promote, advertise, or solicit outside student travel;
b. The district shall not participate or cooperate with an outside activity trip or program in any way. A district employee who organizes such an outside activity must ensure a complete and absolute separation of the district, schools and other district entities from the activity trip;
c. The district employee who organizes an outside activity trip shall have participants in the program or activity sign a letter of acknowledgment that the district has not and will not sponsor or sanction in any way the proposed activity or program. Examples of the letter of acknowledgment can be obtained from the superintendent.
Community Resource Persons

The Board establishes the following guidelines in an effort to uphold students’ freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher/sponsor and building administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;

2. Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic to afford students a more comprehensive understanding of it;

3. An appropriate record will be made of each resource person used and of that person’s presentation;

4. The ideas presented and the resource person invited to present them will have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;

5. The teacher/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.

END OF POLICY

Legal Reference(s):

ORS 332.107

Volunteers

Citizens 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. 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.

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. All volunteers having direct, or indirect unsupervised contact with students shall be subject to a criminal history records check. Volunteers are covered by the district Worker’s Compensation policy.

The district does not encourage volunteers to provide transportation to students in their own automobiles. However, in the event that such transportation is necessary, Board policy governing students transportation in private vehicles shall be adhered to.

Non-exempt employees may volunteer if they offer their services freely and without coercion; if the activity is done without expectation of compensation; and, if the activity is a different service than the employee normally performs.

Nonexempt employees\(^1\) may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services\(^2\) 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.\(^3\)

The acceptance and utilization of the services of any person on a voluntary basis shall be at the discretion of the district.

END OF POLICY

\(^1\)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 with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisers for cheerleading and other district-sponsored activities for FLSA district impact.
Legal Reference(s):
ORS Chapter 243
ORS 332.107
ORS 326.607
OAR 839-020-0005

Guidance Program

The district recognizes that all students are individuals with unique needs and strengths. The desire of the Board is to support a counseling and guidance program that assists students in understanding themselves and realizing their full potential.

The counseling and guidance program should provide learning experiences for students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior and align with the district’s school improvement plans. Students in grades K-12 will participate in a career education program based on the Oregon Department of Education’s Framework for Comprehensive Guidance and Counseling Program for Pre-Kindergarten through Twelfth Grade.

Districtwide Goals

1. The student is able to make appropriate decisions and use problem-solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feeling, values, interests and aptitudes.
3. The student is able to function effectively in relationships with others.
4. The student is able to accept responsibility for his/her own actions.
5. The student is able to understand the opportunities and alternatives available in the educational program for meeting academic standards.
6. The student is able to set tentative career goals.
7. The student is able to use the resources available in the school and community.
8. Students in grades 7 through 12 will create, and annually review, an education plan and education portfolio.
9. The student will demonstrate the ability to use personal qualities, education and training in a work setting.
10. The student will demonstrate the use of personal skills in making contributions in his/her community.

END OF POLICY
### Legal Reference(s):

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Confidentiality in Counseling**

The main purpose of confidentiality is to offer students a relationship in which they will be able to deal with what concerns them without fear of disclosure. Therefore, it will be the professional responsibility of school counselors to respect fully the right of privacy of those with whom they enter counseling relationships.

Confidentiality must not be abridged by the counselor except:

1. Where there is a clear and present danger to the student or to other persons;
2. To consult with other professionally competent persons when this is in the student’s interests;
3. When the student waives this privilege in writing;
4. At the earliest time possible, as determined by the counselor, parents will be informed that their student is in counseling. When students are referred to an outside agency, the laws dealing with that agency’s rights will then be enacted.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling and they are not part of the public or official records of the institution in which the counselor is employed. Revelation to others of counseling materials should occur only upon the student’s consent.

Counselors must not discuss confidential matters over the telephone. Counselors should insist a request for information be made in writing on official stationery.

The school counselor must be provided with adequate physical facilities that guarantee the confidentiality of the counseling relationship.

When a counselor is in doubt about what information to release in a judicial proceeding, the counselor should request, through the superintendent or designee, a conference with the district attorney to explain the dilemma and receive advice on how to proceed.

END OF POLICY
Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 336.187

OAR 581-022-1510
OAR 581-022-1660

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.

Strong communication between teachers, parents and students is essential to support partnerships between school/home and student success. This policy outlines the principles and requirements for grading and reporting of student achievement.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will 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 the Essential Skills.

2. 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 will be reported;

3. “Credit by Proficiency” is defined as sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance.
4. Reporting of student achievement shall be:
   a. Clear, understandable and accessible;
   b. Consistent and standardized across subjects, courses and grade levels, district-wide;
   c. Based on valid and reliable assessment;
   d. Timely and at regular intervals.

5. Parents will be informed regularly, at least six times a year at the secondary level and at least four times per year at the elementary level, of their student’s progress in school.
   a. At the beginning of the grading period students and parents will be informed regarding the basis of grades and the methods to be used in determining them.
   b. 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;
   c. Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

6. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student’s standing in relation to his/her peers.

