### POLICY READINGS

**May 13, 2019**

**2019 POLICY UPDATE**

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### SECOND READING, NO ADOPTION

None

### ADOPTION

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The following symbol(s) are used on some policies:
* May be subject to collective bargaining.
** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in QAR 581-015-2000.
Oregon City School District

Code: IBDJA-AR
Adopted: 3/05
Revised/Reviewed: 3/05; 1/14/08
Readopted: 1/14/08; 5/14/18
Revised/Readopted: 1/12/10; 4/14/14; 5/14/18
Orig. Code: 7650R

Relations with Home-Schooled Students**

The district will not provide home-schooled students with tutors, use of media facilities, computer labs or student body cards authorizing them to attend games, dances, etc. The district will not be required to provide instructional materials, lesson plans or curriculum guides to students being instructed at home. The district may furnish textbooks upon deposit of a loss/damage fee.

The district students at the middle school and high school levels may, upon parent request, be allowed to participate in district programs such as physical education programs, music programs, second language programs, or other selected options if space and materials are available based upon individual student needs. Home-schooled students will not be allowed to displace regularly enrolled students in any class. Such students must then adhere to regular attendance procedures as established by the school, and they must meet the school and district's code of conduct.

Home-schooled students will be allowed to ride district buses if space is available and they are on a regular route. Parents are responsible for transportation when classes are offered at times in which regular transportation is unavailable.

Dual enrollment for home-schooled elementary students will not be provided. This includes, but is not limited to field trips and outdoor school.

In accordance with Board policy IKH - Credit for Proficiency and accompanying administrative regulations, the district will evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Home-schooled students are eligible to participate in interscholastic and/or co-curricular activities. Those participating must reside within the attendance boundaries of the public school for which the students participate. Following are the additional requirements for home-schooled student eligibility:

1. The student shall be in compliance with all rules governing home-schooling and shall provide the school administration with acceptable documentation of compliance;

2. The student is subject to the same policies, rules, and regulations as regular students;

3. Participation in interscholastic and/or co-curricular activities is subject to the Oregon revised statues, Oregon administrative rules, Oregon School Activities Association rules, district policies, school rules and expectations and coaches’ handbook. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic and/or co-curricular activity. The student must meet the...
same standards for membership on the team or squad. The student must also comply with all applicable public school requirements during the time of participation.

4. Students registered with the education service district as homeschoolers will not be issued student body cards. They will receive a pass to attend seasonal activities during the time they are participating in the interscholastic and/or co-curricular activity.

5. The parent shall submit the examination results to the district; or the district may adopt alternative requirements, in consultation with the parent, that a student must meet to participate in interscholastic and/or co-curricular activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic and/or co-curricular activities.

6. An interscholastic and/or co-curricular activity is defined as an activity:
   
   a. With optional student participation, which complements the curriculum, encourages students’ physical, academic or social development;
   b. Supervised by district personnel;
   c. Generally conducted outside the instructional day.
Oregon City School District

Code: IF
Adopted: 7120
Revised/Reviewed: 3/05; 1/14/08
Readopted: 1/14/08
Revised/Readopted: 1/12/10; 4/14/14; 5/14/18
Orig. Code: 6/83

Curriculum Development

(Is this current?)

Within the context of district philosophy, required curriculum is defined as a course of study containing those goals and specific objectives which a student should meet at appropriate levels of development to function effectively as a human being and as a member of society.

Each district school will implement the Board-adopted required curriculum at appropriate levels by offering programs that have clearly stated goals, objectives and expected student outcomes. Consistent with district philosophy, required curriculum, and State Board of Education requirements, these programs will include identifiable expected student outcomes in all curriculum areas.

Handbooks and guides containing recommended content and sequence and suggested methods and activities for implementing curriculum will be provided to assist schools in meeting their responsibility for implementing district curriculum.

When a curriculum area has been assessed and a need for change has been identified, requests for such changes will be made to the director of curriculum. Innovations or curricular modifications that substantially change the content or approach of a district program will be presented to the Board by the superintendent.

The superintendent may establish procedures to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 581-021-0045
ORS 581-021-0046
ORS 581-022-0606
ORS 581-022-0807
ORS 581-022-1020
ORS 581-022-1130
ORS 581-022-1140
ORS 581-022-1210
ORS 581-022-1340
ORS 581-022-1610
Oregon City School District

Curriculum Development

The Board recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Board deems it essential that the district develop and implement an instructional management system which will modify curricula to meet changing needs, ensuring quality educational programs serving each individual student’s interests.

While the Board retains its full rights and responsibilities under the laws and regulations of the State of Oregon with regard to determining curriculum, it authorizes the administration to organize committees and other structures which would be responsive and representative in planning curriculum improvements and be effective at implementing approved changes:

The purposes of the process are to:

1. Respond to the district needs assessment;
2. Establish definitive student learning outcomes in each curriculum area;
3. Evaluate the curriculum and its implementation;
4. Provide for continuous curriculum improvement;
5. Provide for curriculum coordination within, between, and across grade levels;
6. Determine how well individual students accomplish program goals and achieve expected learning outcomes;
7. Provide a process for staff and community input in developing and implementing curriculum;
8. Provide an orderly and systematic process which will reduce fragmentation in scope and sequence, unnecessary duplication, and irresponsible use of resources and materials;

The Board expects the administration and faculty to evaluate the educational program as provided under the approved system for a goal-based curriculum and regularly to report findings to the Board, along with recommendation. These district or program goals; new courses or course content; resources, materials, learning experiences.
Decision-making within the curriculum improvement process should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions, and professional staff recommendations.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
OAR 581-021-0045
OAR 581-022-0606
OAR 581-022-0807
OAR 581-022-1020
OAR 581-022-1130
OAR 581-022-1140
OAR 581-022-1140
OAR 581-022-1340
OAR 581-022-1610
Site Councils

The Board directs the superintendent to encourage community involvement in shared decision making and to foster the collaborative efforts of district personnel, students, parents and community members through Site Councils at each school site.

Additionally, the Board may, as deemed necessary for assisting in the administration of grants or for coordination of districtwide programs, establish Site Councils and/or other special committees at the district level for specific projects or issues.

The establishment and charge of the site councils shall not interfere with the duties, responsibilities and rights of the duly elected Board.

At the school site councils shall be structured as follows:

Composition

1. Site Councils shall be composed of teachers, parents, classified employees and building administrator or designee as follows:

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

Selection

2. Members of the Site Council shall be selected as follows:

   a. Teachers shall be licensed teachers elected by licensed teachers at the school site;
   b. Classified employees shall be elected by classified employees at the school site;
   c. Parents shall be selected by parents of students attending the school;
   d. Others shall be selected by the council.

Duties

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

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

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

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

Site Councils, the duties of which include advising the Board or making decisions on behalf of the Board, shall follow the notice, meeting and record-keeping requirements of the Public Meetings Law.

END OF POLICY

Legal Reference(s):
ORS 192.660 to -192.690
ORS 243.650
ORS 243.782
ORS 329.125
ORS 329.704
ORS 329.788
ORS 330.080
ORS 330.083
ORS 330.115
ORS 330.172
ORS 330.333
ORS 342.513
ORS 342.521
ORS 342.545
ORS 332.125
ORS 332.172
ORS 339.333
ORS 342.513
ORS 342.521
ORS 342.545
ORS 339.333
ORS 342.553
ORS 342.608
ORS 342.610
ORS 330.581-020-0105
ORS 330.581-020-0115
ORS 330.581-020-0130
OAR 581-020-0105
OAR 581-020-0115
OAR 581-020-0130
Site Councils

The district shall have Site Councils at each school. Site Councils shall consist of the following:

Membership

Membership shall include the following:

- **Teachers**, required
  - Elected by licensed teachers at school site
- **Classified**, required
  - Elected by classified employees at school site
- **Building administrator** or designee, required
  - Appointed by building administrator or designee
  - Shall serve
- **Parents of students**, required
  - Appointed by parents of students at that site
  - Shall serve by a process to be defined by the Board
- **Community member(s)**, other building staff members, **students**
  - Determined by the Board
  - Appointed by the council
  - May serve

Organization

Each Site Council should:

- Establish length of terms on the council.
- Establish staggered terms which maintain continuity of service on the council.
- Select chair and other officers as necessary.
- Establish time and location of meetings.
- Select a code of conduct.
- Maintain recorded agendas and minutes.
- Determine method of communication to Board, superintendent regarding ongoing council projects.

Duties

Within the parameters established above, Site Councils shall be responsible for the development of plans to improve the professional growth of the school staff, the improvement of the school’s instructional program, the development and coordination of plans for the implementation of programs under Oregon Revised Statutes (ORS) Chapter 329 at the school, the administration of grants-in-aid for the professional development of teachers and classified employees as provided for in Oregon Revised Statutes ORS and Oregon Administrative Rules and advising the Board in the development of a plan for school safety and student discipline under ORS 339.333. Additional duties shall be set by Board policy.
Limitation of Council Authority

The district mission, beliefs, goals, priorities, strategic plan and policies shall continue to be established at the district level and approved by the Board. These establish the guiding framework within which Site Councils will develop school improvement plans.

