

# Winston-Dillard School District 116

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

OK

## Evaluation of Alternative Education Programs

Date \_\_\_\_\_

Dear Alternative Education Program Coordinator:

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

### Staff

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

### Curriculum

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

## Discrimination

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

## Registration (Private alternative education programs only)

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

## Site Evaluation

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

## Tuition and Fees

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

## Contract

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

## Expenditures

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

**Advertising**

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

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

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Dated

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

# Winston-Dillard School District 116

OK

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

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

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

Program Name \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator \_\_\_\_\_

### Staff

1.  Meets criteria  Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Curriculum

1.  Meets criteria  Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

2.  Meets criteria  Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

3.  Meets criteria  Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

4.  Meets criteria  Does not meet criteria

Comments: \_\_\_\_\_

**Discrimination**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Registration (Private alternative education programs only)**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Site Evaluation**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Tuition and Fees**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Contract**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

2.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Expenditures**

1.  Meets criteria       Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_



# Winston-Dillard School District 116

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

OK

## Establishment of Alternative Education Programs

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

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

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

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

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

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

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

END OF POLICY

**Legal Reference(s):**

<a href="#">ORS 329.485</a>	<a href="#">ORS Chapter 340</a>	<a href="#">OAR 581-021-0071</a>
<a href="#">ORS 332.072</a>		<a href="#">OAR 581-022-2320</a>
<a href="#">ORS 336.175</a>	<a href="#">OAR 581-021-0045</a>	<a href="#">OAR 581-022-2505</a>
<a href="#">ORS 336.615 to -336.665</a>	<a href="#">OAR 581-021-0065</a>	<a href="#">OAR 581-023-0006</a>
<a href="#">ORS 339.250</a>	<a href="#">OAR 581-021-0070</a>	<a href="#">OAR 581-023-0008</a>



# Winston-Dillard School District 116

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

OK

## Establishment of Alternative Education Programs\*\*

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

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

Proposals for alternative education programs shall include the following:

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

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

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

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

# Winston-Dillard School District 116

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

OK

## Alternative Education Notification\*\*

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

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

# Winston-Dillard School District 116

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

## Alternative Education Notification\*\*

[District]  
[Address]

Date: \_\_\_\_\_

To: the Parent of \_\_\_\_\_

From: \_\_\_\_\_

RE: Notification of Alternative Education

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The recommendation of district staff members for your student is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

[Superintendent]

Date

# Winston-Dillard School District 116

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

## Program Exemptions\*\*

The district may excuse students from a state-required program or learning activity for reasons of religion, disability<sup>1</sup> or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal

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

END OF POLICY

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### Legal Reference(s):

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

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

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

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

# Winston-Dillard School District 116

OK

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

## Expanded Options Program\*\*

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

### Eligible Students

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

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

### Student Notification

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

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

The notice must include the following:

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

### **Enrollment Process**

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

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

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

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

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

## Duplicate Courses

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

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

## ~~Expanded Options Program Annual Credit Hour Cap~~

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

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

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

## Post-Secondary Institution Credit

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

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

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



## Financial Agreement

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

## Waiver

A district may request an EOP<sup>a</sup> waiver from the Superintendent of Public Instruction<sup>2</sup> if compliance with the EOP:

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

## Student Reimbursement

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

## Transportation Services

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

## Special Education Services

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

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<sup>2</sup> Oregon Department of Education

<sup>3</sup> The district does all of the following:

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

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

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

### **District Alternative Programs**

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

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

END OF POLICY

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#### **Legal Reference(s):**

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

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

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

# Winston-Dillard School District 116

OK

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

## Annual Expanded Options Program Notification

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

Date: \_\_\_\_\_

Student/Parent(s) or Guardian(s): \_\_\_\_\_

Address: \_\_\_\_\_

Dear \_\_\_\_\_,  
(Student/Parent(s))

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

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

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

An "eligible post-secondary institution" means:

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

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

## **Purpose**

The purpose of this program is to:

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

## **Graduation and Course Credit**

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

## **Selection**

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

## **Enrollment and Participation**

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

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

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

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

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

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

### **Contested Decisions/Appeal**

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

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

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

### **Student Notification to District**

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

Sincerely,

Principal

# Winston-Dillard School District 116

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

OK

## Expanded Options Program Checklist

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

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

Confirm the following by \_\_\_\_\_:  
(Date)

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

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

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

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

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

# Winston-Dillard School District 116

ok

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

## Bilingual Education\*\*

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

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

# Winston-Dillard School District 116

DELETE

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

## Service Learning

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

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

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

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

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

END OF POLICY

### Legal Reference(s):

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

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

[OAR 581-022-1130](#)



# Winston-Dillard School District 116

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

OK

## Cocurricular/Extracurricular Activities

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

Cocurricular/Extracurricular activities are considered to be any activity such as, but not limited to, student government, contests, athletics and clubs. Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities and the district's student code of conduct.

These rules are to be followed and enforced by activity coaches or advisors. Offenses will be handled by district-approved procedures.

Students who represent the school in voluntary activities may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

Activity advisors or coaches who issue any additional rules for individual activities must obtain approval from the superintendent [or designee] prior to allowing participation.

~~The Board shall maintain a student activity program appropriate to the maturity of students, and as varied as staff and facilities permit. The program shall be designed to offer for the greatest possible number of students worthwhile athletic and leisure time interests, wholesome recreational and social activity, and opportunity to develop skills in artistic and cultural activities as well as in democratic and cooperative management for these activities.~~

~~Supervision: Whenever or wherever held, when conducted under the name of the school or district, or any class or organization thereof, extracurricular activities shall be under the general supervision of the district personnel.~~

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)  
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Havercamp v. Unified Sch. Dist. No. 380, 689 F. Supp. 1055 (D. Kan. 1986)

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

# Winston-Dillard School District 116

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

OK

## Student Organizations

The district encourages curriculum-related student organizations. District staff will~~shall~~ facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related.

The principal will~~shall~~ develop general guidelines for student organizations. Among other provisions, such guidelines will~~shall~~ require the assignment of at least one staff advisor to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school~~district~~ premises during noninstructional time. If the content of such a club's meetings is religious in nature, school~~district~~ staff may attend only in a nonparticipatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will~~shall~~ not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

END OF POLICY

### Legal Reference(s):

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

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

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).  
Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).  
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

# Winston-Dillard School District 116

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

OK

## Student Organizations

All members of the school community including staff, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of district facilities that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district property before or after the regular student school day under the following conditions:

1. The meeting shall be scheduled in advance following Board policy KG - Community Use of District Facilities;
2. All meetings must be approved by the principal or designee;
3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the requirements of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;
2. The meeting shall not incite hazard to person or property;
3. No group which encourages or advocates the violation of federal laws, state laws or school ~~rules~~ laws shall be granted use of district facilities;
4. No speaker who encourages or advocates breaking the law shall be invited to speak.

If a crowd is anticipated, a crowd control plan shall be filed in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum related or voluntary student-initiated clubs that are not curriculum related.

“Curriculum-related” student organizations must meet one of the following:

1. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;
2. Group's subject matter concerns the body of courses as a whole; or
3. Participation in the group is required for a particular course or results in academic credit.

“Voluntary student-initiated clubs” must:

1. Be voluntary and student initiated;
2. Not be sponsored by the school, the government or its agents or employees;
3. Not materially and substantially interfere with the orderly conduct of educational activities within the school;
4. Not be directed, controlled, conducted or regularly attended by “nonschool” persons.

### Definitions

1. “Noninstructional time” ~~means time~~—Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;
2. “Sponsorship” ~~means an act~~—Act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for **custodial** purposes does not constitute sponsorship of the meeting.

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

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

In a “limited open forum” situation, schools may not deny equal access of fair opportunity to, or discriminate against student-initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the school may not influence the form of any religious activity.

# Winston-Dillard School District 116

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

OK

## Student Publications (Grades K-8 only)

### District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored in regard to student publications, whether school-sponsored or non-school-sponsored. The observance of these rights must be balanced against the legitimate needs duty of educating students in an orderly manner to protect the educational process rights of all.

Some student publications, such as annual yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit, and publish them. Such publications include those in print or electronic form. Staff advisers will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation any guidelines developed by the board or administration.

Students may be required to submit publication content for approval prior to distribution publication. When approval is required, school administrator the administrator must make available to students the standards which will be used to determine granting in determining the grant or denying denial of permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district or material interference with school activities or contain libelous or obscene content intrusions into school affairs or the lives of others.

Prior restraints will contain precise criteria which spell spelling out what is prohibited forbidden so that a student will understand. A definite, specific and brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these publication. Such guidelines must prescribe provide a procedure for appeals from students.

### All Publications

It will be the responsibility of local school administrator the administration to develop and circulate reasonable and specific rules regulations setting forth the time, manner, and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution rules will be granted procedural due process rights.

END OF POLICY

### Legal Reference(s):

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

[ORS 339.880](#)

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

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

# Winston-Dillard School District 116

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

OK

## Student Publications

(Grades K-8 Only)

Student publications subject to review by school administrators include those which are:

1. School sponsored (i.e., supported by district funds, equipment, etc.);
2. Part of the established curriculum;
3. Of benefit primarily to those who compile, edit and publish them;
4. Not by policy or practice, open for indiscriminate use by the general public or students individually or as a group; or
5. Activities which students, parents, and members of the public might reasonably perceive to bear the sanction or approval of the district.

Student publications will ~~shall~~ be reviewed by staff advisors and may be reviewed by other district administrators prior to printing and distribution. Materials may be modified or removed from publications for legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the reading audience;
3. The material is poorly written, inadequately researched or biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names; or
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates, or condones the use of profane language or advocates or condones the commission of unlawful acts.

*(Is this still working?)*

Modifications or removal of items may be appealed in accordance with established district procedures. The [principal] shall schedule a meeting within [three school] days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the [principal]. At the [principal's] discretion, the district's legal counsel may also attend the meeting. The [principal] shall make his/her decision within [three school] days of the meeting. The [principal's] decision shall be final and binding on all parties.

# Winston-Dillard School District 116

ok

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

## Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances, in ~~such areas~~ activities such as band, choir, drama, art, speech and vocational technical, when ~~they~~ ~~such~~ performances contribute to educational process objectives, and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students ~~will~~ ~~shall~~ be approved by the principal;
2. The extended use of one particular group ~~will~~ ~~shall~~ be discouraged;
3. Students participating in a performance ~~will~~ ~~shall~~ conduct themselves in accordance with ~~the student~~ ~~conduct code adopted by the district~~, ~~a way as to bring credit to their school~~;
4. Performances ~~that~~ ~~which~~ are scheduled outside school hours are preferred. Performances during school hours should be limited, ~~whenever possible~~, to the class period during which the activity is usually taught to that particular student or students.

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

END OF POLICY

### Legal Reference(s):

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

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

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

# Winston-Dillard School District 116

Code: IGDF  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 7/13/16  
Orig. Code(s): IGDF

OK

## Student Fund-Raising Activities

Students may carry out fund-raising activities in which no outside fund-raising agency or contract is utilized, with permission of the principal and under the direct supervision of the appropriate advisers. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval from the superintendent.