7. Parents will be notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration.

8. 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;

9. Letter grades and GPA information shall be provided at the high school level, consistent with the expectations of universities and accrediting associations.

10. The school and district will ensure the meaning of marks and symbols used to reflect student performance are explained to parents/guardians.

11. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs.

12. Significant changes regarding reporting at any level will be based on data, approved by the superintendent or designee, evaluated for impact, and reported to the Board.

END OF POLICY

Legal Reference(s):
ORS 107.154
ORS 329.485
ORS 343.295
ORS 107.154
ORS 329.485
ORS 343.295
ORS 581-021-0022
ORS 581-022-1660
ORS 581-022-1670
Academic Achievement

Pass/Fail as an Option for Students in Grades 6-12

1. Pass/Fail grades may be awarded to:
   a. Students enrolled in special education programs;
   b. Students enrolled in English as a second language programs;
   c. Students enrolled as teacher assistants;
   d. Students experiencing unusual circumstances which may include, but not be limited to;
      (1) Transfer students;
      (2) Extended absence due to illness or injury;
      (3) Extended absence due to participation in a district-approved program or activity
   e. Middle school students in courses which yield high school credit.

2. Students other than those described in (1)(a), (1)(b), and (1)(e) above who are interested in exercising the option will proceed as follows: (Do teacher assistants have an option?)
   a. The student and his/her counselor, parent or teacher will develop a written request identifying the need for the option;
   b. Written parental consent must be secured;
   c. Under normal circumstances the request must be submitted within the first two weeks of the semester;
   d. Completed requests will be submitted to the principal or designee for approval.

Weighted Grading System for High Schools

3. All courses which, in their course titles, are designated AP (Advanced Placement), IB (International Baccalaureate), or dual-credit College Now in core subject areas (Language Arts, Math, Social Studies, Science, Foreign Language) will be weighted on a 5.0 point system.

4. Grades of A, B, and C will be weighted for class rank calculation by adding a grade point (A=5, B=4, C=3, D=2, F=0)

5. For students moving into the district grades from AP, IB, and dual-credit College Now classes, as detailed above, taken in the student’s former high school, will be weighted for class rank calculation.

6. Student transcripts will display both standard and weighted grade point average and rank in class.
College to High School Credit Conversion

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** Unless two 1.0 college courses are taken then the credits are combined for .50 high school credit.

High School Course Credit for Middle School Students

Any time after enrolling in high school, a student can submit to the high school principal an Application for High School Transcript Credit. This Application requests a high school designated course, taken while in middle school, be approved with credit and grade earned for inclusion on the high school transcript.

If approved, the course title, credit, and grade will be added permanently to a student’s transcript and cannot be changed or deleted at a later date.

All courses included on a student’s high school transcript count for diploma credit. Eligible classes include high school designated courses taken on either the middle or high school campus or online.

Modified Grading of Special Education Students in Secondary Schools

7. A satisfactory/unsatisfactory (S/U) option or modified grades will be available for special education students who cannot be evaluated according to the standards set for students enrolled in “regular” school classes.

   Procedures:

   a. The classroom teacher, in consultation with the principal, will decide whether the student can be evaluated according to the standards set for students enrolled in the class. Appropriate special education staff – ELL teachers, itinerant teachers, LD teachers, etc., should be consulted if information about the student’s limitation is needed;

   b. If it is decided that a student can be evaluated according to the standards, a letter grade is applicable. The grade for a student with disabilities should be based on expectations which consider class standards in light of the student’s disability;

   c. If it is decided that the student cannot be evaluated according to the standards, a minimum level of acceptable achievement, keeping in mind the specific disability, should be determined by the teacher. The student’s course work may then be evaluated satisfactory/unsatisfactory.

8. The parent of a student who will be graded “S” or “U” modified grades must be notified as that decision is made. For special education students the decision must be part of the IEP process. Ideally, the parent should be involved in the decision.

9. A grade of “U” does not receive credit. Does a grade of “S” get credit? Suppose you have a student with an IEP in the regular history class, but the student cannot be evaluated to the regular standards in the history class. The team determines that it is best for the student to remain in the regular class.

Academic Achievement - IK-AR

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and the modified grades will be used. If the student gets an “S,” what credit is attached to that? Regular history credit or credit for a modified course (towards a certificate of completion)?

Procedures for Transcription of Grades when a Class is Dropped

If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal.

If a student withdraws from a course after the first ten (10) class sessions, the student will receive an “F” This grade will remain on the transcript and will be factored in the student’s grade point average (GPA).

If a student drops a course to transfer to a corresponding course in the district’s virtual instruction program within the first six (6) weeks of a term, the dropped course will be listed on the student’s transcript with a “W” no credit, and no grade penalty. The virtual instruction course, grade, and credit will also be recorded on the student’s transcript. Failure to enroll in the corresponding virtual instruction course within ten (10) days of dropping a course will result in an “F” in the dropped course.