All Site Councils decisions are subject to superintendent and Board review and approval, respectively. Site Council decisions shall not abrogate any provisions of the district’s collective bargaining agreements, other Board contracts, Board policy or law, except through the waiver process.

Public Meetings Law

Site Councils, the duties of which include advising the Board or making decisions on behalf of the Board, shall follow the notice, meeting and record-keeping requirements of the Public Meetings Law.
Oregon City School District

Curriculum Adoption

Recommendations to add new courses or programs or to delete existing courses or programs must be approved by the Board as deemed necessary by the director of curriculum and instruction.

In order for a curriculum, program, or strategy to be adopted, cabinet shall review the curriculum, program, or strategy (CPS) and recommend it to the Board for adoption as the official CPS curriculum of the district. If the Board adopts the CPS curriculum, teachers are expected to faithfully implement it and principals are expected to monitor its implementation.

END OF POLICY

Legal Reference(s):
ORS 332.072
ORS 332.075
ORS 332.107
ORS 336.035
ORS 581-022-1130
ORS 581-022-1210
Curriculum Adoption

District Supported Curriculum, Programs, and Strategies

In order for a curriculum, program, or strategy (CPS) to be officially supported, an appropriate administrative body, e.g., elementary administrators, secondary administrators, or district curriculum committee, has must recommended that the CPS is made available to schools that wish to use it. The recommendation is then forwarded to cabinet for consideration. If approved, some financial support will be made available and the district will provide staff development as appropriate. Typically, district supported CPS’s are adopted by a building and then used by all teachers in that building.

Supplemental Curriculum, Programs, and Strategies

Teachers may use supplemental materials to support adopted curriculum, programs, and strategies. However, the adopted CPS must remain primary. Supplemental materials should be selected according to district policy and guidelines.
Identification - Talented and Gifted**

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

The process of identification shall include as a minimum:

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

2. Behavioral, learning and/or performance information.

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

4. A nationally standardized academic achievement test, district wide assessment or classroom work samples and/or Oregon Assessment of Knowledge and Skills (OAKS) of reading, or mathematics and/or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students. No single test, measure or score shall be the sole criterion.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted shall may be identified. Students will only be tested once a year using the nationally standardized academic achievement test. This testing will occur either in the fall or the spring.

A team at the building level shall make the final decision as to a student’s identification as talented and gifted.

The district shall inform parents/guardians of the identification of their student as talented and gifted.

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

1. Parents shall submit a written request for reconsideration of the identification placement to the program supervisor;

2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher and the principal;

3. Parents may be provided an opportunity to present additional evidence;

4. The program supervisor, TAG coordinator, and other appropriate personnel and administrator shall review the student’s file. Additional data may be gathered within 10 working days to support or change the earlier decision. The program supervisor will provide the parents with a written decision;

5. Parents may request a formal hearing in writing stating the basis for their appeal. A hearing will be conducted by the superintendent or designee;

6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing;

7. If the parents are still dissatisfied, an appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR) may be used. The district shall provide a copy of the appropriate OAR upon request.
Talented and Gifted - Programs and Services --Talented and Gifted**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist, which restrict a student’s access to appropriate services, and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance
2. Grade Skipping
3. Continuous Progress
4. Cross Grade Grouping
5. Compacted/Fast-Paced Curriculum
6. Special Full- or Part-time Classes
7. Advanced Placement Classes
8. Mentorship/Internship
9. Honors Classes
10. Independent Study

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

The Board has established a complaint procedure to utilize if an individual who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted students. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website.

END OF POLICY

Legal Reference(s):
OAR 581-022-1310 to -1330   OAR 581-022-1940
Complaints Regarding the Talented and Gifted Program

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

1. All complaints regarding TAG will be reported to the superintendent or designee.

2. The complainant will be given the Talented and Gifted Standards Complaint Form, which must be filled out and submitted to the superintendent’s office, before further consideration can be given to the complaint.

3. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator, director of curriculum and instruction and an appropriate administrator.

4. The review committee shall meet within five working days of receiving the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent or designee within 15 working days of receiving the original complaint.

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

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

7. The decision of the Board shall be final. After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within [20] days of the Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. The Board’s final decision will be issued in writing or electronic form.

8. If the complainant, who is a student, a parent or guardian of a student who attends school in the district or a person who resides in the district, remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, an appeal to may be filed with the State Deputy Superintendent of Public Instruction and is subject to the appeal procedure identified in
Oregon Administrative Rule (OAR) 581-002-0040. The district shall provide a copy of the appropriate Oregon Administrative Rule OAR upon request.

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

1 The timelines may be extended upon written agreement between both parties.
TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Complainant Information

Name of Complainant _____

Address _____

E-mail Address _____

Phone (Daytime) _____ (Evenings) ___

Date of Complaint ___

Student Information

Name of Student _____

School _____ Grade _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? ___

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

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

5. Other pertinent comments ___

Signature: ___
Oregon City School District

Code: IGBHC
Adopted: 1/14/08
Revised/Reviewed: 1/14/08; 5/14/18
Readopted: 5/14/18
Revised/Readopted: 4/16/12; 10/14/13; 5/14/18
Orig. Code: IGBHC

Alternative Education Notification**

The District shall inform all parents or guardians of the law regarding alternative education law, the availability of existing programs and the procedures to request the establishment of new alternative education programs shall be contained and educational services available to students by such means as a statement in the student/parent handbook, notice in newspapers, district website, or individual letters to parents when circumstances are appropriate, and distributed each year.

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

1. When two or more severe disciplinary problems with a student occur within a three-year period;
2. When chronic absenteeism is impeding so eratic the student is not benefiting from the educational program;
3. When a student’s parent, legal guardian, or emancipated student notifies the District of intent to withdraw from the program as provided under ORS 339.250 (9) applies for exemption from attendance on a semiannual basis;
4. When an expulsion is being considered for reasons other than a weapons policy violation; and
5. When a student is expelled pursuant to subsection (4) of ORS 339.250 for reasons other than a weapons policy violation.

Notification is defined as written notice by personal service or certified mail, to the parent or guardian and student. Individual notification shall be hand delivered or sent by certified mail. Parents/guardian shall receive individual notification prior to an actual expulsion.

Notification shall include but is not limited to the following:

1. The student’s action that is the basis for consideration of alternative education;
2. A list of alternative education programs for this student for which the district would provide financial support in accordance with ORS 336.635, except when that notice is given in accordance with #5 in the above section the district shall not be obligated to provide financial support;
3. The program or programs recommendations based upon the student’s learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

Students will not be enrolled in a private alternative program unless the private alternative program meets all the requirements of OAR 581-021-0045.

The district shall annually evaluate the alternative programs it operates, participates in or contracts with in accordance with OAR 581-022-1350.

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

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
http://landru.leg.state.or.us/ors/339.htm
ORS 339.250(9), (11)

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071

OAR 581-021-0076
OAR 581-022-1350
OAR 581-022-1620
OAR 581-023-0006
OAR 581-023-0008
Oregon City School District

Code: IGBHC-AR
Adopted: 1/14/08
Revised/Reviewed: 1/14/08
Readopted: 5/14/18
Revised/Readopted: 4/16/12; 10/14/13; 5/14/18
Orig. Code: IGBHC-AR

Alternative Education Notification

DATE:

TO: Parent of _____

FROM:

RE: Notification of Alternative Education

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

2. Alternative education programs available for your student at this time consist of ______

3. The recommendation of district staff members for your student is ______

4. Procedures for enrolling your student in the recommended program are as follows: ___
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 building 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 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:

4. Students gathered informally shall not disrupt the orderly operation of the educational process;
5. 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:

6. Group’s subject matter is actually taught (or will soon be taught) in a regularly offered course;

7. Group’s subject matter concerns the body of courses as a whole; or

8. 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:

9. “Noninstructional time” - Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;

10. “Sponsorship” - Act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

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.
Oregon City School District

Student Fund-Raising Activity Request

Considerations for Conducting Fundraising Activities

In deciding upon the type of fundraising activity to be conducted, groups are encouraged to consider first those projects that have social, entertainment, and educational value. Projects that offer genuine service or entertainment value are much more acceptable than are projects where products or commodities are sold. Additional preferred activities include those that encourage group participation, such as bazaars, carnivals, meal functions, movies, dances or similar functions.

When it is determined by the principal and/or the fundraising council that all of the above activities are impractical or inappropriate, then door-to-door solicitations or sales involving outside firms may be considered, subject to the provisions below.

When possible, coordination and cooperation between levels of the schools fundraising programs and outside local fundraising programs will be encouraged in order to cut down on the number of fundraisers.

Private outside local groups will become accountable to the district if school funds, equipment, facilities, or reference to a particular school is used. All fundraising activities covered above would be in this category.

Private Fundraising Firms

In making recommendations to the administration for fundraising activities involving outside fundraisers, the fundraising council should consider the following:

The recommendations and experiences of other schools or organizations, if available.

Evidence that the margin of profit for the firm is reasonable and that a reasonable return to the schools involved will be provided.

Terms of a sample contract.

Other criteria thought appropriate to affect the recommendation.