Activities that include fund raising for charitable or other causes not relating to school activities, must obtain prior approval from the principal and the superintendent, ~~and the Board.~~

A student or staff member may not solicit funds in the name of a school in the district or in the name of the district through the use of internet-based or crowd-funding types of fund raising, without the approval of the ~~principal~~ ~~superintendent~~.

Fund-raising projects involving the sale of products must also be approved by the activity sponsor and by the principal, before the activity is initiated. Solicitation of funds is expressly prohibited without the superintendent's consent.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

END OF POLICY

### Legal Reference(s):

[ORS 336.423](#)  
[ORS 339.880](#)

[OAR 137-025-0020 to -0530](#)  
[OAR 581-022-2260\(2\)](#)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).



# Winston-Dillard School District 116

ok

Code: IGDF-AR  
Revised/Reviewed: 7/13/16; 7/11/18  
Orig. Code(s): IGDF-AR

## Student Fund-Raising Activity Request and Verification

Please fill out all sections and return to the principal or designee 30 days prior to initiating the fund-raising activity.

Date: \_\_\_\_\_

Name of individual, group or activity making this fund-raising activity request: \_\_\_\_\_

Reason for the fund raiser (please be specific): \_\_\_\_\_

Description of fund raiser<sup>1</sup> (i.e., what is the product, when will it be sold, where will it be sold, who will it be sold to, etc.): \_\_\_\_\_

Start and end dates for the fund raiser: \_\_\_\_\_

Anticipated revenue: \_\_\_\_\_

This activity has been screened for Title IX compliance:  Yes  No

\_\_\_\_\_  
Signature of Screener

\_\_\_\_\_  
Signature of Individual

\_\_\_\_\_  
Signature - Representative of Organization

If this is a joint fund raiser, write down the name(s) of the partner(s): \_\_\_\_\_

Approved – Date: \_\_\_\_\_

Not Approved – Date: \_\_\_\_\_

Reason for Denial: \_\_\_\_\_

\_\_\_\_\_  
Signature of Principal or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

<sup>1</sup> If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience. (ORS 336.423)

**Winston-Dillard School District**  
**Student Fund-Raising Activity Verification Form**

Date: \_\_\_\_\_

To Whom it May Concern:

The Winston-Dillard School District does hereby authorize:

\_\_\_\_\_  
(Name of Individual or Group Receiving Authorization)

to sell \_\_\_\_\_,  
(Name of Product/Item for Sale)

for the purpose of raising funds for \_\_\_\_\_,  
(Funds to be Used for)

from (dates) \_\_\_\_\_ to \_\_\_\_\_.

\_\_\_\_\_  
Signature of Person Authorizing Sales

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Fund-Raising Coordinator

\_\_\_\_\_  
Date

*Any questions regarding this fund-raising activity should be directed to the person authorizing sales.*

# Winston-Dillard School District 116

Code: IG DG  
Adopted: 7/10/02  
Readopted: 4/20/11; 1/11/12  
Orig. Code(s): IG DG

ok

## Student Activity Funds Management

Student activity funds shall be defined as those funds which include all moneys raised or collected by and/or for school-approved student groups and organizations, excluding those moneys budgeted in the general fund.

Student activity fund moneys shall be collected and expended for the purpose of supporting the school's cocurricular/extracurricular activities program.

Cocurricular/Extracurricular activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups or in large groups — at school events, public events, or a combination of these — for purposes such as motivation, enjoyment, and/or improvement of skills. Participation is usually not required and school credit usually will not be given.

Student activity funds shall be administered within each local school. The principal and the person in charge of the student activities program shall be responsible for administration of the building student activity funds. A student representative of the school recognized student organization shall serve as a representative of that organization in administration of the student activity funds.

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

All student activity fund expenditures must be approved by the staff advisor and/or the principal and student representative of the student group or program. All expenditures from the general student activity funds must also be approved by the school recognized student government organization. All expenditures from a specific account of student activity funds related to other school-district-recognized student groups [shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures] must be approved by the members of that organization and their staff advisor. Expenditures from student activity funds will not result in a negative balance to the fund.

All student activity fund moneys shall be receipted and deposited according to district policy and acceptable accounting procedures.

Student activity funds and other fees and cash collections shall be audited annually.

END OF POLICY

Legal Reference(s):



# Winston-Dillard School District 116

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

OK

## Contests for Students

The district ~~will~~ shall cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school; when such activities can be integrated into the school program without disruption or loss of instructional time for the student, and without imposing an unreasonable added workload on the staff. Participation by students in contests must be approved by the principal.

The activity sponsor ~~will~~ shall be responsible for the preparation and circulation of all informational materials; and for other administrative work required in the grading, judging; or evaluation of the participants' work.

The following ~~will~~ statement shall be used as a guide in determining participation in contests:

1. The primary educational aims of the school and the needs and interests of students must be a consideration at all times;
2. The school must not be used to promote private or commercial interests;
3. The school must not be used for direct sales promotion of individual competitive goods or services;
4. All materials or activities initiated by private sources must be judged on grounds of their direct contribution to educational values, factual accuracy; and good taste.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Winston-Dillard School District 116

ok

Code: IGDJ  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 4/11/18; 5/15/19  
Orig. Code(s): IGDJ

## Interscholastic Athletics Activities\*\*

The Board recognizes the integral role interscholastic activities<sup>1</sup> play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's ~~high school~~ activities programs and events<sup>2</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization<sup>3</sup> of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
  - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
  - b. Prohibit discrimination;
  - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
  - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
  - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
  - b. Responds to a complaint made within 48 hours of the complaint being received; and
  - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

<sup>1</sup> Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

<sup>2</sup> This applies to only OSAA sanctioned activities and events.

<sup>3</sup> Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{<sup>4</sup>} The district shall allow homeschooled students that reside in the district, ~~and students eligible to attend attending a public charter school~~ and enrolled in a high school equivalency program<sup>5</sup> that reside in the district, and students who reside in the district and attend a public charter school which does not provide interscholastic activities, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{<sup>6</sup>} District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements of participation and those of the associated voluntary organization. The principal {or designee} is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal {or designee} shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the OSAA rules and regulations of the associated voluntary organization. The principal shall notify the superintendent {or designee} of conduct that violates the terms of this policy and report to the associated voluntary organization if OSAA as required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization {OSAA will} may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

<sup>4</sup> {This policy content is required practice but is not required policy language.}

<sup>5</sup> “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

<sup>6</sup> {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

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

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 332.075\(1\)\(e\)](#)  
[ORS 332.107](#)  
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)  
[OAR 581-021-0045 – 0049](#)  
[OAR 581-022-2308\(2\)](#)  
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)  
[OAR 581-026-0705](#)  
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).  
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).  
Senate Bill 1522 (2022).



# Winston-Dillard School District 116

OK? REVIEW

Code: IGDK  
Adopted:

## Nonschool-Sponsored Study and Athletic Tours/Trips/Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise moneys for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. Staff will not advise parents regarding selection of such trips or tours for their children. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their children. Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

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### Legal Reference(s):

[ORS 244.040](#)  
[ORS 332.107](#)

[ORS 339.880](#)

[OAR 581-021-0045](#)

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

# Winston-Dillard School District 116

*Done*

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

## Alternative Instructional Programs

*(See IGBHB.)*

In addition to the regular curriculum and courses offered, it is possible for students, with prior administrative approval, to obtain credit from the following alternative instructional programs and activities:

1. Community college courses;
2. Correspondence courses;
3. Outdoor school;
4. Educational travel;
5. Challenge tests;
6. Independent study;
7. Online courses;
8. The Expanded Options Program;
9. Others approved by the Board.

END OF POLICY

### Legal Reference(s):

[ORS 332.072](#)  
[ORS 336.135 - 336.183](#)  
[ORS 336.615 - 336.665](#)  
[ORS 336.790 - 336.815](#)  
[ORS Chapter 340](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)  
[OAR 581-022-1130](#)

[OAR 581-022-1350](#)  
[OAR 581-022-1620](#)  
[OAR 581-023-0006](#)  
[OAR 581-023-0008](#)

# Winston-Dillard School District 116

Code: IIA  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 7/13/14  
Orig. Code(s): IIA

OK? VERSION 2

## Instructional Resources and/or Instructional Materials

(Version 1)

*(There is an alternate version available – see version 2)*

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

### Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no instructional resources and materials free of discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias.

The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens the community. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

### Selection Criteria

All materials selected will be consistent with the following principles:

1. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. A background of information which will enable students to make intelligent judgments in their daily lives;
4. Materials on opposing sides of controversial issues, so that young ~~citizens~~ people may develop, under guidance, the practice of analytical reading and critical thinking;
5. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to ~~our~~ heritage.

The above principles will serve as a guide in the selection of all instructional and library media materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)

[ORS 337.511](#)  
[ORS 339.155](#)  
  
[OAR 581-011-0050 - 0117](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)

[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).  
House Bill 3041 (2021).

# Winston-Dillard School District 116

OK - ADUPT

Code:  
Adopted:

IIA

## Instructional Resources/Instructional Materials (Version 2)

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents[. students] and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library [media] resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library [media] resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

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### Legal Reference(s):

[ORS 336.035](#)

[ORS 336.840](#)

[ORS 337.120](#)

HR10/05/21 | LF

Instructional Resources/Instructional Materials – IIA

[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)

[OAR 581-011-0050 - 0117](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).  
House Bill 3041 (2021).

# R O P O S E D

# Winston-Dillard School District 116

OK

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

## Instructional Materials Selection

*(Review for current practice. There are some additional proposed ARs to consider if there is any desire for any changes in practice. Call if there are questions. OSBA is revising some of its model language around challenge to instructional materials and library materials. If this is working, then maybe leave as is and wait for updated model language to consider.)*

### Selection of Instructional Materials

1. Responsibility for Selection of Materials
  - a. The responsibility for the selection of instructional materials is delegated to the superintendent. For the purposes of this procedure the term “instructional materials” includes print and nonprint materials including digital content of software in a format such as electronic and Internet or web-based material or media (not equipment), whether considered classroom materials or media center materials.
  - b. While selection of materials involves many people (principals, teachers, parents, students, supervisors, community persons, and library-media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with licensed media personnel for library-media center materials and a team of teachers for classroom instructional materials.
  - c. Responsibility for coordinating the selection of instructional materials for distribution to classes shall rest with the superintendent or designee. For the purpose of this regulation the term “instructional materials” includes print and nonprint material provided in multiple copies for use by a total class or a major segment of such a class.
2. Procedure for Selection
  - a. Media
    - (1) In purchasing materials for the media center, the library-media specialist under the supervision of the building principal, shall evaluate the existing collection and the curriculum needs and shall consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this procedure, the term “media” includes all materials considered part of the library-media collection, plus all nonprint instructional materials housed in resource centers and classrooms.
    - (2) Recommendations for purchase shall be solicited from staff and students.
    - (3) Gift materials shall be judged by the district’s instructional materials objectives and selection criteria and shall be accepted or rejected by those criteria.
    - (4) Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
  - b. Instructional Materials

- (1) Instructional materials committees may be appointed when appropriate at the time that adoption areas are determined. Appropriate subject and instruction level shall be included in each committee.
- (2) The general criteria for materials selection shall be followed by the committees.
- (3) The committee shall present its recommendation(s) to the superintendent.
- (4) The superintendent shall submit the committee's recommendation(s) to the Board for adoption.