The principal has the authority to approve on a case-by-case basis appeals resulting from a course drop and to assign a “W” with no grade penalty based on extenuating circumstances. The principal will review the appeal with the teacher and counselor before making a decision.

Proficiency Credit for Physical Education

The intent of offering credit for proficiency is to:

10. Base the award of course credit on proficiency.
11. Provide more options for students.
12. Encourage student engagement in learning beyond the classroom in real-world contexts.
13. Personalize and bring increased relevance to a student’s high school education.

Students who participate in OSAA sports and complete an entire season may be eligible to receive one-quarter PE credit (.25) per sport. A student may use two sports seasons during the sophomore, junior and/or senior year to earn a maximum of .5 PE credit. All students are expected to complete .5 credit in PE 1 (usually during the 9th grade). The request for PE credit for athletic participation should be made in the student’s senior year (suggested by the end of the second trimester).

Process & Guidelines:

14. PE credit may be earned for participation in Redmond School District Oregon School Activities Association (OSAA) sports as an alternative credit option as outlined in district Board policy (which policy?).
15. The availability of PE credit for sports will be communicated through various means (i.e. student handbooks, curriculum guides, the athletic office, counseling departments).
16. Students may apply for such credit after successfully completing one athletic season and upon entering a second athletic season. (Prior to senior year?)
17. The PE Credit Request form will not be provided if a student does not qualify for any reason listed in the guidelines.

18. Such credit is available for participation in Redmond School District OSAA sports by the student in grades 10, 11, or 12 only.

19. A maximum of .5 credit may be earned for sports participation (2 sports seasons @ .25 credits each in either the same or different sports).

20. All students are required to complete PE 1 (usually in the 9th grade) for .5 PE credit.

21. The coach and the athletic director will maintain records of all OSAA teams and their members for their respective teams/schools.

22. If the coach is unable to verify a student’s athletic participation, the athletic director will do so.

23. A student must have successfully completed the season to receive credit. Successful completion must be verified by the coach or athletic director.

24. Credit will be recorded as P (Pass) grade. Letter grades (A-F) will not be issued.

25. Serving as a student trainer, statistician, or manager for a sports team will not qualify for PE credit.

Participation in the following Redmond School District OSAA sports will be considered for PE credit during a student’s time in grades 10, 11, and 12:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Basketball</td>
<td>Track</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Wrestling</td>
<td>Baseball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Swimming</td>
<td>Softball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Cheer</td>
<td>Golf</td>
</tr>
<tr>
<td>Cheer</td>
<td></td>
<td>Tennis</td>
</tr>
</tbody>
</table>
Redmond School District

P.E Credit Request – High School Athletics

Student Name: _____________________________ ID#: ___________ Date: _________
School: ___________________________ Grade: ___________

Redmond School District provides high school students the opportunity to earn part of their PE requirements through participation in Oregon School Activities Association (OSAA) sports. Successful participation in a sports season during grades 10, 11, & and 12 may qualify a student for .25 credits in PE. Up to .5 PE credit (for two sports seasons) may be earned in this manner. All students are expected to complete the required PE 1 course for .5 credit (usually during 9th grade).

Requirements:

$ Application for such credit should be made by the student’s 12th grade (senior) year (suggested by the end of the second trimester).
$ Available for participation in OSAA sports in grades 10-12 only.
$ A maximum of 5. PE credit may be earned for sports participation.
$ All students are required to complete PE 1 (usually in the 9th grade) for .5 PE credit.
$ A student must have successfully completed the season to receive credit. Successful completion must be verified by the coach or athletic director.
$ Credit will be recorded as P (Pass) grade. Letter grades (A-F) will not be issued.
$ Serving as a student trainer, statistician, or manager for a sports team will not qualify for PE credit.

This student is requesting .5 credit of Physical Education credit for participation in OSAA sports in grades 10-12 during their high school career.

I verify that the student has successfully completed the entire season in the following sports during their time in high school.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Season/Year</th>
<th>Coach or Athletic Director Signature</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This student has earned (.5) PE credits (.5) through OSAA sports participation:

Approval: __________________________________________ Date

Administrator
High School Transcript Credit Application Form

This application requests a high school designated course taken while in middle school be approved with credit and grade earned for the high school transcript. If approved, the course, credit and grade will be added permanently to the high school transcript and cannot be removed at a later date.