Special Consideration for Door-to Door Sales Activities

Door-to-door sales campaigns for elementary students are strongly discouraged. However, where the principal deems it necessary, one such fundraising activity per school year may be held. Students may go
door-to-door only in neighborhoods where they are known and only in pairs during daylight hours. Written
identification indicating the activity being supported must be carried by each student.
Door-to-door sales programs are discouraged at the junior high and high school level. When held, they
must be conducted only during daylight hours. No more than one sales program per organization or team
may be held each year.

In sales programs at all levels, parental permission to participate must be obtained. Permission slips shall
clearly state that no student should feel obligated to participate.

**Fund Raising Requests**

Fundraising requests must be submitted on forms developed by the district. This document will include the
reason for requested fundraiser, anticipated revenues, anticipated expenditures, length of the project, and a
distribution formula in the event more than one organization is involved. A distribution formula will be
stated on the request for fundraising document and will be signed by all parties concerned.

If a parent, teacher, coach or advisor does not meet the above dates, the project will not be approved.

Approval of a late fundraising request may be made if it is clear that the delay could not have been
anticipated rather than the delay was as a result of poor planning or organization.

**Fundraising Activities to Reinstate Programs**

The Board recognizes that some programs cut through budget reductions, are highly popular and that
individuals, groups, or organizations will want to raise funds to reinstate them.

Individuals, groups, or organizations wishing to reinstate such programs must inform the district of their
intent to do so in a timely manner and must follow all regulations as set forth in this policy.

Any program reinstated by an individual, group, or organization will be administered solely by the district
personnel.

All funding necessary to reinstate must be completed prior to the starting day of the program. In the event
sufficient money isn’t raised, the schedule will be cancelled and not considered for reinstatement until the
following year.

All funds received from fundraisers must be turned over to the district for budget and accounting purposes.

Each program, sport, or activity must be taught, coached or advised by a **paid** district-paid staff member.
We want to have at least one person who is directly accountable to the district for reasons of safety and
security. Non-paid volunteer advisors and coaches beyond the one position will be allowed.

All expenses for game management, transportation, and equipment will be the responsibility of those
individuals, groups, or organizations desiring to reinstate the program. All regular district practices for
transportation and officiating will be followed. Again, this requirement is for general liability purposes.

All sports programs sanctioned by the district will be under the rules and regulations of the district and the
Oregon School Activities Association (O-S-A-A) governing body of the state of Oregon.
Please fill out all sections and return to the principal or designee

1. Name of group or activity making request:

2. Date of request: _____

3. Reason for fundraiser: Please be specific

4. Type of fundraiser(s):
   Length of fundraiser(s) (dates of start/end) __
   Anticipated revenue each activity __

5. If this a joint fundraiser? Write down name of partner(s):

   (Each party will receive the following proceeds from the fundraiser(s). Signatures required.)

   gets _____ percent
   gets _____ percent

   Signature and title - first party     Signature and title - second party

Principal or Designee’s Response

Approved: ___

Approved with the following stipulations: ___

Not approved: Reason ______

                     Signature__
District Athletic/Activities Eligibility

The Board believes that participation in district athletics/activities complements, reinforces and extends academic programs and offers opportunities for students to grow intellectually, physically, and socially. Participation is a privilege, not a right, and students are expected to meet and maintain district eligibility standards in order to participate. Failure to meet and maintain academic achievement, satisfactory attendance and desirable behavior, as measured by district criteria, may result in discipline including probation, suspension and/or removal from the activity.

District activities include, but are not limited to, any team/club/organization/group which meets on a regularly scheduled basis over a specified period of time; may be scheduled to compete with other schools; and has been officially sanctioned by the Board, approved by school administration and/or has been granted a charter by the school council.

The Board will annually approve an athletic participation fee for each sport for the upcoming school year. The purpose of the participation fee is to offset the expenses of all district funded athletic programs.

As a member of the Oregon School Activities Association (OSAA), the district will adhere to OSAA applicable policies and rules and the rules of the State Board of Education.

The superintendent or designee will develop administrative regulations to implement this policy. The regulations will include eligibility and/or participation requirements for Special Education, Alternative Program, Charter School, and Home Schooled students.

END OF POLICY

Legal Reference(s):
ORS 326.051 ORS 332.107 OAR 581-021-0045 to -0049
ORS 332.075(1)(e)

OR. SCH. ACTIVITIES ASS’N, OSAA HANDBOOK.
Use of Feature Films/Videos or Other Media**

The Board recognizes that the showing of commercially or professionally produced video presentations created for public showing and rated feature films and videos ("Films") may have a legitimate purpose in a school’s educational program. Since the content of these feature Films and 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 or other media is consistent with the district’s educational values espoused by the district as well as all district policies regarding use of media and applicable copyright laws. Only films rated G, PG or PG-13 may be shown as part of the school program. Rated R, 9-12 may be shown as follows:

“R” 9-12: Teachers must fill in the movie request form and submit to the administrator for approval.

1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

K-8: May not be shown under any circumstances

The Board directs procedures be developed to accomplish this objective, including the provision that a parent has the opportunity to preview a film when practicably possible and that a parent must give prior consent before his/her student may view a film rated PG or PG-13.

The showing of Films and other media must have a direct instructional outcome to be assigned as part of any classroom experience and course work.

END OF POLICY

Legal Reference(s):
ORS 332.107

HR8/06/97*MW
Use of Feature Films/Videos in the School**

Prior to showing a feature film/video in a school, the instructor must seek the written approval of the building principal. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular film:

1. Title and brief descriptions;
2. Purpose for the showing;
3. Match with course objectives;
4. Proposed date of showing;
5. When and how parents will be notified, or if necessary grant consent;

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

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

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

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

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

Parental notification for the showing of G movies at the secondary level will be at the discretion of the building administrator.
District Movie Rating Guide

“NC-17” K-12: May not be shown under any circumstances

“R” 9-12: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

K-8: May not be shown under any circumstances

“PG-13” 9-12: May be used with parent notification
7-8: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

K-6: May not be shown under any circumstances

“PG” 7-12: May be used without parent notification
K-6: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

“G” K-12: No notification required. Use the same professional judgement as when using video material acquired from the district or ESD.

No rating evident requires the same procedure as above for “PG-13” and “PG”.

If a teacher is using only excerpts from a video with any of these ratings, they must follow the same procedures.

All videos/movies shown must have educational value/purpose and be part of the adopted curriculum.
District Movie Request Form

The following form must be completed and submitted to your building principal two weeks prior to the scheduled showing of a movie with a rating as stated on the district movie rating guide.

Name of movie: ____________________________ Date movie will be shown: ____________________________
Movie of Rating: ____________________________ Course Title: ____________________________
Correlation to curriculum: ____________________________

Teacher Name (printed) ____________ Teacher Signature ____________ Date ____________

G  1. Approved for viewing (follow the appropriate steps Building administrator  As checked below)

G  2. Not approved for viewing

“R”
9-12: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

K-8: May not be shown under any circumstances

“PG-13”
9-12: May be used with parent notification
7-8: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

K-6: May not be shown under any circumstances

“PG”
7-12: May be used without parent notification
K-6: Teachers must fill in the movie request form and submit to the administrator for approval.
1. The teacher must have previewed the movie or excerpt.
2. Signed permission must be granted from the parent to view.
3. If any parent objects, the teacher will provide an educationally related alternative for that student.

Copyright Regulations:

1. The teacher must be in attendance during the showing of the movie.
2. The showing takes place in a classroom setting.
3. The movie is essential part of the current curriculum
Use of Feature Films/Videos in the School**

A “Film” is defined as a commercially or professionally produced video presentation created for public showing. While an audience rating is usually associated with most Films, unrated Films and other media are also subject to this policy, administrative regulation and copyright laws.

1. General Guidelines for Viewing Films and Other Media, K-12

Films and other media may be shown to students in kindergarten through twelfth grade if the materials are rated G. Within the following guidelines, Films and other media with ratings for more mature content may be viewed by students after receiving consent from the principal and parent/guardian, if required by this administrative regulation.

Films rated by the Motion Picture Producers Association of America (MPPAA) may only be shown in district schools according to the following conditions:

1. (1) Elementary School
   (a) Rated G: no permissions required;
   (b) Rated PG: principal and parent/guardian permission required;
   (c) Rated PG-13 or R: not allowed.

2. (2) Middle School
   (a) Rated G: no permissions required;
   (b) Rated PG: principal permission required;
   (c) Rated PG-13: principal and parent/guardian permission required;
   (d) Rated R: not allowed.

3. (3) High School
   (a) Rated G: no permissions required;
   (b) Rated PG or PG-13: principal permission required;
   (c) Rated R: principal and parent/guardian permission required.

2. Approval Process to Use R-Rated Films and Other Unrated Media, High School Only

Films and other media with an R rating shall not, as a general rule, be shown in district classrooms. However, in some circumstances, the instructional and content values of an R-rated Film or other media may be sufficient for the principal to allow viewing of certain R-rated Films or other media to high school students only. Any teacher wishing to show an R-rated Film or other media in a high school class must submit a request to the principal at least four weeks in advance of such a showing. The request must be approved in writing by the principal or designee.
Some Films and other media (including some from online sources) have never been submitted to the MPPAA and are therefore unrated. Staff members must obtain permission from their principal or designee before showing any unrated Films or other media to students.