### **Objections to Instructional Materials**

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The district official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in this regulation.

The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria, and qualifications of those persons selecting the material.

The district official or staff member initially receiving a complaint shall explain to his or her best ability the particular place the objectionable material occupies in the education program and its intended educational usefulness, or refer the complaining party to someone who can identify and explain the use of the material.

In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the questions should be referred to the principal or his or her designee. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred shall provide a Reconsideration Request Form with sufficient instruction to assure that the complainant understands what is required for a formal complaint.

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

### **Request for Reconsideration**

1. Any resident or employee of the district may formally challenge the appropriateness of instructional materials used in the district's educational program. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.
2. All school offices shall keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.
3. The Reconsideration Request Form shall be signed by the complainant and filed with the superintendent or his or her designee.



4. Within five business days of the filing of the form, the superintendent or his or her designee shall file the material in question with the reconsideration committee. The committee shall recommend disposition to the superintendent.
5. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances the material may be removed temporarily by following the provisions of this regulation.

### **The Reconsideration Committee**

1. The reconsideration committee shall be made up of nine members:
  - a. One teacher designated by the superintendent;
  - b. One school library-media specialist designated by the superintendent;
  - c. One member of the administrative staff designated by the superintendent;
  - d. Five members from the community appointed by the Board; and
  - e. One student selected annually by the student council.

No person involved in the original selection of the material shall serve on the reconsideration committee.

2. The chair of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
3. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
4. The committee shall receive all Reconsideration Request Forms from the superintendent or his or her designee.
5. The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:
  - a. Distribute copies of written request form;
  - b. Give complainant or a group spokesman an opportunity to talk about and expand on the request form;
  - c. Distribute reputable, professionally prepared reviews of the material when available;
  - d. Distribute copies of challenged material as available.
6. The committee may request that individuals with special knowledge be present to provide information.
7. The complainant shall be kept informed by the superintendent concerning the status of the complaint throughout the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of such meetings.
8. The committee shall make its decision in either open or, when permitted by law, closed session. The committee's final decisions shall be:
  - a. To take no removal action;

- b. To remove all of the challenged material from the total school environment;
  - c. To limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision shall be by secret ballot. The written decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant.
9. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
  10. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered. Every Reconsideration Request Form shall be acted upon by the committee.
  11. Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications as the person excused.
  12. If the complainant is not satisfied with the decision, a request may be made that the matter be placed on the agenda of the next regularly scheduled meeting of the board.

**Reconsideration Request Form for Re-evaluation of Instructional Material  
(Submit to Superintendent)**

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author \_\_\_\_\_  Hardcover  Paperback  Other  
Title \_\_\_\_\_ Publisher \_\_\_\_\_ Date of Pub. \_\_\_\_\_

DIGITAL MATERIAL IF APPLICABLE:

Title \_\_\_\_\_ Producer (if known) \_\_\_\_\_  
Type of Material (filmstrip, motion picture, etc.) \_\_\_\_\_

Request initiated by \_\_\_\_\_ Telephone \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Person making the request represents  Self  Group or Organization  
If group, name of group \_\_\_\_\_

1. To what in the item do you object? (Please be specific, cite pages, frames, other identifying location, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. In what way do you find this item objectionable? (i.e., religious grounds, lack of academic merit, lack of literary merit) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What evidence substantiates your objection? (i.e., in what way is your religious position offended; what do you cite as a lack of academic merit; please be specific as possible so that the committee can readily find the evidence you offer) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In your opinion, what harmful effects upon students might result from use of this item?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What components of this item outweigh the instructional value of the piece? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Did you review the entire item? If not, please specify the sections you did review. \_\_\_\_\_  
\_\_\_\_\_
6. Do you feel additional experts in the field of education and/or the discipline represented be considered? Would you identify an expert whose authority you would accept? \_\_\_\_\_  
\_\_\_\_\_

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7. What would you like the school to do about this material?

- Do not use it with my student
- Withdraw it from use
- Send it back to the selection team for reevaluation
- Other

8. In place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? \_\_\_\_\_

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9. Do you wish to make an oral presentation to the Review Committee?

- Yes                       No                      If yes, please call the superintendent's office at 541-679-3000.

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DATE

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SIGNATURE

PRINTED NAME \_\_\_\_\_

PROPOSED - OK!

# Winston-Dillard School District 116

Code: IIA-AR(1)  
Revised/Reviewed:

## Instructional Materials/Program Adoption Procedure

1. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator of the content area to be reviewed.
2. The curriculum coordinator/curriculum administrator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator/curriculum administrator to represent elementary and secondary levels.
3. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.
5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the [superintendent] [cabinet]. Specific recommendations will be prepared and forwarded to the [superintendent] [cabinet]. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The [cabinet] will review the recommended adoption and ensure that:
  - a. Appropriate procedures have been complied with;
  - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
  - c. The cost is within budgeted amounts.

The [cabinet] may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.
7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.

8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.

9. **P** is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:

- a. **R** If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in the teacher's assignment area, the teacher may submit that concern in writing to the administrator. If the administrator shares that concern, the administrator may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;
- b. **O** If an administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.

**P**

**O**

**S**

**E**

**D**

# Winston-Dillard School District 116

APPT?

Code: IIA-AR(2)  
Revised/Reviewed:

## Challenge of Instructional Materials

### 1. Inquiries

- a. Any inquiry made to an administrator regarding instructional material by any person(s) shall be made known to the staff member(s) using the material. The staff member(s) shall be made aware of the person(s) making the inquiry.
- b. The administrator shall then arrange for the person(s) making the inquiry to meet with the staff member(s) using the material in an effort to resolve the issue informally.
- c. The administrator shall inform the person(s) making the inquiry that if they are not satisfied with the outcome of the informal process, they may file a formal written challenge.

### 2. Challenges

- a. All formal challenges shall be in writing on the district form prepared for this purpose and must be submitted to the superintendent.
- b. Upon receipt of a written challenge, the superintendent shall, within 10 student contact days, activate and appoint the review committee and provide a copy of the written challenge to the staff member(s) involved.
- c. The review committee shall consider the challenge within 10 student contact days of the committee's activation and appointment by the superintendent.
- d. The review committee, once activated and appointed, shall recommend to the superintendent whether or not the challenged material should be withdrawn from use during the review process. The superintendent may withdraw challenged material following receipt of the recommendation from the review committee until final resolution is reached by the Board.
- e. Following a review of the challenged material, the review committee shall submit its report and recommendation to the superintendent for presentation to the Board. Copies of the recommendation shall be provided to the person(s) filing the challenge and to the staff member(s) involved.
- f. The Board shall announce its decision at the next Board meeting following receipt of the committee's recommendation. If the Board's decision is contrary to the recommendation of the review committee, the reasons will be communicated, in writing, to the review committee.
- g. The review committee shall be appointed by the superintendent and shall be composed as follows:

(1) [District employees (7):

- Representing the high school level
- representing the middle school level
- representing elementary school level
- representing the district at large
- administrator;

[Patrons (6):

- Representing the high school level
- representing the middle school level
- representing elementary school level
- representing the district at large;

P

- (2) At least four of the district employees shall be licensed teachers. Members shall be selected from a list of people having expressed their willingness to serve on this committee;
- (3) Members will serve terms of [three] years on a rotating basis with the initial terms set by the superintendent (one-third shall serve one year, one-third shall serve two years, and one-third shall serve three years);
- (4) The review committee shall be chaired by a district office administrator appointed by the superintendent and shall be a non-voting member of the committee;
- (5) The committee chair shall be responsible for documenting all proceedings, for adherence to established procedures and guidelines and for preparing and presenting the report and recommendation to the Board based on the minutes of the meeting(s). Additionally, the chair will send copies of the committee's report and recommendation to the person(s) filing the challenge and the staff member(s) involved.

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3. Procedures to be followed by the review committee:

- a. Review "Challenge of Instructional Material" administrative regulation;
- b. Establish a calendar for the review of the challenged material;
- c. Review the challenged material considering the theme, concept, vocabulary, and illustrations as they apply to:
  - (1) The appropriateness of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
  - (2) The appropriateness of the material's level of difficulty; and
  - (3) The appropriateness of the material for the age group(s) with which it was used.
- d. Request that the staff member(s) involved submit a written explanation of their use of the challenged material, specifically addressing its relationship to the established curriculum and course objectives;
- e. An opportunity will be provided to person(s) filing the challenge, staff member(s) involved, outside consultants, lay people, other staff members or other individuals to offer oral or written testimony on the challenge within such procedures and limitations as may be established by the chair with the consensus of the committee;
- f. Review and discuss possible options for recommendation, including:
  - (1) Continued use of the material as used, with no reservations;
  - (2) Restricted or modified use of the material in terms of subject area, grade level, etc.;
  - (3) No further use of the material as a part of the regular or support curriculum in the district.
- g. Procedures for voting:
  - (1) A quorum (one-half the committee membership plus one) shall be present to act upon any business to come before the committee;
  - (2) All motions and votes shall be recorded and reported in the minutes of the meeting(s);
  - (3) Votes will be recorded from only the members present at the time of the vote;
  - (4) A simple majority of those present is required for a motion to pass;
  - (5) Roll call votes may be taken.

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- h. Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action shall be taken on that motion and any subsequent motions within the procedures outlined in section 3.g. above and consistent with parliamentary procedure;
- P** i. All meetings of the review committee are subject to the Public Records and Meetings Law pursuant to Oregon Revised Statute (ORS) 192.610 to 192.690.

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# Winston-Dillard School District 116

**P** IIA-AR(3)  
Reviewed/Reviewed:

## Challenge Request for Instructional Materials

(Submit to superintendent)

Title: **R** \_\_\_\_\_ Publisher: \_\_\_\_\_ Date of Pub.: \_\_\_\_\_

Author **R** \_\_\_\_\_

Type of media:  Hardcover  Paperback  Digital  Other: \_\_\_\_\_

Producer/Source (if known): **O** \_\_\_\_\_

Request initiated by: \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Person making the request represents **P**  Self  Group or organization

Name of Group (or organization): \_\_\_\_\_

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

**O** \_\_\_\_\_  
\_\_\_\_\_

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

**S** \_\_\_\_\_  
\_\_\_\_\_

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

**E** \_\_\_\_\_  
\_\_\_\_\_

4. Did you review the entire item?  Yes  No

5. If not, what sections did you review? \_\_\_\_\_

**D** \_\_\_\_\_  
\_\_\_\_\_

6. Should the opinion of any additional experts in the field be considered?  Yes  No

7. Please list suggestions, if any: \_\_\_\_\_

8. What would you like the school to do about this material?

- Do not use it with my student.
- Withdraw it from use.
- Send it back to the selector or selectors for evaluation.
- Other \_\_\_\_\_.

9. In place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

\_\_\_\_\_

10. Do you wish to make an oral presentation to the Review Committee?  Yes  No

If yes, please call the superintendent's office at [\_\_\_\_\_].