Student Name                                        Permanent ID #                                       Date:

High School                                         Current Grade Level

Course Information:

Course Title  Academic Year  Instructor  School

Course Title  Academic Year  Instructor  School

* Please note: middle school Spanish credit is issued with a mark of “P” on the student’s High School transcript and requires the instructor’s signature below:

Instructor Signature: ________________________________  Credit Amount: __________

Parent Signature: ________________________________  Date: __________________

Student Signature: ________________________________  Date: __________________

For office use only:

☐ Approved  ☐ Denied

Administrator Signature: ________________________________  Date: __________________

Transcript Updated: ________________________________  Date: __________________

Details:

Course Title  Acad Yr/Term  Credit Amount  Mark  School where course taken

Course Title  Acad Yr/Term  Credit Amount  Mark  School where course taken

Course Title  Acad Yr/Term  Credit Amount  Mark  School where course taken

Course Title  Acad Yr/Term  Credit Amount  Mark  School where course taken

Page 212 of 241
Grade Reduction/Credit Denial

Grade reduction, credit denial or retention determinations may include student attendance. Student attendance may not be the sole criterion. However, if attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify how the attendance and class participation is related to the instructional goals of the subject or course with building administrator approval;

2. Parents and students will be informed;

3. Procedures in due process are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;

4. Reasons for nonattendance are considered and the grade is not 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
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 revoked for violation of Board policies, administrative regulations or school rules.

The valedictorian and salutatorian will be selected according to the following procedure:

1. The valedictorian will be the student with the highest weighted grade point average rounded to the nearest thousandth as computed at the end of the third trimester of the senior year. (Do you wait until the end of the third trimester to determine this? Seems too late as grades may not be finalized by graduation.)

2. The salutatorian will be the student with the second highest weighted grade point average rounded to the nearest thousandth as computed at the end of the third trimester of the senior year.

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 not be considered in computing class rank and, therefore, will not be eligible for these two academic honors;

6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Redmond High School or Ridgeview High School prior to and continuously following the tenth school day of the student’s senior year.

END OF POLICY

Legal Reference(s):

ORS 332.107

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Promotion and Retention of Students**

The Board is dedicated to total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially and emotionally.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student’s parents, but the final decision will rest with school authorities.

END OF POLICY

Legal Reference(s):

OAR 581-022-1130
OAR 581-022-1670
Graduation Requirements

The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma and alternative certificate which meet or exceed state requirements.

1.0 Credit and Non-Credit Diploma Requirements

1.1 A Redmond School District University Diploma will be awarded to each student who has completed all state and local requirements for 26 units of credit, and have met the State of Oregon Essential Skills graduation requirements.

1.2 A Redmond School District Standard Diploma will be awarded to each student who has completed all state and local requirements for 24 units of credit and have met the State of Oregon Essential Skills graduation requirements.

1.3 A Redmond School District Modified Diploma will be awarded to each student who has completed all state and local requirements for a modified diploma and 24 units of credit and have met the State of Oregon Essential Skills graduation requirements. Modifications may be considered through an IEP or a 504 Plan.

1.4 A Redmond School District Extended Diploma will be awarded to each student who has completed all state and local requirements for an extended diploma and 12 units of credit.

1.5 A Redmond School District Alternate Certificate will be awarded to each student who has demonstrated the inability to meet the requirements of other diploma options offered in the Redmond School District and will be determined on a student by student basis.

1.6 The Advanced Diploma option is available for students who meet University and or Standard Diploma requirements and 24 college credits by the end of the senior year of high school. Credits may be earned through College Now or Expanded Options courses, and who complete the Advanced Diploma process. Students that select this option are allowed to participate in graduation ceremonies and are eligible to attend one year (beginning fall term after high school graduation) at a community college in Oregon with tuition and books being paid by Redmond High School or Ridgeview High School.

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 required, if the student’s parent or guardian consents if consent is given by the student’s parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

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

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.
The district may award a modified diploma or extended diploma to a student only upon the written consent of the student’s parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. This requirement does not apply to a student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent.

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

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

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

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

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

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program (“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 alternate certificate, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.
Students and their parents will be notified of graduation and diploma requirements annually.

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

The district may not deny a diploma to a student who has opted out of the Smarter Balanced or alternate Oregon Extended Assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

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

The district will issue a standard high school diploma, upon request, to a person who served in the Armed Forces¹, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

**Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply Mathematics, in a variety of settings, in the student’s language of origin for those ELL students who by the end of their 11th grade year are high school:

1. Are on track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student’s language of origin for those ELL students who by the end of their 11th grade year are high school:

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

¹The policy applies to any person who:
1. Served in the Armed Forces of the U.S. at any time during:
   a. World War I;
   b. World War II;
   c. The Korean Conflict; or
   d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
   a. Operation Urgent Fury (Grenada);
   b. Operation Just Cause (Panama);
   c. Operation Desert Shield/Desert Storm (Persian Gulf War);
   d. Operation Restore Hope (Somalia);
   e. Operation Enduring Freedom (Afghanistan); or
   f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.
2. Are unable to demonstrate proficiency in the Essential Skills in English;

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

4. Receive at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA) Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21).