Films or other media rated X or C-17 by the MPAA shall not be shown in district schools under any circumstances.

3. Parent or Guardian Preview and Exclusion Procedures

When practicably possible, a parent or guardian may preview a Film or other media that is to be shown in school. If a parent or guardian objects to his/her child viewing a Film or other media, the teacher will provide an educationally related alternative for the student.

9/16/93*GP
Principal Approval to Use Media in the Classroom

Teacher: ___________________________________________ Grade: ________________________________

Class Subject: _______________________________________________________________________

Media Title: _______________________________________________________________________

Rating of the Media: _____ _____ _____ _____

(Principal approval required for Elementary K-5 (PG), Middle 6-8 (PG, PG-13), High 9-12 (PG, PG-13, R).
PG-13 and R-rated are not allowed in Elementary; R is not allowed in Middle).

Source of the media (e.g., internet, catalog, district/school media center, etc.) ______________________

Description of selected clip: ____________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Length of clip: _____________________________________________

Connection to curriculum/standards: ______________________________________________________

_________________________________________________________________________________

Match with course objectives: ___________________________________________________________

Proposed showing date: ________________________________

When and how parents/guardians will be notified to grant consent: __________________________

_________________________________________________________________________________

Date this request submitted to building principal: ___________________________________________________________________

To Be Completed by Principal

Approved  Not Approved Approved with Conditions: ________________________________

_________________________________________________________________________________

Use of Feature Films/Videos in the School** - IIABB-AR
Return copy to teacher. Teacher must retain copy.
Approval to Use Permission to View Films or Other Media in the Classroom**

To Be Completed by Teacher Prior to Providing to Parent

School: ___________________________ Teacher: ___________________________

Grade: ____________________________ (Parent permission required for Elementary (PG), Middle (PG-13), High (R). PG-13 and R-rated are not allowed in Elementary; R is not allowed in Middle)

Class Subject: ____________________________

Film or Other Media Title To Be Shown: ____________________________

Rating of the Media: ___________ PG ___________ PG-13 ___________ R ___________

Source of the media (e.g., internet, catalog, district/school media center, etc.):

Description of selected clip: ____________________________

__________________________

__________________________

__________________________

Length of clip: ____________________________

Connection to curriculum/standards: ____________________________

__________________________

__________________________

Grade Level/Course to View Film: ____________________________ Date of Showing: ____________________________

To Be Completed by Parent/Guardian (Do Not Detach)

Student’s Name: ____________________________

My child has permission to view the above-listed film or other media.

Parent/guardian’s signature: ____________________________ Date: ____________________________

9/16/93*GP
Permission to View Films or Other Media in the Classroom**

To Be Completed by Teacher Prior to Providing to Parent

School: ____________________________ Teacher: ______________________________________

Grade: ____________________________ (Parent permission required for Elementary K-5 (PG), Middle
                                            6-8 (PG-13), High 9-12 (R). (PG-13 and R-rated are not
                                            allowed in Elementary; R is not allowed in Middle).

Film or Other Media To Be Shown: _____________________________________________________

Rating: ____________________________

Grade Level/Course to View Film: __________________________ Date of Showing: _____________

To Be Completed by Parent/Guardian (Do Not Detach)

Student’s Name: ______________________________________________

My child has permission to view the above-listed film or other media.

Parent/guardian’s signature ____________________________________________________________________ Date _______________________

9/16/93*GP

Use of Feature Films/Videos in the School** - IIABB-AR

1-1
Oregon City School District

Electronic Communications System

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

The district’s system will be used to provide statewide, national and global communications opportunities for staff and students. The district’s electronic communications system shall be referred to as “OCSD Net.”

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

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;

2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;

3. Monitoring the online activities of minors;

4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;

5. Ensuring the safety and security of minors when using electronic mail, social media, chat rooms and other forms of direct electronic communications;

6. Prohibiting unauthorized access, including so-called “hacking” and other unlawful activities by minors on-line;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;

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

The superintendent will establish administrative regulations for use of the district’s system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act and the Family Educational Rights and Privacy Act of 1974 (FERPA).
Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

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

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

Failure to abide by district policy and administrative regulations governing use of the district’s system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 30.765
ORS 133.739
ORS 163.435
ORS 164.345
ORS 164.365
ORS 167.060
ORS 167.065
ORS 167.070
ORS 167.080
ORS 167.087
ORS 167.090
ORS 167.095
ORS Chapter 192
ORS 332.107
ORS 336.222
ORS 339.250
ORS 339.270
ORS 339.280
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. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.
Electronic Communications System

Introduction

Networking has become an integral part of many businesses, college instruction, and K-12 education. Large scale networks (the internet) and support tools provide the following services: information, communication and resources. In a global environment, these tools and services are vital.

O.C. Net is the district’s link to the internet. O.C. Net provides e-mail service, sharing of printers, storing of information, and accessing data from servers. O.C. Net is connected to the internet through ClackNet, Clackamas County Educational Services District’s network. ClackNet is linked to NorthWestNet for access to global resources.

Because the internet is coordinated through a complex association of government agencies, regional, state and local networks, it is important that all O.C. Net participants adhere to the conduct defined in this policy. Mutual consideration for the rights of others by the users of O.C. Net is required to continue the smooth operation of the network.

Mission Statement

The Purpose of O.C. Net is to support lifelong learning by providing electronic communication and the sharing of information resources across the district and other sites in the world.

Sponsoring Networks

O.C. Net is constituent part of ClackNet, NFSNET, NorthWestNet, and OPEN. Users of O.C. Net are bound by the statement of purpose and acceptable use policies of these networks, as summarized below:

1. The purpose of ClackNet is to provide students, staff and administrators in Clackamas County access to the vast, diverse, and unique resources of the internet. The goal of this access is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

2. The purpose of NSFNET (National Science Foundation Network) is to support research and education among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. All network use must be consistent with this purpose. Activities in direct support of this purpose (e.g., professional development, administrative communications, grant applications, new product announcement) are acceptable. All for-profit activities and extensive personal business activities are unacceptable.
3. The purpose of NorthWestNet is to promote research, education, and economic development by providing access to network communications, computing, and electronic information systems and services. Membership in NorthWestNet conveys the right to access NorthWestNet facilities and network services for research and educational purposes. All use of NorthWestNet network services shall be consistent with the mission of NorthWestNet. All use shall be intended to facilitate the exchange of information, intellectual property, and services to promote research, education, and technology diffusion, and otherwise be consistent with the broad objectives of NorthWestNet.

4. The purpose of OPEN (Oregon Public Education Network) is to promote educational excellence and share information. It provides schools with access to the internet, which holds a wealth of information for student and teachers. Teachers, students, and administrators have electronic mail access for receiving and sending information. OPEN allows schools to communicate, with each other, with the Department of Education and with ESD’s. This link supports filing reports and other administrative functions such as transmitting transcripts from one school to another.

**Network Access**

The following people are entitled to use O.C. Net:

1. All Oregon City School District employees.

2. Student with parent or guardian permission if the student is under 18 years of age.

3. Other who request Guest Accounts from the O.C. Net management team. These request will be granted on the basis of existing resources and educational needs.

**Definitions**

1. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA) means a specific technology that blocks or filters Internet access to visual depictions that are:

   a. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
   b. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
   c. Harmful to minors.

2. “Harmful to minors” as defined by CIPA means any picture, image, graphic image file or other visual depiction that:

   a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

3. “Sexual act; sexual contact” as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. “Minor” as defined by CIPA means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.

5. “Inappropriate matter” as defined by the district means material that is inconsistent with general public education purposes, the district’s mission and goals.¹

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 Policy and Guidelines

It is a general policy that O.C. Net networks facilities (referred to here as O. C. Net) are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Oregon City School District and the purposes of NSFNET, North West Net, and OPEN. Users must acknowledge their understanding of the general policy and guidelines as a condition of receiving an O.C. Net account or using the network.

Failure to adhere to this policy and its guidelines may result in suspending or revoking the offender’s network privileges. Additional disciplinary actions may be taken at the building or district level. Law enforcement agencies may be involved as appropriate guidelines:

It is a general policy that O.C. Net networks facilities (referred to here as O. C. Net) are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Oregon City School District and the purposes of NSFNET, North West Net, and OPEN. Users must acknowledge their understanding of the general policy and guidelines as a condition of receiving an O.C. Net account or using the network.

Failure to adhere to this policy and its guidelines may result in suspending or revoking the offender’s network privileges. Additional disciplinary actions may be taken at the building or district level. Law enforcement agencies may be involved as appropriate guidelines:

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 information training in the appropriate use of the district’s system including copies of district policy and administrative regulations. Staff will provide similar training to authorized users;

¹ As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.
3. Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized;

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

5. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district’s system;

6. 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;

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 building 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, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;

7. 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 and other forms of direct electronic communication;

9. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms;

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

11. 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 systems are not private and may be subject to monitoring. By using the district’s systems, 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 become discoverable evidence if a public records request is made or a lawsuit is filed against the district. “Deleted” or “purged” data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;

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 supervising teacher or system coordinator stating the need for the increase;

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

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

12.11. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district’s electronic communications policy and administrative regulations. All such agreements will be maintained on file in the school office.