Signature \_\_\_\_\_

Date \_\_\_\_\_

References:

**P**

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# Winston-Dillard School District 116

OK

Code: IIABB  
Adopted: 4/20/11  
Revised/Readopted: 12/13/11  
Orig. Code(s): IIABB

## Use of Feature Films, Videos or Other Media\*\*

*(See proposed AR)*

The Board recognizes the showing of commercially produced and rated feature films, and videos and other media may have a legitimate purpose in a school's educational program. Since the content of these feature films, videos or other media customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film-media is consistent with the educational values espoused by the district. Only films rated G, PG or PG-13 may be shown as part of the (K-8) school program. The Board directs procedures be developed to accomplish this objective, including the provision that a parent has the opportunity to preview the film and that a parent must give prior consent before his/her student may view a film rated PG or PG-13.

The Board directs administrative regulations be developed to accomplish this objective, including the provision that parents or guardians have the opportunity to preview a film when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG, PG-13 or R. Certain R-rated films or portions of these films may have an educational value as they relate to a specific topic. These films may be shown (grades 9-12) upon the approval of the principal and upon notification of parents allowing them the opportunity to preview the film and that the parent must give prior consent before his/her student is allowed to view the R-rated film. The title of these films must be included in the class syllabus prior to the beginning of the course, and an alternative assignment for equal credit must be available for students that are not given parental permission.

All copyright laws must be followed.

Any media materials that are not rated are subject to the approval of the administrator prior to viewing.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)

# Winston-Dillard School District 116

Code: IIABB-AR  
Revised/Reviewed:

OK

## Use of Feature Films, Videos or Other Media

Prior to showing a feature films and videos or other non-rated media in a school, the instructor must seek the written approval of the principal. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular films, videos or other media:

1. Title and brief description;
2. Purpose for the showing;
3. Match with course objectives;
4. Proposed date of showing;
5. When and how parents or guardians will be notified, or if necessary, grant consent;
6. Audience rating G, PG, PG-13 or R.

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

Additionally, feature films or videos with a PG or PG-13 rating, or other non-rated media, will require consent from parents or guardians before a student views the film, video or other non-rated media.

Instructors are required to preview all films, videos or other non-rated media before showing to students.

Only films or videos rated G, PG or PG-13 or other approved non-rated media may be shown as part of the school program. Parents or guardians may have the opportunity to preview films, videos or other non-rated media when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG or PG-13 or other non-rated media.

Certain R-rated films or portions of these films may have an educational value as they relate to a specific topic. These films may be shown only in grades 9-12 upon the approval of the principal and upon notification of parents allowing them the opportunity to preview the film and that the parent must give prior consent before their student is allowed to view the R-rated film. The title of these films must be included in the class syllabus prior to the beginning of the course, and an alternative assignment for equal credit must be available for students that are not given parental permission.

Edited or non-rated films and videos or other nonrated media will be shown at the discretion of the administrator.

The notification to parents or guardians for the showing of G movies at the secondary level will be at the discretion of the administrator.

# Winston-Dillard School District 116

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

ok

## Special Interest Materials

In general, supplementary printed materials from ~~commercial, political, religious, or other~~ nonschool sources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, ~~which~~ supplement and enrich text; and reference book materials for definite school courses; and ~~which~~ are timely.

Printed materials from nonschool sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing nonschool materials to the homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts, and exhibits for educational purposes with the express approval of the superintendent or principal even though ~~although~~ these materials may bear the name of a commercial business firm that provided the aid.

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

All copyright laws regulating the use of such material ~~will shall~~ be strictly followed ~~adhered to~~.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)

[ORS 339.880](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

# Winston-Dillard School District 116

Code: IIBGA  
Adopted: 7/26/06  
Revised/Readopted: 4/20/11; 1/14/15; 7/14/21  
Orig. Code(s): IIBGA

ok

## Electronic Communications System

The district's electronic communication system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communication system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and
8. Installing measures designed to restrict minors' access to materials harmful to minors.

Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

Administrative regulations will be consistent with sound guidelines as may be provided by the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally,

student violations may result in discipline up to and including expulsion. Staff violations may result in discipline up to and including dismissal. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

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**Legal Reference(s):**

[ORS 167.060 - 167.100](#)  
[ORS Chapter 192](#)  
[ORS 260.432](#)

[ORS 332.107](#)  
[ORS 339.250](#)  
[ORS 339.270](#)  
[OAR 581-021-0050](#)

[OAR 581-021-0055](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).  
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2018).  
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).  
Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018); 34 C.F.R. Part 99 (2020).  
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).  
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).



# Winston-Dillard School District 116

Code: IIBGA-AR  
Revised/Reviewed: 7/26/06; 6/15/11; 1/14/15;  
7/14/21  
Orig. Code(s): IIBGA-AR

ok

## Electronic Communications System

### Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
  - a. "Obscene," has the meaning given such term in Section 1460 of Title 18, United States Code;
  - b. "Child pornography," has the meaning given such term in Section 2256 of Title 18, United States Code; or
  - c. Harmful to minors.
2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
  - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
  - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. "Sexual act and sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes and the district's vision, mission and goals, as determined by the district.
6. "District proprietary information" is defined by the district as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.
7. "District software" is defined by the district as any commercial or staff developed software acquired using district resources.

## General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's electronic communications system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
3. Allow staff use of personal electronic devices to access the district's electronic communications system when it is consistent with district board policies and administrative regulations (See Staff User Agreement);
4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;
5. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
6. Install and use server virus detection and removal software;
7. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;
8. Prohibit access by minors to inappropriate matter on the Internet and World Wide Web;
9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms, applications and other forms of direct electronic communication;
10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites, applications and in chat rooms;
11. Determine which users and sites, accessible as part of the district's electronic communications system, are most applicable to the curricular needs of the district, and may restrict user access accordingly;
12. Determine which users will be provided access to the district's electronic communications system;
13. Program its computers to display a message reinforcing key elements of the district's electronic communications system policy and administrative regulation when accessed for use;

14. Notify appropriate system users that:
  - a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
  - b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
  - c. The district may establish a retention schedule for the removal of e-mail;
  - d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
  - e. Information and data entered or stored on the district's computers and e-mail system may be subject to disclosure if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
  - f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the Principal stating the need for the increase;
  - g. Passwords used on the districts electronic communications system will be changed at ~~{90}~~ day intervals;
  - h. Transmission of any communications or materials related to activities prohibited by ORS 260.432 is not allowed.
15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements will be maintained on file in the school office;
16. Notify users of known copyright infringing activities and deny access to or remove the material.

### Electronic Communications System Access

1. Access to the district's electronic communications system is authorized to:
 

Board members, district employees students in grades K-12 with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.
2. Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is

permitted when consistent with board policy and administrative regulations and when during the school day.

Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations, when used on school property, and when on own time

District staff and Board members may use the district's electronic communications system, district-owned computers or devices including Internet and e-mail access for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

Volunteers, district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.

### **General Use Prohibitions and Guidelines/Etiquette**

Operation of the district's electronic communications system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient use of the district's system.

#### **1. General Use Prohibitions**

The following conduct is strictly prohibited:

- a. Attempts to use the district's electronic communications system for:
  - (1) Unauthorized solicitation of funds;
  - (2) Distribution of chain letters;
  - (3) Unauthorized sale or purchase of merchandise and services;
  - (4) Collection of signatures;
  - (5) Membership drives;
  - (6) Transmission of any materials regarding political campaigns.
- b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or data usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:

- (1) Harmful to minors;
  - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
  - (3) A product or service not permitted to minors by law;
  - (4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident;
  - (5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
  - (6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
  - (7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
- g. Attempts to post or publish personal student contact information unless authorized by the system coordinator and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the district's electronic communications system, unless authorized by the system coordinator or when consistent with school or educational related activities and with prior parent approval when necessary;
- i. Attempts to represent self on behalf of the district through use of the district's name in external communication forums, e.g., social media, chat rooms, without prior district authorization;
- j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been granted access.

## 2. Guidelines/Etiquette

System users will:

- a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
- b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator;
- c. Take pride in communications. Check spelling and grammar;
- d. Respect the privacy of others. Do not read the mail or files of others without their permission;
- e. Cite all quotes, references and sources;
- f. Adhere to guidelines for managing and composing effective e-mail messages:
  - (1) One subject per message – avoid covering various issues in a single e-mail message;
  - (2) Use a descriptive heading;
  - (3) Be concise – keep message short and to the point;

- (4) Write short sentences;
  - (5) Use bulleted lists to break up complicated text;
  - (6) Conclude message with actions required and target dates;
  - (7) Remove e-mail in accordance with established guidelines;
  - (8) Remember, there is no expectation of privacy when using e-mail. Others may read or access mail;
  - (9) Always sign messages;
  - (10) Always acknowledge receipt of a document or file.
- g. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only;
  - h. Communicate only with such users and/or sites as may be authorized by the district;
  - i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
  - j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.

~~Use of appropriate etiquette is expected of all users while using the district's electronic communications system and is explained in district training sessions.~~

## Complaints

The district's established complaint procedure in Board policy KL - Public Complaints and accompanying administrative regulation may be used to process complaints or concerns about violations of policy and administrative regulations.

## Violations/Consequences

1. Students
  - a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of access to the district electronic communications system access up to and including permanent loss of privileges.
  - b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
  - c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.
2. Staff
  - a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
  - b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
  - c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.

- d. Violations of ORS 244.040 may be reported to Oregon Government Ethics Commission (OGEC).
3. Others
    - a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
    - b. Violations of law may be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

### **Telephone/Membership/Other Charges**

1. The district assumes no responsibility or liability for any membership, phone or internet service and/or related charges incurred by any home usage of the district's electronic communications system.
2. Any disputes or problems resulting from phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their internet service provider and/or phone service provider.

### **Information Content/Third Party Supplied Information**

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's electronic communications system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. Users of the electronic communications system may, with system coordinator approval, order services or merchandise from other vendors that may be accessed through the district's electronic communications system. These vendors are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the vendor and the electronic communications system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the vendor. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of vendors.
4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with

respect to any services provided by the electronic communications system and any information or software contained therein.



## Sample Parent Letter

ok

Dear Parents:

Your student needs your permission to use the district's electronic communications system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

With this educational opportunity also comes responsibility. Inappropriate system use may result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications system, and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter is an agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation. The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under General Use Prohibitions and Guidelines/Etiquette and student-related rules under Violations and Consequences.

Please review the district's Electronic Communications policy and administrative regulation, and the provisions therein, carefully with your student and return the attached agreement form to the school office indicating your permission for your student to use the district's electronic communications system.

Sincerely,

## Student Agreement for an Electronic Communications System Account

Student agreement must be renewed each academic year.

### Student Section

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in discipline, up to and including expulsion from school, and/or suspension or revocation of system access and related privileges, and/or referral to law enforcement officials.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

.....

### Parent

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and the access to the Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

Email Address \_\_\_\_\_

**Agreement for an Electronic Communications System Account**  
(Nonschool System User)

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/or revocation of system access and related privileges, and/or referral to law enforcement officials.

In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

Email Address \_\_\_\_\_ Date of Birth \_\_\_\_\_

**Parent** (Required if nonschool-system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_ Home Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

**Agreement for an Electronic Communications System Account**  
(Staff System User)

I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to, or accessed through my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I ensure that the PED in use is owned by me, and I am in complete control of the device at all times.

In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

# Winston-Dillard School District 116

ok

Code: IICA  
Adopted:

## Field Trips and Special Events\*\*

*(See the district's original policy recoded as IICA-AR(1) as it contains procedural language better organized as an AR.)*

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of [one year].