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

As listed below, the Redmond School District has established a process for appeal in the event a diploma is denied based on the failure to meet the Essential Skills graduation requirement. The Redmond School District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

**Essential Skills Appeals Process**

If a diploma is denied based on the Essential Skills graduation requirement, the following procedures will be followed if a request for an appeal is received:

1. A formal written request for appeal will be provided to the building principal;

2. The principal will review the appeal with the administrative and counseling teams and communicate with parents;

3. If the appeal to rescore is approved, student work sample(s) will be triple blind scored by regional evaluators, none of which will be from the student’s home school;

4. The regional evaluation team will convene two times to score student work samples; the first being no later than the end of February, and the second being no later than June 1st;

5. Administrators and or counselors will inform parents and students of the results of the appeal;

6. A principal may deny an appeal if a student is ineligible to graduate for reasons other than not meeting the required essential skills;

7. Students may appeal the results of up to three separate work samples, but not more than three.

END OF POLICY
**Legal Reference(s):**

<table>
<thead>
<tr>
<th>Legal Reference</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS 329.095</td>
<td>ORS 343.295</td>
<td>OAR 581-002-1135</td>
</tr>
<tr>
<td>ORS 329.451</td>
<td></td>
<td>OAR 581-022-1210</td>
</tr>
<tr>
<td>ORS 329.479</td>
<td>OAR 581-022-0615</td>
<td>OAR 581-022-1215</td>
</tr>
<tr>
<td>ORS 332.107</td>
<td>OAR 581-022-0617</td>
<td>OAR 581-022-1350</td>
</tr>
<tr>
<td>ORS 332.114</td>
<td>OAR 581-022-1130</td>
<td>OAR 581-022-1910</td>
</tr>
<tr>
<td>ORS 338.115</td>
<td>OAR 581-022-1131</td>
<td></td>
</tr>
<tr>
<td>ORS 339.115</td>
<td>OAR 581-022-1133</td>
<td></td>
</tr>
<tr>
<td>ORS 339.505</td>
<td>OAR 581-022-1134</td>
<td></td>
</tr>
</tbody>
</table>


Graduation Requirements

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Standard Diploma</th>
<th>University Diploma</th>
<th>Modified Diploma</th>
<th>Extended Diploma</th>
<th>Alternative Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Requires approval of a Modified Diploma Committee</td>
<td>Special Education Students</td>
<td>Students unable to satisfy diploma requirements</td>
</tr>
</tbody>
</table>

**Required Content Area Credits**

<table>
<thead>
<tr>
<th>24 Total Credits</th>
<th>26 Total Credits</th>
<th>24 Total Credits</th>
<th>12 Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 English</td>
<td>4.0 English</td>
<td>3.0 English</td>
<td>2.0 English</td>
</tr>
<tr>
<td>3.0 Math *</td>
<td>4.0 Math *</td>
<td>2.0 Math</td>
<td>2.0 Math</td>
</tr>
<tr>
<td>3.0 Science</td>
<td>4.0 Science</td>
<td>2.0 Science</td>
<td>2.0 Science</td>
</tr>
<tr>
<td>3.0 Social S.</td>
<td>3.0 Social S.</td>
<td>3.0 Social S.</td>
<td>3.0 Social S.</td>
</tr>
<tr>
<td>PE</td>
<td>2.0 World Language</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>Health</td>
<td>1.0 PE</td>
<td>Health</td>
<td>PE</td>
</tr>
<tr>
<td>5.0 Other/ Electives (Removed bullet)</td>
<td>5.0 Other/ Electives</td>
<td>12.0 Other/ Electives*</td>
<td>12.0 Other/ Electives*</td>
</tr>
</tbody>
</table>

*3.0 credits at or above Algebra 1

* Additional courses may be determined by school team.

Students must participate in the Extended Measures Assessment.

Determined by school district
<table>
<thead>
<tr>
<th>Essential Skills Proficiencies</th>
<th>Standard Diploma</th>
<th>University Diploma</th>
<th>Modified Diploma</th>
<th>Extended Diploma</th>
<th>Alternative Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Be Determined: Speaking, Critical Thinking, Technology Use, Civic &amp; Community Engagement, Global Literacy</td>
<td>Reading Class of 2012</td>
<td>Reading Class of 2012</td>
<td>Reading Class of 2012</td>
<td>To be determined by IEP team</td>
<td>Determined by school district</td>
</tr>
<tr>
<td></td>
<td>Reading &amp; Writing Class of 2013</td>
<td>Reading &amp; Writing Class of 2013</td>
<td>Reading, Writing &amp; and Math Class of 2014, and beyond</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading, Writing, &amp; and Math Class of 2014, and beyond</td>
<td>To Be Determined: Speaking, Critical Thinking, Technology Use, Civic &amp; Community Engagement, Global Literacy</td>
<td>May be provided through the school year in which the student turns 21 or until student receives a standard diploma or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To Be Determined: Speaking, Critical Thinking, Technology Use, Civic &amp; Community Engagement, Global Literacy</td>
<td>To Be Determined: Speaking, Critical Thinking, Technology Use, Civic &amp; Community Engagement, Global Literacy</td>
<td>May be provided through the school year in which the student turns 21 or until student receives a standard diploma or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Special Education Services | No special education services are provided by the school district beyond high school | No special education services are provided by the school district beyond high school | May be provided through the school year in which the student turns 21 or until student receives a standard diploma or higher | May be provided through the school year in which the student turns 21 or until student receives a standard diploma or higher | |

| Community College | Accepted | Accepted | Generally accepted, but students may find it difficult to meet entrance criteria – may need to complete additional requirements | Students will find it difficult to meet entrance criteria – may need to complete additional requirements | Not Accepted |

| 4-Year Colleges and Universities | Accepted with 2 years of Foreign Language | Accepted | Possibly accepted with a waiver or after the successful completion of an associate degree | Four year colleges and Universities do not accept an extended diploma. Students who receive an extended diploma will find it difficult to meet entrance criteria required by colleges | Not Accepted |