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

General Use Prohibitions/Guidelines/Etiquette

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

1. Prohibitions

   The following conduct is strictly prohibited:

   a. Attempts to use the district’s system for:

      (1) Unauthorized solicitation of funds;
      (2) Distribution of chain letters;
      (3) Unauthorized sale or purchase of merchandise and services;
      (4) Collection of signatures;
      (5) Membership drives;
      (6) Transmission of any materials regarding political campaigns.
b. Attempts to upload, download, use, reproduce or distribute information, data, software, or file share music, videos or other materials on the district’s system in violation of copyright law or applicable provisions of use or license agreements;
c. Attempts to degrade, disrupt or vandalize the district’s equipment, software, materials or data or those of any other user of the district’s system or any of the agencies or other networks connected to the district’s system;
d. Attempts to evade, change or exceed resource quotas or disk usage quotas;
e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes material which may be interpreted as:

   (1) Harmful to minors;
   (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
   (3) A product or service not permitted to minors by law;
   (4) Harassment, intimidation, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
   (5) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
   (6) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.

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 or teacher and consistent with applicable Board policy pertaining to student directory information and personally identifiable information. Personal contact information includes photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
h. Attempts to arrange student meetings with anyone on the district’s system, unless authorized by the system coordinator or teacher and with prior parent approval;
   Attempts to use the district’s name in external communication forums such as 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 given access.

Student Rights:

1. Student have the right of access to the internet to facilitate personal educational growth in technology, information gathering skills, and communications skills.

2. Students have the right to send appropriate e-mail to any member on the network provided they adhere to the above guidelines and those in Attachment A.

Student Violation/Consequences
1. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.

Student Responsibilities

1. The student using the internet shall accept the responsibility for all material received under his/her account.
2. Students have the responsibility to monitor all material received via the internet under their user account.
3. Students will accept the responsibility of keeping copyrighted software and materials of any kind from entering the school unless properly purchased.
4. Students will accept the responsibility for keeping all inappropriate materials or files dangerous to the integrity of the network from entering the school.

District Responsibilities

Oregon City School District will:

1. Inform users of proper techniques and standards of participation on the internet described in the guidelines of this policy and attachment A.
2. Inform users how to access appropriate information.
3. Require written permission from the student and the parent/guardian, if the student is under 18 years of age, before the student can use the internet.
4. Notify users that if they misuse the network they will lose their accounts.
5. Acquire written student and parent/guardian permission before publishing student work.
6. Monitor network activity when necessary to protect the integrity of the network and the security of students and staff.

Staff Violation/Consequences

1. 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.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.

3. 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 OAR 584-020-0041.

4. Violations of ORS 244.040 will be reported to GSPC.

Others Violation/Consequences

1. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.

2. Violations of law will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

System Access

1. Access to the district’s 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, staff and Board members may be permitted to use the district’s system to conduct business related to the management or instructional needs of the district or to conduct research related to education. Personal use of district computers including Internet and e-mail access by students and Board members is strictly prohibited. Personal use of district computers including Internet access and e-mail by staff is restricted. Any personal use by staff is limited to such uses as deemed permissible under the Oregon Government Standards and PracticesEthics Commission (OGSPEC) guidance (e.g., occasional use to type a social letter to a friend or family member, preparation of application materials for another position in the district, or computer games which may serve to improve the individual’s keyboard proficiency and software component familiarity). Such use is restricted to the employee’s own time.

Complaints

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

Violations/Consequences

8. Students
a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.

b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.

c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.

9. 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 will be reported to law enforcement officials and may result in criminal or civil sanctions.

c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.

d. Violations of ORS 244.040 will be reported to OGEC.

10. Others

a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.

b. Violations of law will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

**Telephone/Membership/Other Charges**

1. The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district’s system.

2. Any disputes or problems regarding phone services for home users of the district’s system are strictly between the system user and his/her local phone company and/or long distance service provider.

**Information Content/Third Party Supplied Information**

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

2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district’s system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.

4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user’s requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district’s system is provided on an “as is, as available” basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.
Sample Parent Letter

Dear Parents:

Your student has [requested] [been selected] to participate in the district’s electronic communications program and needs your permission to do so. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

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

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

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

Attached to this letter are the following important documents:

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

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

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

Sincerely,

[System Coordinator/Administrator]
Internet Use Parent Permission Form

Within reason, freedom of speech and access to information will be honored. During class time, staff will guide students toward appropriate classroom materials. Outside of school and for general use, families have the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

User Agreement and Parent Reviewed Permission Form

As a user of the district computer network, I hereby agree to comply with the district policies and administrative regulations for electronic communication as reviewed by my homeroom teacher/staff member. Violations may result in a loss of access as well as other disciplinary or legal action.

Student Signature____

Homeroom Teacher/Staff Member __

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the internet may be objectionable, but I accept responsibility for setting and conveying standards for my student to follow when selecting, sharing or exploring information and media.

Parent Signature____Date____

Name of Student_____Date____

School_Grade_Birth Date____

Address_____

City/State/Zip_Home telephone_____

Return to your homeroom teacher or staff member.

Full text of electronic use policies and administrative regulations available at www.orecity.k12.or.us all school offices and the administration office.
Internet Network Account Agreement for District Employees

(Please complete and return this agreement to your building administrator.)

To Oregon City School District Staff:

Network services are now available in nearly all locations in the district. Most staff have access to many new and useful resources, including:

1. E-mail;
2. World Wide Web access;
3. Shared files on district services;
4. Printing services.

These services are a public resource for the benefit of educating students. Our network is also a part of a county and state-wide network. What we do on our network can affect people far beyond our district network.

For these reasons, staff need to be aware of the capabilities of the network, problems that can occur, as well as how to properly use the network. Please review the attached Oregon City School District acceptable Use Policy, which includes “Guidelines for Acceptable Use.”

Once you have reviewed the information, please complete this form and return to your building administrator.

Current Date:

Name of applicant: (First) (MI) (Last)

Job Title (Teacher, Administrator, Instructional Assistant, etc.): —

School/Department: —

1. I have read the Oregon City School District Acceptable Use Policy and I agree to follow the guidelines and rules contained in this policy. I understand that if I violate this policy my account can be terminated and I may face other disciplinary measures.

2. I hereby release the Oregon City School District, its personnel, and any institutions with which is affiliated, from any and all claims and damages of any nature of any nature arising from my use of, or inability to use the Oregon City School District Network System.

Signature: — Date:
Permission to Include Photo and Student Work in District Sponsored Electronic Publishing.

I understand that the internet is a public forum accessible by all. Please consider the information you are willing to release for publication on the internet and check the boxes that apply. This permission will be valid for the current school year in the district unless specifically revoked in writing. If you have questions, please contact your building principal or Allan Dunn, district technology coordinator (657-2533).

Please check one (images)

☐ I give my permission for my student’s image in the form of a scanned photograph, digital photograph, or video clip to be posted on the world wide web as part of a school developed page.

☐ I do not give my permission for my student’s image to be posted on the world wide web.

Please check one (student work)

☐ I give my permission for my student’s school work to be posted on the world wide web as part of a school developed page.

☐ I do not give my permission for my student’s school work to be posted on the world wide web.

Please check one (first name)

☐ I give my permission for my student’s first name to be used in conjunction with displayed student work.

☐ I do not give my permission for my student’s school work to be posted on the world wide web.

Please print the following information:

Student’s Name:_____

Parent or Guardian Name:_____

Home Address:_____

City, State, Zip:_____

Home Phone:--

Parent Signature:----Date:--

Please return this form to your student’s school after a copy has been made for your records.
Acceptable Network Use Teaching Guide
Oregon City School District
Guidelines

1. Acceptable uses of the network are activities which support learning and teaching. Students and staff have the right to access the internet to facilitate personal educational growth in technology, information gathering skills and communication skills.

2. Assume that information passes over the network is like a postcard in the mail and is not private.

3. The person in whose name an account is issued is responsible at all times for its proper use. Users have the responsibility for all material sent, accessed or received under his or her user account.

4. Use appropriate language and graphics when communicating information. Do not use profanity, obscenity, or inappropriate language or graphics.

5. Respect the rights of copyrights owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright.

6. Users will not plagiarize works that they find on the internet or network. Plagiarism is taking the ideas or writing of others and presenting them as if they were the users.

7. Do not use the network for financial gain or for any commercial or illegal activity. The network is a public resource and is not to be used for personal profit.

8. Respect others. Do not send, access or display offensive messages or materials, including prejudicial or discriminatory material (such as one’s race, religion, sex, sexual orientation, culture, and national origin). If both the teacher and the parent approve, exceptions may be made if the purposes of such access is to conduct research.

9. Do not send, access or display harassing or attaching material.

10. Use only your password, accounts, folders, etc. unless you have permission from other users to access their information.

11. We all sharing the same network, printers, and computers. Use the resources efficiently so that the network functions as effectively as possible. Avoid sending large or numerous files, printing unnecessary documents, making board, vague, and numerous searches etc. Check email frequently and delete unwanted messages promptly. Do not engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.