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All overnight trips, out-of-state or international travel must have prior Board-superintendent approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s). The Board will be notified prior to such trips.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 336.014](#)

[ORS 339.155](#)  
[ORS 339.240 to -339.250](#)

# Winston-Dillard School District 116

Code: IICA-AR(1)  
Adopted: 3/22/06  
Revised/Readopted: 4/20/11; 12/13/11; 10/08/14  
Revised/Reviewed:  
Orig. Code(s): IICA

OK

## Field/Extracurricular Trips\*\*

*(Review the entirety of the AR and revise to reflect current practice, as needed.)*

Field/extracurricular trips<sup>1</sup> can be an integral part of the school district educational program. The following are basic rules that govern such trips:

1. All field trips or extracurricular trips shall be under the supervision of the principal;
2. All arrangements for trips must be made through the principal. If district transportation is desired for the trip, arrangements must be made at least one week in advance; these arrangements must include a transportation request submitted to the principal on a district approved transportation request form. The building principal will specifically coordinate any trips that, due to scheduling beyond district control, cannot meet the one week advance notice;
3. All field trips must be part of a planned unit of work, the details of which are carefully worked out before a visit by the students is made unless as otherwise approved by the principal;
4. It is important that field trips be accompanied by worthwhile culminating activities:
  - a. Administrative approval process.
  - b. Purpose of administrative review.

Field trips provide a valuable educational benefit. However, off-site situations can expose students to hazards that are not present in the normal school environment. As a result, it is important for administrators to carefully review and monitor field trips to ensure that risks and potential school liability are minimized.

- c. Principals/administrators should do the following:
  - (1) Ensure the sponsor considers the various aspects of the field trip;
  - (2) Determine the appropriateness of activities for the students' age(s), skill(s) and behavior level(s);
  - (3) Assist the sponsor with specific field trip risk identification;
  - (4) Ensure school district insurance coverage extends to the field trip location and activities;
  - (5) Review and/or sign related contracts;
  - (6) Obtain or provide certificates of insurance related to contractual agreements and/or facility use;
  - (7) Provide preliminary administrative approval for the field trip;

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<sup>1</sup> "Field/Extracurricular trips" are defined as any school-sponsored trip where Winston-Dillard School District students are transported.



- (a) Supervise students at all times.
- (i) Ensure supervision of students by an adult at all times. Remember the rule of thumb about supervision – if you can't see the students, you are not supervising them. Staff and chaperones must exercise close control over the students. Students on field trips can become overly excited and want to explore on their own.
  - (ii) Establish a process for regular accounting for all students and staff, both periodically and when activities change (such as before boarding the bus to return). Determine what adequate supervision is during overnight stays (how frequently to check the room, etc.).
  - (iii) Determine how many and what kinds of chaperones are needed throughout the trip.
  - (iv) Determine what supervision (what kind and how many) is needed. Establish the proper ratio of supervisors to students based on a case-by-case evaluation of each field trip. A higher number of supervisors will be required for more hazardous activities. Be sure to follow school district policy.
  - (v) Base the number of chaperones on an evaluation considering the number of students, age and maturity of the students, types of activities, facilities, duration of trip, type of transportation and safety considerations (such as emergency procedures).
  - (vi) There should be a minimum of two adults supervising a field trip. If not specified in school district policy, recommended **minimum** supervision ratios (adults to students) are as follows: elementary school age - 1:10; middle/high school age - 1:20. The building administrator and sponsor should agree upon the ratio for each field trip.
  - (vii) More and/or specifically qualified chaperones/staff may be needed for higher-risk activities, overnight stays (gender-specific), activities involving water (life saving) or wilderness (survival), out-of-country travel (speak the language), and those including behaviorally, physically or mentally challenged students.
  - (viii) First-aid/CPR-trained chaperones/staff are required – at least one chaperone on each field trip should be so certified.
  - (ix) If the field trip is part of a classroom educational experience, sporting event, or sponsored club, at least one “authorized adult<sup>2</sup>” is needed.
  - (x) For supervision purposes, each bus should have at least one staff member or chaperone other than the driver.
  - (xi) Ensure that all volunteer chaperones are:
    - 1) At least 21 years old;
    - 2) Criminally screened as specified in Board policy IICC;
    - 3) Physically able to do the job;
    - 4) Able to work well with students.

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<sup>2</sup> “Authorized adult” is an adult that has a current background check and is approved to provide supervision of students by the building principal.



6. All trips shall be limited to a radius of 200 miles unless express permission of the superintendent is received;
7. Any overnight trips, out-of-state or international travel must have prior superintendent approval and the Board must receive notification prior to the trip;
8. The administration must authorize all lodging on field trips and extracurricular trips.

END OF POLICY

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Legal Reference(s)

ORS 332.017  
ORS 332.014

ORS 339.55  
ORS 339.54(2) - 339.56

# Winston-Dillard School District 116

Code: IICA-AR(2)  
Adopted: 6/20/18  
Orig. Code: IICA-AR

## Student Field/Extracurricular Trip -- Planning and Approval Checklist

Designed to comply with requirements specified in district policy, IICA – Student Field/Extracurricular Trips.

### Section 1 – General Planning: Teacher

Date: \_\_\_\_\_ School: \_\_\_\_\_ Class/Group: \_\_\_\_\_  
Requested By: \_\_\_\_\_ Date Of Trip: \_\_\_\_\_  
Destination: \_\_\_\_\_ Date Of Return: \_\_\_\_\_  
Purpose Of Trip: \_\_\_\_\_

Check here if this is an instructional field trip. **Attach separate detailed narrative description of trip activity.** *Instructional trips are those that directly relate to classroom instruction and are considered part of your normal curricular activities. District administration will determine final approval for instructional field trips.*

Check All That Apply: \_\_\_\_\_  
 Regular School Day Activity  
 Outside Regular School Day Activity  
 Overnight Activity  
 Special Equipment (Please Specify Needs) \_\_\_\_\_

Number Of Students: \_\_\_\_\_  
Number Of Staff Members: \_\_\_\_\_  
Number Of Chaperones/Volunteers: \_\_\_\_\_  
Student/Adult Ratio: \_\_\_\_\_/\_\_\_\_\_

### Section 2 – Transportation: Teacher

Request is for: \_\_\_\_\_ # of bus(s) \_\_\_\_\_ # of Suburban(s)  
Leave Loading Time: \_\_\_\_\_ Location: \_\_\_\_\_  
Return Loading Time: \_\_\_\_\_ Location: \_\_\_\_\_

#### Suburban Request Only

**Driver Names:** \_\_\_\_\_

Do you need a fuel card?  Yes  No

*(This will need to be checked out at the district office prior to the scheduled departure date.)*

**\*\*\*Drivers Must Have Driver Training, Current First-Aid Card\*\*\*  
and ODE approval in order to drive Suburban**

**Required By Oar 581-053-0015 (6):** Drivers shall report to their employer(s) within 15 days, any convictions for driving or criminal offenses specified in OAR 581-053-0006(8) or any involvement in an accident as defined in OAR 581-053-0006(8)(c)(G)(i).

**ALL trips must have prior approval, with appropriate signatures from your building administrator and/or the district office before a trip can be scheduled.**

**Section 3 – Supervision and Medical Plan: Teacher**

**Supervision Plan:**

- Day Supervision Plan
- Night Supervision Plan:  
*Attach copy of supervision plan/schedule including random, period spot checks throughout the night, accommodations that include same gender supervised sleeping arrangements.*
- Meal Plans accounted for to include special dietary needs.
- Out Of Pocket Expenses: arrangements made for those unable to pay.

**Medical Plan:**

- Medication Administration form completed – if applicable.
- Accommodation needs for 504 or special education/health issues (diet, allergy, bee sting, etc.).

**Section 4 – Specific Planning: Principal**

**Transportation:**

- First Student Buses – If checked, verify minimum reservation timelines have been or will be met.  
*(Trip must be scheduled a minimum of two weeks in advance with First Student.)*
- Private vehicles include verification of insurance and criminal background check.  
*(Must be submitted at least one week in advance to the district office.)*

**\*\*Staff Acknowledgement: All Staff attending the event must sign (attach additional sheet if necessary)\*\***

**Staff/Chaperone Names**

**Staff/Chaperones Names**

_____	_____
_____	_____
_____	_____
_____	_____

**Section 5 – Trip Authorization: Principal and/or Superintendent**

**Administrator Approval:**

In-district or out-of-district within Oregon; less than a 200 mile radius; no overnight.

\_\_\_\_\_ (initial) I have verified that the student trip proposed above meets with all pertinent criteria and hereby grant final approval.

Overnight; out of state; international; or over a 200 mile radius travel.

\_\_\_\_\_ (initial) I have verified that the student trip proposed meets all pertinent criteria and forwarding the request with a recommendation to approve.

\_\_\_\_\_ (initial) I have advised staff and chaperones that all district policies and administrative rules apply and reviewed where applicable.

All chaperones meet policy guidelines and are approved for this event.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Superintendent Approval: for any overnight, out-of-state, international or over 200 mile radius travel. submit this form at least 20 school days prior to the departure date for overnight travel, and 60 school days prior to the departure date for out-of-state, international or over 200 mile radius travel.**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Winston-Dillard School District 116

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

OK

## Community Resource Persons

One goal for education is to prepare students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of divergent ideas. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically exclude, as a resource, the person whose views or manner of presenting them may obstruct the educational process or endanger the health and safety of students or staff. The Board establishes the following guidelines, however, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher, or sponsor and school administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;
2. The teacher and sponsor ~~Teachers or sponsors~~ should encourage the use of resource persons representing various approaches or points of view on a given topic ~~in order~~ to afford students a more comprehensive understanding of it;
3. An appropriate record ~~will~~ ~~shall~~ be made of each resource person ~~used~~ ~~utilized~~ and of that person's ~~his~~ ~~or her~~ presentation;
4. The ideas presented and the resource person invited to present them ~~will~~ ~~shall~~ have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;
5. The teacher or sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend ~~any~~ proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff. Examples of inappropriate conduct are:
  - a. Profanity, vulgarity, and lewd comments are prohibited;
  - b. Tobacco or inhalant delivery system use as is prohibited on district grounds.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

3/03/17 | PH

Community Resource Persons – IICB

1-2



# Winston-Dillard School District 116

Code: ICC  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 12/13/17; 9/12/18;  
10/09/19; 3/11/20  
Orig. Code(s): ICC

OK

## Volunteers

*(Coordinate with what is changed in GCDA/GDDA and its AR.)*

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

A volunteer authorized by the district for service into a position that allows direct, unsupervised contact with students shall undergo an in-state criminal records check. ~~A volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints. (See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)~~ A volunteer that will not likely have direct, unsupervised contact with students ~~will~~ ~~will not~~ be required to undergo an in-state criminal records check.

A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form ~~will~~ ~~may~~ be denied the ability to volunteer in the district.

Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited.

Nonexempt employees<sup>1</sup> 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<sup>2</sup> 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.<sup>3</sup>

<sup>1</sup> 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.

<sup>2</sup> Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

<sup>3</sup> Districts should review the use of non-exempt employees in extracurricular activity positions such as coaching, cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 243](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 339.372](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).