<p>| Federal Student Aid | Meets Eligibility | Meets Eligibility | To meet eligibility for federal aid students must test to prove they will be able to benefit from the training/instruction offered in college; private loans may not have the same requirements | To meet eligibility for federal aid students must test to prove they will be able to benefit from the training/instruction offered in college; private loans may not have the same requirements | Does Not Meet Eligibility |</p>
<table>
<thead>
<tr>
<th>Military</th>
<th>Standard Diploma</th>
<th>University Diploma</th>
<th>Modified Diploma</th>
<th>Extended Diploma</th>
<th>Alternative Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>May qualify to enlist in any branch of military with qualifying ASVAB score</td>
<td>May qualify to enlist in any branch of military with qualifying ASVAB score</td>
<td>Students must check with military branches to determine eligibility</td>
<td>Students must check with military branches to determine eligibility</td>
<td>Students must check with the military branches to determine eligibility</td>
<td></td>
</tr>
</tbody>
</table>

The Advanced Diploma option is available for students who meet University and or Standard Diploma requirements and 24 college credits by the end of the senior year of high school. Credits may be earned through College Now or Expanded Options courses. The Advanced Diploma option is available for students who meet University and Standard Diploma requirements and who complete the Advanced Diploma process. Students that select this option are eligible to attend one year (beginning fall term after high school graduation) at a community college in Oregon with tuition and books being paid by Redmond High School. *(How does this work with the Post-Graduate Scholar Program and the Oregon Promise scholarships?)*

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form¹ and submitting the form to the district.

¹www.ode.state.or.us: or navigate to Teaching & Learning - Testing - Student Assessment - Smarter Balanced
Early Graduation**

A student who 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 their parents/guardians will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will 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.

Students who have successfully completed their junior year and have met all essential skills requirements, are on track to graduate having at least 18 credits, and are accepted at accredited colleges may receive their high school diplomas if, at the completion of the first college year, in which they take what is considered by the college a full time student equivalent of course work and they are in good scholastic standing at the college, they have successfully fulfilled the district’s minimum diploma requirements.

END OF POLICY

Legal Reference(s):

ORS 339.030
ORS 339.115
ORS 343.295

OAR 581-022-0102(17)
OAR 581-022-1130
OAR 581-022-1210

OAR 581-022-1350
Graduation Exercises

The completion of the requirements for a standard diploma, a modified diploma, an extended diploma, or an alternative certificate from the public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the senior class on the date selected by the superintendent or designee.

The district’s valedictorian(s), salutatorian(s) or others at the discretion of the high school principal may be permitted to speak as part of the high school’s planned graduation program. All such speeches will be reviewed and approved in advance by the high school principal.

All students in good standing who have successfully completed the requirements for a district senior high school diploma, a certificate of completion, an alternate certificate, an extended diploma or a modified diploma may participate in graduation exercises.

Foreign exchange students are allowed to participate in the graduation exercises.

END OF POLICY

Legal Reference(s):

ORS 329.451 ORS 339.505 OAR 581-022-1133
ORS 332.105 ORS 343.295 OAR 581-022-1134
ORS 332.107 ORS 332.114 OAR 581-022-1135
ORS 332.114 OAR 581-021-0071 OAR 581-022-1350
ORS 339.115 OAR 581-022-1130

31 OR. ATTY. GEN. OP. 428 (1964)
 Attached are the policy samples you requested. You may print these policies but should present them to the school board for discussion, any modifications and final adoption. The policies CANNOT be adopted in their current formats. You must make a choice for all text in brackets and you must make a choice regarding any redline and strikeout text.
Academic Integrity

The Board believes that students should strive to achieve their academic goals. This objective is accomplished through honest and diligent effort by students to understand the subject matter, themselves and the world in which they live. The Board 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 when it is in a manner that is not 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, however, 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 assignment. 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. Furthermore, students are expected to put forth their best effort and not deliberately underperform on tests or assignments.

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 expulsion.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
ORS 581-021-0050 to -0075

11/14/06 PD
Assessment Program**

The program in the district shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of Oregon Administrative Rules (OAR) 581-022-0606, 581-022-1210 and 581-022-1670. 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.