12. Respect your privacy and the privacy of others. Do not post personal information about yourself, including address, telephone, home address, work address, etc. The district address and email address maybe used when it is necessary to receive information. Also, do not post personal information about other people without their permission. For example, student web pages may not list student or staff names, addresses, phone number, etc. unless permission is granted.

13. Do not access or post information that, if acted upon, would cause damage or disruptions.
Our network must remain a safe and positive learning environment. If you suspect any attempt to improperly meet or make contact with you, or receive any message that is inappropriate, report such actions to your teacher or other school employee. The district will monitor network activity, when necessary, to protect the integrity of the network and the security of students and staff.

### Student Agreement for an Electronic Communications System Account

**Academic Year [2017-2018]**

Student agreement must be renewed each academic year.

#### Student Section

**Student Name**  
**Grade**

**School**

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

**Student Signature**  
**Date**

#### Sponsoring Parent

I have read the district’s Electronic Communications System policy and administrative regulation. I will monitor my student’s use of the system and his/her potential access to the Internet and will accept responsibility for supervision in that regard if and when my student’s use is not in a school setting. In consideration for the privilege of using the district’s Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student’s use, or inability to use, the system including, without limitation, the type of damages identified in the district’s policy and administrative regulation.

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

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

**Signature of Parent**

**Home Address**

**Date**  
**Home Phone Number**
Agreement for an Electronic Communications System Account
(Nonschool System User)

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

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

Signature

Home Address

Date  Home Phone Number

This space reserved for System Coordinator

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

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

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

Signature

Home Address

Date   Home Phone Number
Field Trips and Special Events**

The Board 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 and all out-of-state travel except in the Portland metropolitan area must have prior Board approval. Such approval is predicated on an accepted plan for travel arrangements, parental involvement, adequate supervision, orientation of students and supervisors, and support of the appropriate administrator(s). The request for approval of said trips must be submitted to the Board at least two months in advance of the trip unless there are extenuating circumstances.

If fundraising will be needed for this trip, a completed fundraising request form must be turned in to the principal or designee for approval and inclusion on the schedule. This must be done according to the provisions of District Board policy IGDF - Student Fund-Raising Activities.

The duties of the parents’ group shall be to raise funds to provide financial assistance to students, if necessary, and to cover expenses for adult advisers and chaperones. Any excess funds should be used to lower the cost of the travel for all students. Fundraising activities involving students must be approved in advance by the building principal or designee and shall not conflict with fundraising activities for the support of other local activities. The parents’ group will may also provide traveling and performing attire, if needed, for each student, if approved by the building principal.
An agency, if used, will provide an itemized cost statement to the parents’ group, school officials and students; will may make arrangements for housing, transportation, meals, performances and all required phases of the educational program; and will may provide orientation for parents, students, and staff.

END OF POLICY

Legal Reference(s):

ORS 332.107  ORS 339.155  OAR 581-022-1020
ORS 336.014
Volunteers

Citizens 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.

Any person authorized by the district for volunteer service in a position having that may have direct, unsupervised contact with students will shall be required to undergo an Oregon criminal records check.

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

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

END OF POLICY

Legal Reference(s):

ORS Chapter 243
ORS 332.107
ORS 326.607
OAR 839-020-0005

Oregon City School District

Guidance Program

Philosophy

The district recognizes that all students are individuals with unique needs and strengths. The district shall develop a guidance and counseling program that assists students in understanding themselves and in realizing their full potential.

Development of Guidance and Counseling Program

Each school will identify a guidance and counseling team consisting of counselors, administrators, teachers, and parents. Under the leadership of the principal and team, each school will develop and implement a formal guidance and counseling program. A written plan shall be developed to identify counseling team strategies and activities planned to achieve each of the district guidance and counseling goals.

The counseling and guidance program should provide learning experiences for students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior.

Districtwide Goals

1. The student is able to make appropriate decisions and use problem-solving skills.

2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feeling, values, interests and aptitudes.

3. The student is able to function effectively in relationships with others.

4. The student is able to self-advocate and accept responsibility for his/her own actions.

5. The student is able to understand and utilize the opportunities and alternatives available in the educational program for meeting academic standards.

6. The student is able to set tentative career goals.

7. The student is able to use the resources available in the school and community.

8. Students will understand wellness and safety skills.
9. Students will develop an awareness and respect for individual differences and cultural diversity.

10. Students will develop core ethical values that our diverse society shares and hold important.

11. Counselors will assist parents to develop and improve parenting skills.

12. Counselors will assist classroom teachers in learning to deal more effectively with individual students through classroom guidance activities and as consultants for guidance and counseling.

The building guidance and counseling team will evaluate the guidance and counseling program in accordance with criteria contained in district regulations pertaining to this policy.

Each school will have a guidance and counseling team. This committee can be the site-council already established in the school. A counselor will act as chairperson.

The specific responsibilities of the building guidance and counseling team are:

1. To implement the needs assessment, guidance and counseling program, program evaluation, and inservice training.

2. To deal with specific questions concerning the building guidance and counseling program.

3. Each building team will assess the guidance and counseling needs of their school, consistent with their building guidance and counseling plan.

Each building will be responsible for an annual evaluation of its guidance and counseling program by reviewing total building staff implementation of the district goals. The evaluation should include data to support:

1. Identification of instructional activities to achieve guidance and counseling goals.

2. Identification of effectiveness of the guidance and counseling program.

3. Information on numbers of students per counselor.

4. Information as to participation and responsibilities of administrators, counselors, teachers, and other staff members as related to building and district goals and objectives.

Evaluation methods may include but shall not be limited to the following:

1. Survey rating sheets.

2. Building staff observations.

3. Sample performance data.

4. Suggestions from building guidance and counseling teams.

5. Sociograms.
5. Other methods as developed by building committees.

END OF POLICY

Legal Reference(s):

ORS 40.245  ORS 326.565  ORS 326.575  ORS 336.187
ORS 326.565  ORS 326.575  ORS 336.187
OAR 581-021-0046(7)  OAR 581-022-0405  OAR 581-022-0606  OAR 581-022-0610
OAR 581-021-0046(7)  OAR 581-022-0405  OAR 581-022-0606  OAR 581-022-0610
OAR 581-022-1020  OAR 581-022-1510  OAR 581-022-1512
OAR 581-022-1020  OAR 581-022-1510  OAR 581-022-1512

Guidance Program and Counseling Program

The district’s counseling and guidance program focuses on the developmental needs of all students, grades K through 12, based on the Oregon Department of Education’s *Framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade*.

Counselors/child development specialists demonstrate respect for each individual’s dignity and worth and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet four major goals:

1. Educational Development – Students will develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;

2. Personal/Social Development – Students will develop appropriate interpersonal and communication skills for a variety of social and work settings; students will develop self-advocacy and decision-making skills, and confidence in their own abilities;

3. Career Development – Students in grades K through 12 will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life, and citizenship.

4. Community involvement – Students will demonstrate the importance of making an individual contribution to the community.

The guidance and counseling program will assist students in grades 7 through 12 in developing and annually reviewing an educational plan which creates education, career and life goals, and identifies learning goals and activities.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents. Consistent with individual rights and the counselor’s obligations as a professional, the counseling
relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0046(7)
OAR 581-022-1512
OAR 581-022-2030
OAR 581-022-2060
OAR 581-022-2055
OAR 581-022-2100
OAR 581-022-2250

Confidentiality in Counseling**

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

Confidentiality must not be abridged by the counselor except:

1. Where there is a clear and present danger to the student or to other persons;

2. To consult with other professionally competent persons when this is in the student’s interests;

3. When the student waives this privilege in writing;

4. At the earliest time possible, as determined by the counselor, parents will be informed that their student is in counseling. When students are referred to an outside agency, the laws dealing with that agency’s rights will then be enacted.

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 336.187
ORS 336.187
OAR 581-022-1510
Confidentiality in Counseling** – IJA

1-2
Procedures for Homework

(Is this current? Is it enforced?)

1. Guidelines for Homework
   a. The teacher should give practice and drill assignments as an extension of classroom learning.
   b. The teacher should be sure the purposes of the assignment are clearly understood by both teacher and student.
   c. The student should begin work on the assignment in class, under teacher supervision. The concept must be understood before homework is assigned.
   d. The teacher should assign work for which needed books and materials are available to all students.
   e. The teacher should give long-term project assignments in enough time to be completed, so that students can budget their time between school and nonschool obligations.
   f. The teacher should tell students how their homework will be evaluated.
   g. The teacher should give a variety of homework assignments.
   h. The teacher shouldn’t assign homework for disciplinary reasons.
   i. The teacher shouldn’t assign homework that is either beyond a student’s capability or so easy that it becomes busy work.

2. Kinds of Homework

Examples of acceptable homework include written assignments, listening activities, visiting and exploring local places of interest, solving problems, learning and using spelling and vocabulary words, recreational reading, preparation of collections and exhibits, homemaking and marketing experiences, appraisal of radio and television programs, creative art experiences, interviewing appropriate persons, science experimentation, creative writing, research, practice and drill, preparation for lessons in class and practicing the extension of a concept or skill learned in class to a new situation.