# Winston-Dillard School District 116

OK

Code: IICC-AR  
Adopted: 1/09/19  
Orig. Code(s): IICC-AR

## Volunteer Application

Legal Name: \_\_\_\_\_ Contact # \_\_\_\_\_  
Address: \_\_\_\_\_ Employer: \_\_\_\_\_  
\_\_\_\_\_  
Occupation: \_\_\_\_\_  
Email: \_\_\_\_\_  
In Case Of Emergency Please Notify: \_\_\_\_\_  
Contact Phone: \_\_\_\_\_

### Qualifications

Please list any qualifications such as military experience, hobbies, interests or any other activities that you feel qualify you for this position.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**References** (employer, minister, school personnel, friend or non-family) Please list references that have firsthand knowledge of your abilities, character and personality.

Name	Company	Contact #
_____	_____	_____
_____	_____	_____
_____	_____	_____

Time Available for Volunteer Work: \_\_\_\_\_ School/Class: \_\_\_\_\_

Days of Week Available To Volunteer:  M  T  W  TH  F

Areas Of Interest: Field Trip  Classroom Help  Other  \_\_\_\_\_

### For Office Use Only

Has Current Approved Criminal Background Check

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

Forwarded To: \_\_\_\_\_ Date: \_\_\_\_\_

Disapproved By: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for disapproval: \_\_\_\_\_  
\_\_\_\_\_

## Volunteer/Chaperone Guidelines Code of Confidentiality

Thank you for serving as volunteer or chaperone in our district. The guidelines that follow are designed to ensure that all adult supervision protects the safety and security of our students and is conducted in accordance with school and district policy.

**Volunteer/Chaperone Conduct:** The following conduct is prohibited during any school activity including field trips:

- Possession, distribution or use of alcohol or controlled substances
- Tobacco possession or use
- Harassment
- Inappropriate language (e.g. profanity)
- Criminal or other conduct that my violate Standards for the Competent and Ethical Educator (OAR 584-20-010-035)

### **Volunteer Code of Confidentiality:**

1. All student records should be considered confidential.
2. Directory information, including a student's name, address, telephone number, date and place of birth, photograph, participation in activities and sports, weight, height, dates of attendance, degrees and awards received and previous educational agencies attended can only be shared with administrative approval.
3. Records should not be left in a place where others can see them nor be copied without administrative approval.
4. Volunteers should not discuss or report information overheard while in staff lounge, classrooms, school grounds, hallways or during extra-curricular activities.
5. Volunteers should not discuss information obtained while in a classroom, such as a student's grade or behavior with anyone other than the student's teacher.
6. Concerns or questions regarding student records or issues of confidentiality should be brought to the attention of the staff member that supervises the volunteer, and/or school administrator.
7. Any knowledge of a violation of this Code of Confidentiality should be immediately reported to the staff member that supervises the volunteer, and/or school administrator.

**Student Conduct:** Field trips are, by school and district policy considered school activities. School and district student conduct guidelines govern all student trips. Chaperones are expected to assist supervising school staff in the enforcement of all school policies on field trips by reporting conduct violations to the staff trip supervisor. Trip supervisors, in turn, are to report such violations to the principal or assistant principal in a timely manner. A copy of entire student conduct handbook is available in the school office. **A brief summary of prohibited student conduct is provided below:**

- Tobacco or inhalant delivery system possession or use
- Weapon/dangerous instrument possession or use
- Drug/Alcohol possession or use
- Property Damage/Theft
- Fighting/Assault
- Menacing or threatening behavior
- Harassment, intimidation or bullying
- Obscene Language or Gestures

Classroom or program volunteers are expected to assist supervising school staff in the enforcement of all student conduct guidelines by reporting any conduct violations to the immediate supervisor.

By signing, I acknowledge that I have read, understand and will comply with the Volunteer Code of Confidentiality and conduct guidelines.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

Volunteer Application – ICC-AR  
2-2

# Winston-Dillard School District 116

OK

Code: IJ  
Adopted: 2/10/21  
Orig. Code(s): IJ

## School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.<sup>1</sup>

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.<sup>2</sup>

END OF POLICY

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<sup>1</sup> Oregon Department of Education - [Comprehensive School Counseling](#)

<sup>2</sup> See ORS 40.245.

**Legal Reference(s):**

[ORS 40.245](#)  
[\[ORS 174.100\]](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 329.603](#)

[ORS 332.107](#)  
[ORS 336.187](#)  
[OAR 581-021-0013](#)  
[OAR 581-021-0046](#)

[OAR 581-022-2030](#)  
[OAR 581-022-2055](#)  
[OAR 581-022-2060](#)  
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).  
[House Bill 3041 (2021).]



5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at ~~also provide a realistic appraisal of the student's current grade level standing in relation to his/her peers;~~
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

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**Legal Reference(s):**

[ORS 107.154](#)  
[ORS 329.485](#)

[ORS 343.295](#)  
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)  
[OAR 581-022-2270](#)

# Winston-Dillard School District 116

Code: IKA  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 12/13/11; 9/11/13;  
7/13/14  
Orig. Code(s): IKA

## Grading System

The district's reporting system shall be based on Board-adopted course content and clearly show the student and parent whether the student is achieving course requirements at the student's current grade level; or course content level; shall be based on the student's progress toward mastery of a continuum of academic knowledge and skills; and may be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grades.

Letter grades will be used in the district.

Grading will be conducted on a ~~nine-week~~ basis. The ~~nine-week~~ grade will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions.

At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

END OF POLICY

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### Legal Reference(s):

[ORS 329.485](#)

[OAR 581-021-0022](#)

[OAR 581-022-2270](#)

# Winston-Dillard School District 116

Code: IKAB  
Adopted: 9/11/13  
Revised/Readopted: 7/13/14  
Orig. Code(s): IKAB

OK

## Student Progress Reports to Parents\*\*

Parents may be ~~annually~~ informed of their student's progress toward achieving the academic content standards, including but not limited to:

1. Information on progress in each subject area to meet or exceed the academic content standards of the student's current grade level or course content level, including major goals used to determine the information;
2. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
3. ~~Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;~~
4. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
5. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.

The school will report a student's progress to the student and to their ~~his/her~~ parents. The report will be clear, concise and accurate, and will provide a basis of understanding among teachers, parents and students for the benefit of the individual student. ~~The Board directs the administration to develop progress report forms or cards in accordance with this policy.~~

In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.

Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

END OF POLICY

### Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[OAR 581-022-2270](#)

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

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

7/01/17 | PH

Student Progress Reports to Parents\*\* – IKAB

1-2





# Winston-Dillard School District 116

OK

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

## High School Classes—Courses for ~~Eighth-Pre-Graders~~ 9 Students

The district encourages students to perform at the highest level possible in their ~~his or her~~ course work. Recognizing that some ~~upper level elementary~~ ~~(middle)~~ school age students are able to master existing high school curriculum, it is the policy of the district to allow ~~eighth-grade~~ 8 students, who are qualified, to take designated high school classes/~~or~~ courses. High school credit may be granted, if students taking pregrade 9 ~~pre-grade nine~~ courses, are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school classes.

The district ~~(will)~~ ~~(will not)~~ allow the granting of such credit to be used to reduce below ~~(24)~~ the units of credit to be completed in grades 9 through 12 for high school graduation.

END OF POLICY

### Legal Reference(s):

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

# Winston-Dillard School District 116

ok

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

## Grade Reduction or Credit Denial\*\*

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

1. The teacher ~~will~~ shall identify and inform parents and students how the attendance and class participation is related to the instructional goals of the subject or course;
- ~~2. Parents and students shall be informed;~~
- ~~3.2.~~ The district's Pprocedures for appeal in due process ~~for~~ shall be made available to the student when the grade is reduced or credit denied for attendance rather than academic reasons; ~~and~~
- 4.3. The reasons ~~Reasons~~ for nonattendance ~~are~~ shall be considered and the grade ~~is~~ shall not be reduced or credit denied based upon absences due to:
  - a. Religious reasons;
  - b. A student's disability; or
  - c. An excused absence, as determined by the district's policy.

END OF POLICY

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### Legal Reference(s):

[ORS 339.280](#)

# Winston-Dillard School District 116

Code: IKC  
Adopted: 7/26/06  
Readopted: 4/20/11  
Orig. Code(s): IKC

OK

## Class Rankings

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class.

The district's valedictorian and salutatorian may be permitted to speak as part of the district's planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and Privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

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

1. The valedictorian will be the student with the highest grade point average as computed at the end of ~~seven~~ semesters of high school work;
2. The salutatorian will be the student with the second highest grade point average as computed at the end of ~~seven~~ semesters of high school work;
3. In case of a tie for valedictorian, co-valedictorians will be honored;
4. In case of a tie for salutatorian, co-salutatorians will be honored;
5. ~~Foreign Exchange students~~ ~~will~~ ~~will not~~ be considered in computing class rank and, therefore, ~~will~~ ~~will not~~ be eligible for ~~any academic honors;~~ ~~valedictorian or salutatorian;~~
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Douglas High School prior to and continuously following the 10th school day of the student's senior year.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.179](#)

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

# Winston-Dillard School District 116

OK

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

## Admission to High School: Placement Procedures\*\*

(Review and edit for practice)

A student who has completed successfully the course work prescribed for grade ~~eight-8~~ shall be promoted to grade ~~nine-9~~ at the high school. The promotion may be recognized in a public ceremony for grade ~~eight-8~~ students.

A student who has not completed successfully the grade ~~eight-8~~ curriculum may be retained at the middle school for additional instruction or remediation in academic weakness. No retention shall be considered until the student's progress has been examined by a team including the principal or assistant principal, the counselor, the parents, the student and the student's teachers.

A decision regarding the student's promotion or retention shall be made in consideration of the student's academic progress, needs, and social development.

A student who has not completed successfully the grade ~~eight-8~~ curriculum may be promoted to grade ~~nine-9~~ in consideration of ~~his or her~~their chronological age, social development and academic needs. Such social promotion may be either full-time enrollment at the high school, or a split enrollment, with the student pursuing a high school curriculum for those areas in which ~~he or she has~~they have been academically successful and a middle school curriculum for those areas in which ~~he or she is~~they are not yet prepared to undertake the demands of a high school program. The decision for social promotion shall be made by a team including the principals or assistant principals and the counselors of both sending and receiving schools, the parents, the student, and the student's teachers.

For a student identified as eligible for special education, any class placement which varies from normal progression shall be determined by the IEP team, which shall consist of representatives of both sending and receiving schools.

# Winston-Dillard School District 116

ok

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

## Promotion and Retention of Students\*\*

The Board is dedicated to total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level learning environments best suited to them academically, socially, physically and emotionally. As a district committed to a continuous progress concept, the Board recognizes students must be provided opportunities to progress at their own learning rates.

As long as the district maintains identifiable grade levels, students shall normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff (teachers, counselors, special services staff, and assessment specialist, in concert with school principals), such exceptions are in the best educational interest of the students involved.

[A student who cannot demonstrate proficiency in each subject area or who are not making adequate progress toward demonstrating proficiency in their grade levels, may be considered for retention.]

[A student may be considered for promotion if the student has satisfied the requirements for the student's current grade level.]

A recommendation for retention or promotion of a student will be made only after prior notification and explanation to the student's parent or guardian.