The district shall maintain the following assessment program:

1. **Annual statewide assessments in grades 3-8 and 11. Results reported annually to the Board, parents and community.** Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

2. **Curriculum aligned testing in selected areas/programs.** Assessment of Essential Skills;

3. Individual diagnostic and ability evaluations in all grades when individuals have been referred and parental permission obtained;

4. Individual teacher assessments; and

5. **District approved optional tests.** Optional schoolwide and grade level-wide assessments, as recommended by the superintendent and as approved by the Board and/or designee.

6. **Essential Skills work samples in grade 12 for students who have not met the annual statewide assessment in grade 11.**

The results of such tests shall be used to identify individual student’s learning strengths and weaknesses and as a basis for planning rigorous and relevant learning activities. Such results shall also be a factor in determining the educational progress of students, mastery of skills and content, and the success of school programs.

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 not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of gender, race, color, national origin, creed, religion, sex, sexual orientation, age or physical, mental, emotional or learning disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.
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 ODE will be provided supplemental services and public school options as required by law.

Staff will receive inservice education professional development in the use of designated tests and interpretation of test results.

A periodic review and evaluation of the district’s testing program will be conducted.

A student may opt-out of the Smarter Balanced and/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 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 notices 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 district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

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 329.485
ORS 336.187
ORS 659.870
ORS 326.575
ORS 329.485
ORS 336.187
ORS 581.022-0610
ORS 581.022-1140
ORS 581.022-1210
ORS 581.022-0030
ORS 581.022-1510
ORS 581.022-0606
ORS 581.022-1670
ORS 581.022-0610

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);
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006);
Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 18, 2012.

HR9/20/12 PH

1. 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.
Continuous Improvement Planning

The district is dedicated to a continuous improvement planning. This process shall include selection, program organization, and monitoring as well as selection of appropriate identification of school and district needs for improvement of student achievement at the school and district levels. To this end, the district shall conduct self-evaluations that consider a review of test results and other evaluative information including, but not limited to, demographics, other student performance data, student access to and utilization of educational opportunities and staff characteristics.

The input of staff, students, parents and the local community will be encouraged. The program renewal process shall be consistent with the State Department of Education’s instructional improvement cycle. In addition, program renewal in other instructional areas may occur.

A written district improvement plan shall be developed and implemented based on the district’s self-evaluation and consistent with applicable Oregon Revised Statutes and Oregon Administrative Rules.

A copy of the district’s plan will be maintained as a public record available for public inspection and submitted to the Oregon Department of Education upon request.

Legal Reference(s):

ORS 329.095  OAR 581-022-0606  OAR 581-022-1210
ORS 329.155  OAR 581-022-1020  OAR 581-022-1340
OAR 581-022-1130
Student Achievement Program

Student achievement includes, but is not limited to, assessment results, student attendance, drop out rates, and diploma attainment.

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.

The district’s program will be consistent with Oregon Department of Education requirements and will be reflected in individual school and district improvement plans.

In striving for continual improvement in student achievement, the Board will annually review the district school improvement plan and individual school data and upon superintendent recommendation, the Board will allocate and realign resources as necessary.

The superintendent or designee will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 329.095
OAR 581-022-1030
OAR 581-022-1130
OAR 581-022-1020
Student Achievement Program

The district’s comprehensive student achievement program planning efforts will be guided by the following key actions:

1. The superintendent or designee will convene a student achievement improvement committee consisting of board members, administrators, staff, parents, students and other community stakeholders. The purpose of the committee will be to:
   a. Establish a clear vision of student 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. Develop an action plan clearly linked to specific benchmarks and goals for improving student achievement performance. The plan will be reflected in school and district improvement plans;
   d. Develop strategies for annually monitoring, reviewing and revising, as necessary, the action plan and school and district improvement plans;
   e. Report student achievement performance results annually to the school community.

2. 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, 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. Results on district tests and other assessments, including the Scholastic Aptitude Test (SAT), American College Test (ACT) etc.;
   c. Grade point average (GPA) results by class, grade level and school;
   d. Percentage of students enrolled in, and completion rates, for advanced courses at the middle and high school levels;
   e. Drop-out and completion rates by building, grade level, class and district;
   f. Post secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments;
   g. Student, teacher and community demographics;
   h. Student behavioral/disciplinary referral/attendance 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;
   j. Survey results of stakeholder satisfaction;
   k. Review of average daily attendance statistics by school.
3. District-identified benchmarks and goals for the improvement of student achievement will reflect needs of school sub-populations, be clearly stated, measurable and based on Oregon Department of Education guidelines (e.g., 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. The district’s action plan to meet identified, specific benchmarks and goals for the improvement of student achievement is subject to superintendent review and board approval. The plan will include, but not limited to:

   a. Short and long term professional development to provide teachers with the knowledge and skills necessary to assure students make progress in meeting local and statewide benchmark standards and district goals;
   b. Steps to assure a safe educational environment conducive to learning;
   c. Identification of local efficiencies and resources (e.g. private and public partnerships, targeting of state and federal funds, ESD efficiency reviews, etc.);
   d. Steps to assure that all students have access to the educational opportunities necessary for them to meet the high standards of the state and district;
   e. 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 alternative 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) Integration of technology in curriculum with the primary focus on achieving identified benchmarks and goals.
   