3. Amount of Homework
   a. The amount of homework will vary according to the intensity and difficulty of the subject matter. In addition, some students will require less time than others to complete the same assignment, or may complete an assignment during the regular school day.
   b. Homework assigned will depend on the discretion of each teacher based on both the knowledge of the student’s individual ability level and the practice of good learning theory.
Promotion, Acceleration, and Retention of Students**

It is the responsibility of the district to provide learning experiences for every child which will prepare them to advance to the next appropriate level of school.

The district will develop standards for each course or grade level including academic, behavioral and social/emotional indicators for success. These standards will be communicated to parents/guardians.

It is the responsibility of the district and site administrators to ensure that teachers use identified best practices to provide learning experiences aligned to state standards and to evaluate student progress based on current assessment data. With family support, it is the responsibility of each student to apply consistent and sustained effort toward achievement in all assigned learning experiences. For students who are exceeding or who are not yet meeting the grade level standards, the school team will identify available assistive learning experiences designed to support the student appropriately in achievement.

“Promotion” is the expected, annual movement of students from one grade level to the next grade with same-age peers. Promotion to the next grade is based on the achievement of the academic standards for that grade and a consideration of the best interests of the child. Exceptions may be made when, in the professional judgment of the principal or designee and the site team, such an exception is in the best educational interest of the child involved.

“Acceleration” is the advancement of a student through all or part of the curriculum in any content area at a pace that is faster than the expected grade-level standards. Acceleration from one grade to a higher grade annual promotion is sometimes referred to as “skipping a grade”.

“Retention” is the detaining of a student at the current grade level when the student’s peers are promoted to the next grade. Retention at the current grade level can be recommended for all or part of the next school year. Retention is not typically regarded as an effective educational practice and, as such, is rarely used in the district. The team will include the parent, building administrator, current teacher, counselor and specialists as appropriate (i.e. TAG, Special Education, Title I).

The decision to accelerate or to retain a student is based on the professional judgment of the principal and the site team based on multiple measures of a student’s achievement and productivity, as well as attendance, physical, social and emotional growth and maturity. The parent/guardian will be informed of progress throughout the review process, and shall be included as part of a team conference. Based on the site team’s process, the final decision regarding acceleration or retention shall be made by the principal.

END OF POLICY
Legal Reference(s):

OAR 581-022-1130  
OAR 581-022-1670
Grade Advancement for Students Grades K - 12

Kindergarten to First Grade

Refer to the district’s Board policies and administrative regulations.

Grades 1-6

Recommendation

Students may be recommended for grade level advancement either by a parent or school personnel.

Informal Conference

Classroom teacher, counselor, TAG facilitator, and/or principal meet with parent to explain policy and procedures.

Reasons for recommendations including student’s academic level and attitude about grade skipping are presented.

Teacher discusses curriculum modifications currently in use for the student in the present classroom.

If agreement is reached to pursue consideration of grade advancement, the next procedural steps are discussed.

1. Data Collection
   a. Parent completes Parent Request for Student Grade Advancement;
   b. Teacher or counselor complete Student Grade Advancement Checklist;
   c. Test scores, work samples, TAG Student Plan, behavioral records, anecdotal records, etc., are collected and attached;
   d. The student is interviewed by the counselor;
   e. The student’s prospective teacher is interviewed by the counselor;
   f. All forms and any other pertinent information are given to the counselor.

2. BESTeam (Building Education Survey Team)
   a. Information collected is presented to the Building Education Survey Team (BESTeam) for evaluation;

[Date][Initials]
b. A comprehensive psychological evaluation of the student is conducted;

c. BESTeam conducts meeting with teacher(s), counselor, principal and TAG facilitator; reaches decision; and makes recommendation. (See page 7 of 7 for meeting procedures).

3. Parent Conference

a. The counselor, teacher, and principal present BESTeam recommendations to parents and student;

b. Parents and students add their signatures to the Grade Level Advancement Decision;

c. Parents have the right to appeal the decision in writing to the Director of Instruction.

4. Timeline

This procedure may take place any time throughout the school year.

Grades 7-12

Same procedures as with grades 1-6, except information may be gathered from several teachers.

If the grade skipped means entrance into another level school, such as into the middle school or into the high school, the receiving principal should be included in the discussions.

Grades 1-12

In all grades, there is a trial period of one term or semester with the student’s adjustment being assisted by the school counselor. The student should be aware that if it does not go well he or she may go back to the original grade. Caution is needed not to build up excessive expectations from grade advancement. The student should not be made to feel he or she is a failure if it does not do well.

All documentation will be placed in the student’s behavior file and the student’s TAG plan will reflect advancement decisions.

Counselor sends list of any students advancing a grade level to the Director of Instruction.

Any decision for grade advancement is based upon the individual needs of a particular student. The final decision is the responsibility of the principal(s) involved and the procedures listed above may be modified to fit any unique circumstances.

**Parent Request for Student Grade Advancement**

Date______

Student’s Name______

School_Present Grade__________________________

Address_____ Phone _____

Birthdate_____
Understanding that grade skipping is an extreme form of curriculum acceleration and should be undertaken only after serious analysis into a child’s development readiness for such a radical step, I (we) request that my (our) student skip grade  _ for the following reasons:

Parent Signature(s)  Date__

Date ______

(Return form to school’s counselor)

STUDENT GRADE ADVANCEMENT CHECKLIST
(Completed by teacher or counselor)

Date____

Student’s Name_____

School  Present Grade

Grade Level/Standards Rating
Academic Ability  Does not meet yet  Meets  Exceeds  If exceeds, explain
Reading
Writing
Oral Communication
Math Problem Solving
Math Computation
Other

Other factors to be considered in grade advancement:

Motivation (attitude about school)
Participation in classroom activities
Completion of assignments
Social development with peers
Self-discipline
Self-concept
Leadership
Others

What are the student’s major strengths which led to consideration for advancement?

Present (or past) classroom curriculum modifications used to meet student’s rate and level of learning:

Why are these considered inadequate to meet the student’s academic needs?______

Student traits that would support grade skipping  Students traits that would not support grade skipping

[Date][Initials]  Grade Advancement for Students Grades K - 12  – IKE-AR(1)
Who initiated consideration for grade skipping?___
Date of conference when advancement was initially discussed___
Who was present?___

Parent and student attitude:

Parent: Favorable____ Opposed
1 2 3 4 5

Student: Favorable____ Opposed
1 2 3 4 5

Teacher: Favorable____ Opposed
1 2 3 4 5

Counselor: Favorable____ Opposed
1 2 3 4 5

Signature of staff member completing this form Position Date

(Return form to counselor)

GRADE LEVEL ADVANCEMENT DECISION

Student’s Name______ Birthdate____

Address______ Phone ______

Present school, Present Grade

After considerable professional deliberation, the BESTeam recommends the following:

No grade placement changes at this time. Reasons:____

Move from grade ____ to grade ____ Effective ____ Progress review date .

If there is to be a grade level advancement:

This recommendation is being made only after determining that it is the most appropriate option for this student. The advancement will better match educational opportunities with the student’s rate and level of learning. Strategic factors such as academic level; social and behavioral development; and student, parent, and staff attitudes were taken into consideration. There is to be a trial period of adjustment of one term with assistance provided by the school counselor for the student and the receiving teacher(s). The student _____

[Date][Initials] Grade Advancement for Students Grades K - 12 – IKE-AR(1)

4-6
is aware that if this move does not go well he or she may return to the original grade. This is not in any means seen as a failure.

Signatures: Support Decision

Student______
Parent(s)______

Present Teacher(s)______

Counselor______
TAG Facilitator______
BESTeam Chair______
Present Principal______
Receiving Principal (if different)______

(This form is to be placed in student’s behavioral file with copy sent to Director of Curriculum and Instruction)

PROCEDURES FOR BESTeam MEETING REGARDING STUDENT GRADE ADVANCEMENT:

The school counselor will contact the BESTeam chair to request a complete psychological evaluation for the student considering grade skipping. After this is completed, the BESTeam chair will schedule a BESTeam meeting including the student’s present teacher, counselor, TAG facilitator, and principal.

At the BESTeam meeting, the BESTeam chair will:

Provide and explain the results of the psychological evaluation.
Be responsible for record keeping of the meeting’s discussion.

At the BESTeam meeting, the counselor will:

Provide Parent Request for Student Grade Advancement
Provide Student Grade Advancement Checklist
Summarize the counselor’s informal interview with student.
Summarize the counselor’s informal interview with the future teacher.

At the BESTeam meeting, the TAG facilitator will:

Refer to the student’s TAG Student Plan and explain the present curriculum modifications and other learning options for the student.

The BESTeam will reach a decision and make a recommendation on the Grade Level Advancement Decision. The Counselor will contact the parent and the student and have them sign the form Grade Level Advancement Decision form.

The parent has the right to appeal the decision in writing to the Director of School Improvement.

[Date][Initials] Grade Advancement for Students Grades K - 12 – IKE-AR(1)
All forms will be placed in the student’s behavioral file.

The Director of School Improvement will be informed of any decision to advance a student.