~~Exceptions shall always be made after prior notification and explanation to and discussion with the student's parents, but~~

†The final decision for academic placement shall rest with principals.

END OF POLICY

### Legal Reference(s):

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

# Winston-Dillard School District 116

Code: IKF  
Adopted: 6/15/11  
Revised/Readopted: 12/13/11; 1/15/14; 4/13/16;  
7/13/16; 12/13/17; 4/11/18;  
9/12/18; 5/15/19; 10/09/19;  
10/12/22  
Orig. Code(s): IKF

OK

## Graduation Requirements\*\*

*(Expecting graduation OARs to be revised by State Board; additional updates to come.)*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. A foster child<sup>1</sup>;
2. ~~Experiencing houselessness<sup>2</sup>; Homeless;~~
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>3</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

## Diploma

<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

<sup>3</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. ~~Three~~ Two and one-half credits in social sciences (including history, civics<sup>4</sup>; geography and economics ~~(including personal finance)~~);
5. One-half credit of civics<sup>5</sup>;
6. One-half credit of higher education and career path skills<sup>6</sup>;
7. One-half credit of personal financial education<sup>7</sup>;
8. ~~One credit in health education;~~
9. One credit in physical education; and
10. Three credits in career and technical education, the arts or world languages<sup>8</sup> (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must:

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<sup>4</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>5</sup> Civics becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, OAR 581-022-2000(3). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

<sup>6</sup> Higher education and career path skills becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, Senate Bill 3 (2023). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

<sup>7</sup> Personal finance education becomes a half-credit requirement for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year, Senate Bill 3 (2023). {This is not required language at this time, but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

<sup>8</sup> "World language" includes sign language, heritage language and languages other than a student's primary language.



1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings<sup>9</sup>;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

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<sup>9</sup> The State Board of Education has suspended proficiency in Essential Skills requirement through the 2027-2028 school year.

3. Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:
4. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
5. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

A student's school team may decide to revise a modified diploma decision.

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

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:

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

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

### **Alternative Certificates Certificate of Attendance**

~~Alternative certificates~~A certificate of attendance will be awarded to a students<sup>10</sup> who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students has maintained regular full-time attendance for at least four years beginning in grade nine and meets minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for ~~an alternative certificate~~a certificate of attendance, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of ~~an alternative certificate~~a certificate of attendance. The district shall also disclose to parents or guardians that a student awarded a certificate of attendance will not be counted as a high school graduate in any required reporting and that a student may not indicate the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Other District Responsibilities**

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

The district may not deny a student ~~the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student~~who has the documented history listed under the above modified diploma or extended diploma requirements ~~above the opportunity to pursue a diploma with more stringent requirements.~~

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~a certificate of attendance in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

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<sup>10</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate as in effect on the day before July 1, 2024.

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

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

A student who receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~ certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>11</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student

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<sup>11</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
Senate Bill 1522 (2022).  
Senate Bill 3 (2023).  
Senate Bill 992 (2023).

# Winston-Dillard School District 116

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

OK

## Early Graduation\*\*

A student who, for sound educational and vocational reasons, wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and ~~his or her~~ parents shall consult with high school guidance personnel in order to develop a graduation plan. Their intention to accomplish this plan shall be stated in writing to the superintendent.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the student's request and if the student's parent or guardian consents, if required.

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END OF POLICY

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### Legal Reference(s):

[ORS 329.447](#)  
[ORS 329.465](#)  
[ORS 339.030](#)  
[ORS 339.115](#)  
[ORS 343.295](#)

[OAR 581-022-0102\(18\)](#)

[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)  
[OAR 581-022-1130](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1350](#)

# Winston-Dillard School District 116

OK

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

## Delayed Graduation

A resident student who has not yet attained 21 years of age prior to the beginning of the current school year may enroll for further instruction if the student is in need of additional education in order to receive a diploma or has not yet attained 21 years of age prior to the beginning of the current school year, is receiving special education services, and has not yet received a regular high school diploma.

The student shall not be admitted if ~~he or she~~ they ~~is~~ are under expulsion from another school district. Upon completion of the expulsion term ~~he or she~~ the student shall be admitted if the student otherwise meets eligibility criteria. The student and ~~his or her~~ parents shall consult with high school guidance personnel in order to develop a graduation plan.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[OAR 581-022-25054350](#)

# Winston-Dillard School District 116

Code: IKFB  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 12/13/11; 12/13/17;  
2/10/21  
Orig. Code(s): IKFB

OK

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the Board.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing<sup>1</sup> who have successfully completed the requirements for a high school diploma, or ~~qualify~~ qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American items of cultural significance<sup>2</sup> or other items<sup>3</sup>.

END OF POLICY

<sup>1</sup> [A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.]

<sup>2</sup> "Native American items of cultural significance" means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

<sup>3</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.



**Legal Reference(s):**

[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

# Winston-Dillard School District 116

Code: IKH  
Adopted: 2/6/08  
Revised/Readopted: 4/20/11; 5/20/15  
Orig. Code(s): IKH

OK

## Credit for Proficiency

The district shall grant required and elective ~~credits~~ ~~credit~~ toward a diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by one or more of the options below.

A district may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards, i.e., knowledge and skills, (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by one or more of the following options:

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-2030~~1210~~;
2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or
5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

The Board directs the superintendent to ~~establish~~ ~~develop an administrative regulation that establishes~~ criteria for granting proficiency credit.

END OF POLICY

### Legal Reference(s):

[ORS 329.885](#)  
[ORS 332.107](#)  
[ORS 336.615 - 336.665](#)  
[OAR 581-022-0102](#)

[OAR 581-022-2000](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2310](#)

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

# Winston-Dillard School District 116

Code: IKI  
Adopted: 2/14/07  
Revised/Readopted: 4/20/11; 4/12/17  
Orig. Code(s): IKI

ok

## Academic Integrity

The Board ~~encourages~~ ~~desires to encourage~~ the development of critical thinking skills in students, to show them the benefits of setting and accomplishing goals and to help the student realize the satisfaction and reward of learning.

Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

Students are encouraged to converse with others and assist other students except when it is inconsistent with testing or assignment instructions. This dialogue or exchange of ideas both inside and outside the classroom helps facilitate learning by everyone. Assisting others is prohibited when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aides or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of this policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense. Discipline may involve the district prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion<sup>1</sup>.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

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<sup>1</sup> Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

# Winston-Dillard School District 116

Code: IL  
Adopted: 10/8/08  
Revised/Readopted: 4/20/11; 11/14/12; 4/13/16  
Orig. Code(s): IL

OK

## Assessment Program\*\*

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills~~ and to identify students who meet or exceed the performance standards and ~~Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. ~~Assessment of Essential Skills;~~
- 3.2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
- 4.3. Assessments by individual teachers;
- 5.4. ~~Other Optional~~ schoolwide and grade levelwide assessments, as recommended by the superintendent and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards, and ~~Essential Skills~~. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing the Smarter Balanced and submitting ODE's opt-out form<sup>1</sup> or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the school student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices<sup>2</sup> and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The act of district shall establish conduct and discipline consequences for student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

**Legal Reference(s):**

[ORS 40.245](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 329.479](#)  
[ORS 329.485](#)  
[ORS 336.187](#)  
[ORS 659.850](#)

[OAR 581-021-0009](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2060](#)  
[OAR 581-022-2100](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2270](#)  
[OAR 581-022-2310](#)  
House Bill 3041 (2021)  
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).  
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).  
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

<sup>1</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

<sup>2</sup> Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.

# Winston-Dillard School District 116

DELETE

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

**D**

## Evaluation of Instructional Programs

(See IMB)

The purpose of evaluation of instruction will be to identify school and district needs for improvement of student achievement at the district and school levels.

The Board will rely on the administration to provide continuous evaluation of the educational program and instructional processes. The input of staff, students, parents and the community will be encouraged. A self-evaluation will be conducted to include a review of test results and other evaluative information. The Board may participate in such evaluation. It may also arrange for evaluations to be conducted by outside agencies.

The self-evaluation will be used as a basis for the development and implementation of a written district improvement plan. The district self-evaluation and improvement plan will meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules and may include, but not be limited to, realignment of curriculum, staff development and reallocation of staff and other special academic programs.

Appropriate research studies will be periodically reviewed to determine recent trends and developments in self-evaluation techniques.

The district improvement plan will be revised and updated on a biennial basis. The superintendent will annually review and report test results and district improvement plan progress to the community. The plan will be made available to the public and submitted to the Oregon Department of Education upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)  
[ORS 329.155](#)

[OAR 581-022-0606](#)  
[OAR 581-022-1020](#)  
[OAR 581-022-1130](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1340](#)

**T**

**E**

# Winston-Dillard School District 116

REVISED

Code: IMB  
Adopted: 10/8/08  
Revised/Readopted: 4/20/11; 4/18/12  
Orig. Code(s): IMB

## Student Achievement Program (Version 1)

Schools should be safe, respectful and welcoming settings for all students, families and staff. Research results indicate that both academic and social gains for students improve when schools establish a positive, predictable social and rigorous academic culture.

Rigorous academic instruction includes:

1. Universal supports;
2. Evidence-based curriculum;
3. Unambiguous instruction/precision teaching;
4. Adequate intensity;
5. System for positive feedback;
6. System for timely error correction;
7. Universal screening;
8. Collect information 2-4 times per year;
9. Use of data for decision-making;
10. Evidence-based continuum of support;
11. Targeted supports for “at-risk” students;
12. Tertiary/intensive, individualized supports for students with significant needs;
13. Progress monitoring;
14. Fidelity monitoring.

Achieving a positive social culture as well as a rigorous learning environment requires active and consistent investment. Teachers find that the time spent implementing behavior systems and effective instructional practices are amply repaid with increased student achievement and a more pleasant learning environment.

The following features are minimal characteristics of schools that promote and sustain a positive social and academic culture:

1. A small number of positively stated behavioral expectations are defined;
2. The behavioral expectations are taught to all students each year;
3. Staff actively acknowledges students for engaging in the behavioral expectations;
4. A system is defined for monitoring and correcting behavioral errors, and is used consistently by all staff in the school;
5. Information is collected on office discipline referrals, suspensions and expulsions. This information is available to, and used by, the administrators, related services personnel, behavior support team and staff on a regular basis;
6. The school improvement team has a process for:
  - a. Assessing the extent to which best practice procedures for behavior support are being used in the school;
  - b. Monitoring the behavior of students in the school; and
  - c. Using information for on-going action planning.
7. Discrimination, harassment, bullying and intimidation are not tolerated. Policies and procedures are in place and routinely used for accepting reports, developing safety plans for targeted students who report incidents, changing the behaviors of involved students and documentation of reports, incidents and actions taken.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts. School improvement efforts should include a goal addressing the student climate of the school and the academic achievement of the school and a process for evaluating the core features of behavior and core features for instruction.

The superintendent will ensure development and implementation of a district wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community.

The district's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregated student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards and stakeholders satisfaction. The evaluation should include measurement of the seven features of positive social culture and measures of academic instruction including universal supports, universal screening, evidence-based continuum of support, progress monitoring and fidelity monitoring;
2. Data-driven goal setting utilizing Oregon Department of Education recommended and/or local methods culminating in a Continuous Improvement Plan and process. The process includes:



- a. Build readiness;
- b. Collect and analyze data;
- c. Set goals based on data;
- d. Investigate evidence-based practices;
- e. Develop action plan;
- f. Implement and monitor plan; and
- g. Evaluate effectiveness and sustained effort.