   f. 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. Accountability to assure the district’s 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 at the district and school level and as a basis for designing and implementing staff development programs.
   c. Public recognition of student achievement and staff efforts is provided;
   d. Specific recommendations are developed for visible change for lack of success;
e. 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. 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, Division 022 standards as required by the ODE.

g. Communications strategies are developed and implemented for keeping stakeholders informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.
Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this district to encourage unbiased, unprejudiced and scientific study of controversial issues as they arise as part of a school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The basic goal in studying controversial questions should be to enable the student to develop techniques for considering such questions; techniques which he/she will use habitually in later life. Learning situations shall provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, informed opinion, an ability to differentiate fact from opinion and an understanding of propaganda devices. Questions treated should come within the range of the knowledge, maturity and competence of the students. Issues selected for study should be current, significant and of interest to the students.

The role of the teacher should be such as will reveal to students the processes used by the social scientist to identify, study and solve problems. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students. The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue.

The administration of this policy in the district is the immediate responsibility of the building principal under the guidance of procedures established by the superintendent.

END OF POLICY

Legal Reference(s):

- ORS 336.067
- OAR 581-022-1020
- OAR 581-022-1910

- U.S. CONST. amend. I.
- OR. CONST., art. I.

HR2/10/04 NC
Studying Controversial Issues**

In determining whether to present a controversial issue in class, teachers will consider these questions:

1. Is the topic significant or related to a persistent problem so that the information acquired will be of continuing usefulness?

2. Is the topic within the emotional, intellectual and social capacities of students?

3. Is it a topic that the individual teacher can handle from both a personal and academic point of view?

4. Is the topic of importance and interest to the students?

5. Are adequate and appropriate materials and/or personnel available to present opposing sides of the issues?

6. Will this issue clash with community customs and attitudes? If so, can the issue be studied and discussed reasonably?

7. Is there adequate time to develop the topic effectively?

8. What are the existing Board policies concerning this issue?

Requirements

1. Topics will be discussed only if they are within published and approved scope and sequence and course outlines.

2. Books, films or materials required to pass courses and for which alternative assignments will not be provided must receive prior approval of building principal or designee.

3. If potentially objectionable concepts or language are present in materials, alternative selections must be made available to students who object or whose parents object to the content.

4. Parents will be informed in advance regarding controversial issues discussed in courses either through course outlines or by special issues and will be afforded the opportunity to withhold the student without penalty.

5. Reasonable requests from parents to view materials will be honored.
Appropriate Practices

1. When facts are presented by teacher or students, sources should be cited.
2. One person should not be permitted to dominate the discussion.
3. Separate fact from opinion.
4. Permit freedom of expression.
5. Give a thorough, objective introduction.
6. Withhold personal opinion except under unusual circumstances. If it seems necessary to take a side, agree with a certain author or authority, but do not attempt to convince students that your view is correct.
7. No general class conclusion need come from class discussion of the issue.
Flag Displays and Salutes

A United States flag and an Oregon 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 such other times as the Board deems proper.

The district shall obtain and display a United States flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag, including and be provided an opportunity to salute the United States flag at least once each week by reciting The Pledge of Allegiance to the United States flag. (Italics added)

A flag salute may be implemented on occasions, such as assemblies, before school, after school, lunch, special events, home room class, athletic contests and advisee time periods. 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 336.067
ORS 339.875
Animals in District Facilities

Animals are generally prohibited on district property. However, animals may be brought into classrooms for educational purposes. The following guidelines apply to animals in district schools:

1. Permission must be obtained from the principal before animals are brought into the school. Special consideration should be given to the effect of furred and feathered animals on allergic students/staff prior to granting permission.

2. The owner and teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of students when animals are in the school.

3. Animals may not be transported on a district bus.

4. The teacher must assume primary responsibility that the animals in his/her classroom are adequately housed and cared for in secure cages. The housing must be kept in a clean, sanitary condition and free from odor.

5. Only the teacher or students designated by the teacher are to handle the animals.

6. Staff members or students who have been bitten or otherwise injured by an animal shall immediately report such incident to the principal and the nurse. The principal should notify the public health authorities if the injury merits medical follow-up. An animal that bites or otherwise injures anyone must be removed from the premises and cannot be returned to any district classroom or school in the future.

7. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care.

8. Vaccinations should be documented for appropriate animals.

9. Wild, poisonous or exotic animals are prohibited unless they are under the direct supervision of a trained representative and have the principal’s authorization.

10. Animal owners will be legally responsible for damage done to persons and property in district facilities and on district grounds.
Guide animals-in-training, and companion animals serving the disabled persons with a disability are an exception to this policy. These animals are generally to be on a leash when in district facilities and on school grounds.

END OF POLICY

Legal Reference(s):

ORS 659A.400
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)
OAR 581-053-0010
OAR 581-053-0430(16)

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, and 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