- 3. Action planning including provisions for accountability, professional staff development, steps to ensure a safe, educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the state and district, resource allocation and realignment strategies needed to support improvement efforts.

The Board will, in striving for continuous improvement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

END OF POLICY

**Legal Reference(s):**

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

E

T

E

# Winston-Dillard School District 116

OK

Code: IMB  
Adopted:

## District Improvement Program (Version 2)

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] [involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population] in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

# Winston-Dillard School District 116

OK

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

## Student Achievement Program

The district's comprehensive continuous improvement student achievement program planning efforts will be guided by the following key actions:

1. The superintendent will convene a student achievement improvement committee<sup>1</sup> ~~{2}~~ once every four years ~~{ biennially }~~ process consisting of ~~{ Board members, administrators, staff, parents, students, and other community stakeholders with representation from the demographic groups of school population. }~~ The purpose of the committee will be to:
  - a. ~~{ Establish a clear vision and mission supporting of student equity and achievement as the top priority of the district. }~~
  - b. ~~{ Define student achievement and identify specific state and local performance benchmarks and district goals based on self-evaluation data. }~~
  - c. Conduct a self-evaluation to design, develop and update the district's continuous improvement plan;
  - d. Develop an action plan clearly linked to specific benchmarks and goals for improving student achievement and growth performance. The plan will be reflected in school and district improvement plans;
  - e. Develop strategies for annually monitoring, reviewing and revising, as necessary, the action plan and school and district improvement plans as necessary.
  - f. Report student achievement performance results annually to the school community.
2. ~~{ The committee will complete a review of self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans; will be compiled and disaggregated annually at the district and building level. }~~ ~~{ Data may include, and may but will not be limited to: }~~
  - a. ~~{ Numbers of district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance. }~~
  - b. ~~{ Academic outcomes Results on statewide and local district tests and other assessment assessments, including the Scholastic Aptitude Test (SAT), American College Test (ACT), etc. }~~
  - c. ~~{ Grade point average (GPA) results by class, socioeconomic status, demographics, grade level and school. }~~
  - d. ~~{ Percentage of students enrolled in, and completion rates, for advanced courses at the elementary, middle and high school levels and among diverse populations. }~~

<sup>1</sup> With representatives invited to participate from the demographic groups of their school population.

<sup>2</sup> {OAR 581-022-2250 requires an update of the continuous improvement plan at least once every four years, but can choose to do it more often, e.g. biennially.}

- e. ~~Completion~~ Drop-out and completion rates by building, grade level, class and district, including diverse populations;
- f. ~~Post-secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments, if known;~~
- g. ~~Student, teacher, administration and community demographics;~~
- h. ~~Student behavioral/disciplinary referral/attendance data, mobility data and participation in cocurricular and extracurricular activities as an indicator of student success in school;~~
- i. ~~Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented; and~~
- j. ~~Survey results of stakeholder satisfaction.~~

3. ~~District identified benchmarks and goals for the improvement of student achievement will reflect needs of school subpopulations, be clearly stated, measurable and based on Oregon Department of Education (ODE) guidelines (Quintile Method, Progress Toward Meeting Standards Methods, Individual Aggregate Method, Benchmark Aggregate Method or Composite Method) or other methods as deemed appropriate by the district;~~

4.3. The district's action plan to meet identified, specific benchmarks and goals for the improvement plan of student achievement is subject to superintendent [review and Board] approval.

The district's improvement plan shall ~~will~~ include, but not be limited to:

a. Goals to implement the following:

- (1) A rigorous curriculum aligned with state standards;
- (2) High-quality instructional programs;
- (3) Short- and long-term professional development plans to provide teachers with the knowledge and skills necessary to assure students make progress in meeting local and statewide academic content standards and district goals;
- (4) Programs and policies that achieve a safe educational environment;
- (5) Education service plans for students who have or have not exceeded all of the
- (6) Staff leadership development;
- (7) A plan for family and community engagement;
- (8) High-quality data systems;
- (9) A strong school library program;
- (10) Improvement planning that is data-driven.

b. ~~Steps to assure a safe educational environment conducive to learning;~~

e.b. ~~Identification of~~ A description of district efforts to achieve local efficiencies and efforts to make better use of resources; (e.g., private and public partnerships, targeting of state and federal funds, ESD efficiency reviews, etc.);

d.c. A review of demographics, student performance, staff characteristics and student ~~Steps to assure that all students have access to, and use of, the educational opportunities; necessary for them to meet the high standards of the state and district.~~

e.d. A needs assessment conducted which addresses priorities in accordance with Oregon Revised Statute (ORS) 329.095.

f. ~~Recommendations for allocation and realignment of district resources to support student achievement improvement efforts. For example:~~

- (1) Curriculum revision to ensure K-12 alignment with state and local academic content standards;
- (2) Establishment of appropriate educational alternatives for students who exceed academic content standards, for students who are not meeting academic content standards and accommodations for students with special needs. Such alternatives may include before or after school and summer school tutoring, remediation or enrichment activities and programs;
- (3) Staffing needs, assignments and reassignment;
- (4) Instructional materials needs;
- (5) Fully and equitably integrate technology in curriculum with the primary focus on achieving identified benchmarks and goals.

g. Strategies to develop collaborative relationships with community businesses and child-centered organizations with a focus on consensus building for the improvement of student achievement as a community priority.

5.4. Accountability to assure the district's continuous improvement action plan is implemented will be a shared responsibility of staff, administrators and the Board. Minimally, the superintendent will ensure:

- a. Specific administrative responsibility for implementing action-plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
- b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
- e. Public recognition of student achievement and staff efforts is provided;
- d. Specific recommendations are developed for visible change for lack of success;
- e.c. Principals at the building level compile all necessary disaggregated data for the district's self-evaluation, to enable an in-depth assessment of student achievement and comprehensive recommendations to meet identified benchmarks and goals;
- f.d. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with state assessment results, district and school improvement plan progress and the district's status in relation to Oregon Administrative Rules Chapter 581, Division 022 standards as required by the ODE;
- g.e. Retain copies of the improvement plans in accordance with State retention and public records requirements;
- h.f. Communications strategies are developed and implemented for keeping stakeholders (e.g., parents, students, teachers, staff and community representatives) informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.

The district will submit its continuous improvement plan to the Oregon Department of Education (ODE) at least once every four years or more frequent if there are substantial changes<sup>3</sup> following the annual review, or when requested by ODE.

<sup>3</sup> "Substantial change" is defined in OAR 581-022-2250(3)(c).

# Winston-Dillard School District 116

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

ok

## ~~Teaching About~~ Studying Controversial Issues

The Board supports the inclusion of controversial issues as part of students' education. The presentation and discussion of controversial issues will be informative. The development of ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled and weighed and to see relationships before drawing inferences or conclusions are among the most valuable outcomes of a free educational system.

~~The curriculum of the school district shall encourage appropriate diversity of topics and viewpoints in the instructional program. Controversial issues provide stimulation to learning by encouraging intellectual inquiry and promoting rational problem-solving skills. Teachers in the district are required to adhere to established scope and sequence documents, curriculum guides and Board directives relative to course content.~~

Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation shall be handled as a regular and desirable aspect of instruction and learning in a way that promotes the dignity of the individual. For the best interests of the individual, community and a larger society, provision shall be made so that teachers and students alike are free to explore and evaluate a balanced range of ideas.

~~The teacher, as an impartial moderator and guide, shall not attempt, either directly or indirectly, to control the judgment of students on such issues.~~

Parents and guardians may request, per the terms of Board policy IGBHD - Exemption from State Requirements Program Exemptions\*\*, that their son or daughter child be excused from a specific study topic to accommodate the student's religious beliefs or disability.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have an opportunity to:

1. Find, collect and assemble factual material on the subject;
2. Interpret the data without prejudice;
3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search after truth and to think for themselves.

~~Before beginning a class in the study of an obviously controversial topic, a teacher will discuss with the superintendent/principal.~~

1. Its appropriateness to the course;
2. Its appropriateness for the students' maturity level;
3. The approach to instruction;
4. The instructional materials to be used.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.067](#)

[OAR 581-021-0009](#)

U.S. CONST. amend. I.

OR. CONST., art. I.

# Winston-Dillard School District 116

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

ok

## Political Figures in District Facilities

It is the policy of the Board to support the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement and curricular innovations such as a mock convention.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues or materials related to that campaign.

Political candidates may be allowed to speak to classes or clubs during the school day; if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other ~~recognized~~ candidate who has filed for the same office will ~~shall~~, upon request, be allowed equal time.

Each candidate, whether or not ~~he or she~~ is the incumbent, will ~~shall~~ be expected to adhere to the rules and procedures established for outside resource persons or controversial speakers.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.067](#)



# Winston-Dillard School District 116

Code: INDB  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 1/15/14; 4/13/16;  
7/14/21  
Orig. Code(s): INDB

OK

## Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law<sup>1</sup> and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a U.S. flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the U.S. flag at least once each week during the school year by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

### Legal Reference(s):

[ORS 186.110](#)  
[ORS 332.107](#)

[ORS 336.067](#)  
[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

<sup>1</sup> The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.

# Winston-Dillard School District 116

Code: ING  
Adopted: 7/10/02  
Revised/Readopted: 4/20/11; 1/15/14; 4/12/17  
Orig. Code(s): ING

OK

## Animals in District Facilities

Only service animals<sup>1</sup> serving persons with a disability and animals approved by the human resource director [superintendent] for designee that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)  
[ORS 659A.400](#)

[OAR 581-053-0010](#)  
[OAR 581-053-0230\(9\)\(j\)](#)  
[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)  
[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).  
Americans with Disabilities Act Amendments Act of 2008.

<sup>1</sup> The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

# Winston-Dillard School District 116

ok

Code: ING-AR  
Revised/Reviewed: 4/20/11; 1/15/14; 7/13/14;  
4/12/17  
Orig. Code(s): ING-AR

## Animals in District Facilities

If the animal is a service animal<sup>1</sup>, please answer the following questions:

1. Is the service animal required due to a disability? \_\_\_\_\_  
\_\_\_\_\_
2. What work or task has the service animal been trained to perform<sup>2</sup>?  
\_\_\_\_\_  
\_\_\_\_\_

If an animal is not a service animal, the district staff may request emergency contact information.

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<sup>1</sup> The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

<sup>2</sup> The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.

# Winston-Dillard School District 116

Code: INI  
Adopted: 12/14/05  
Revised/Readopted: 4/20/11  
Orig. Code(s): INI

OK

## Animal Dissection\*\*

District students in grades K through 12 may refuse to dissect any vertebrate or invertebrate animal. In addition, the student's parents may refuse to allow the student to dissect the animal.

The district shall allow the student to participate in an alternative dissection exercise to demonstrate competency in the coursework. This exercise may include videos, DVDs, CD-Roms, films, computer programs, models, books, clay modeling or transparencies.

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise.

The district shall notify students who have dissection as part of their coursework and the parents of those students about the provisions of this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)