Corrected 8/27/18
Oregon City School District

Code: IKE-AR(1)  
Adopted: 1/14/08  
Revised/Reviewed: 2/14/11  
Readopted: 3/12/12; 9/09/13  
Orig. Code: 5512R2

Acceleration of Students**

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. However, different students develop at different rates, times or stages. What is developmentally appropriate for one student may not be appropriate for another student in similar circumstances.

Students routinely demonstrate exceptional talents and abilities in many areas. Many levels of accommodations are made across the K-12 program to support students who are achieving and performing at advanced rates. While accommodations for acceleration are frequently developed within the K-12 program, the decision to accelerate a student for an entire year (i.e., to “skip a grade”) is made far less often reflecting a variety of factors. To determine the appropriateness of acceleration for a specific student, multiple measures of several criteria will be reviewed by staff and reported to parents/guardians as a function of progress reports and report cards.

Acceleration Review Process

Decisions to accelerate a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student’s performance may be initiated as appropriate by staff, by the student and/or by the student’s parent/guardian. Deliberations and decisions concerning satisfactory student progress and acceleration will consider all dimensions of a student’s achievement and development.

Acceleration Options

When a student demonstrates consistent achievement and performance uniquely above grade-level standards, opportunities to accelerate the student through part/all of the curriculum for that grade can be considered. Depending on the individual student’s needs, acceleration can take a variety of forms such as the following:

1. Differentiated curriculum for a given topic or subject area to enable the student to explore different and more challenging work than grade-level peers;

2. Advancing a student to specific subject area curriculum identified from a higher grade level while the remainder of the student’s work is at the current grade level with same-age peers (e.g., a third-grader working on fifth grade reading; a seventh-grader taking Algebra; a freshman in a higher level of World Language or Advanced Orchestra);

3. Advancing a student to a higher grade level for part of the day (e.g., an elementary student who spends part of the day working in a classroom at a higher grade level; a middle school student who
goes to the high school for one or more classes and returns to the middle school to complete the daily schedule); or

4. Accelerating the student completely to a higher grade (i.e., skipping a grade), so this student would no longer attend classes with same-age peers.

Criteria

5. Criteria to be considered for the acceleration of a student:

   a. Academic achievement:

      Teachers will evaluate student academic progress with respect to the following measures:

      (1) Teacher observations;
      (2) Established and reliable measures of academic performance;
      (3) Scores from state assessments;
      (4) Diagnostic testing;
      (5) Informal assessment or inventories;
      (6) Other measures considered reliable by the team (may include the principal, school psychologist, nurse, learning specialist, counselor, classroom teacher(s), etc.).

   b. Personal growth and maturity:

      In addition to academic achievement measures, decisions regarding acceleration will be based on social, psychological, behavioral, emotional, language and physical development. Teacher observation, professional judgment and informal or formal assessment instruments may be used to gauge development.

   c. Attendance and productivity:

      Students need to attend school regularly and produce according to grade-level expectations and assignments in order to be successful. A student’s attendance record and in-school productivity (e.g., on-task behaviors, quality work submitted on time, etc.) will be considered in any decision regarding acceleration.

6. Team Recommendation and Timetable for Decision

   a. Review pertinent information: Working as a team, appropriate staff members, the student and the parent/guardian will review all pertinent information to determine the student’s needs and the most appropriate structure or placement to support the learning. In the event acceleration involves personnel from a different school, appropriate staff members will be involved in all discussions and deliberations.

   b. Timetable for acceleration: When a student is recommended for an accelerated placement, the timing for placement is determined by the team on an individual student basis.

      (1) In some instances, particularly at the K-5 level, it is appropriate to have a student move to more advanced curriculum when the student demonstrates readiness.
At the secondary level, decisions regarding the optimum timing to advance a student will typically coincide with the schedule for trimester/semester grades and, at the high school level, with the need to earn credits.

Recommendations for the timing of an accelerated placement will be made by appropriate staff members, such as content teachers, counselors, etc.

c. Timetable for Acceleration - Advancing an entire grade level: When the team is recommending a student be advanced (“skipped”) to a higher grade level, part of the recommendation to the principal or designee must include the specific timing to move a student forward. Ideally, information to support the recommendation will come forward to the team allowing ample time to process and develop support for accelerated students. In general, recommendations to accelerate a child an entire grade level are finalized by May 15th prior to implementation the following school year. However, information regarding students who are new to the system or new information for current students will be reviewed in as expedient a manner as possible to support the accelerated placement of specific students in the summer and fall of the following year.

d. Recommendation and final decision: Working with the recommendation of the team, the final decision to accelerate a student is made by the principal or designee. If acceleration moves a student to another school, the principals of each site must be in agreement for student placement to occur.
Retention of Students**

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. However, different students develop at different rates, times or stages. What is developmentally appropriate for one student may not be appropriate for another student in similar circumstances.

When a student demonstrates achievement and performance at levels that consistently do not meet grade-level expectations, there are a variety of intervention responses to support increasing the student’s exposure to content and practice of skills to close the achievement gap between grade-level expectations and performance. When instructional intervention strategies continuously fail to bring about satisfactory achievement results, retaining the student at the current grade level for all or part of the following school year can be considered.

The practice of social promotion, or moving a student forward to the next grade regardless of achievement level and academic performance, presents clear challenges to the student as a learner and to the educational systems of the district as a whole. However, the decision to retain a student has long-term effects that go beyond academic impact. Historically, there is no research to support the effectiveness of grade retention as a strategy to increase student achievement (Denton, 2001; Silberglitt, Appleton, Burns and Jimerson, 2006). Further, there is ample research to indicate student retention in the early/elementary grades can result in a profile of a secondary student with increased social adjustment challenges and frustrations yet no increase in academic achievement or growth in skills (Jimerson and Ferguson, 2007). Although retention has sometimes been seen as a deterrent strategy to motivate a student to achieve, at least, at grade level expectations, studies in the last decade indicate early retention is “one of the most powerful predictors” for dropping out of school (Jimerson, Anderson and Whipple, 2002).

For these reasons, any discussion of student retention will be conducted after extensive investment in grade-level achievement intervention strategies with same-age peers. Deliberation and decisions concerning satisfactory student progress and retention will occur in partnership with appropriate school personnel, the student and the parent/guardian.

Retention Review Process

Decisions to retain a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student’s performance may be initiated as appropriate by staff, by the student and/or by the student’s parent/guardian. The retention review process will consider all dimensions of student development.

1. Criteria to be considered for the retention of a student:
a. Academic achievement:

Teachers will evaluate student academic progress with respect to the following measures:

(1) Teacher observations;
(2) Established and reliable measures of academic performance;
(3) Scores from state assessments;
(4) Diagnostic testing;
(5) Informal assessments or inventories;
(6) Other measures considered reliable by the team (may include the principal, school psychologist, nurse, learning specialist, counselor, classroom teacher(s), etc.).

b. Personal growth and maturity:

In addition to academic achievement measures, decisions regarding retention will be based on social, psychological, behavioral, emotional, language and physical development. Teacher observation, professional judgment and informal or formal assessment instruments may be used to gauge development.

c. Attendance and productivity:

Students need to attend school regularly and produce according to grade-level expectations and assignments in order to be successful. A student’s attendance record and in-school productivity (e.g., on-task behaviors, quality work submitted on time, etc.) will be considered in any decision regarding retention.

2. Team Recommendation and Timetable for Decision

a. Review pertinent information: Working as a team, appropriate staff members, the student and the parent/guardian will review all pertinent information to determine the student’s needs and the most appropriate structure or placement to support the learning. In the event retention would involve personnel from a different school, appropriate staff members will be involved in all discussions and deliberations.

b. Timetable for retention: When a student is considered for retention, by mid-February, teachers of a potential retention candidate will have made initial contact with the principal and the parent/guardian regarding any concerns about the student’s progress. Prior to the first week of April, a conference will be conducted so members of the team can meet directly with the student and the parent/guardian. The purpose of the conference is as follows:

(1) To review all data to define key concerns;
(2) To determine all instructional steps school personnel, the student and the parent/guardian must take to support increased student success prior to the end of the school year;
(3) To determine the process and timetable for making a final recommendation and a decision whether or not to retain the student.

c. Recommendation and final decision: Working with the recommendation of the team, the final decision to retain a student is made by the principal or designee. If retention moves a student to another school or prevents the student from moving to another school, the principals of each site must be in agreement for student placement to occur.
Retention Parent/Guardian Notification

Date: _____________________

School Year:______________

Student Name: ______________________________________ Present Grade Level: ______

Teacher: ___________________________________________ School:____________________

The team has determined that your student's accomplishments are not meeting the standards of expected achievement for this year in school and that the Individualized Assistance Plan has not been effective. This current rate of progress may result in more serious learning difficulties in the future without retention within his/her present grade level.

Therefore, after deliberation by the team regarding progress, testing results and skill level, it has been recommended that your student remain at his/her present grade level for the upcoming school year. It is possible that summer school, individual tutoring or other assistive programs this summer may help your son/daughter show adequate progress. The school principal will be advised of such interventions, and you may petition him or her your student for promotion at the end of summer.

If there are added factors that should be considered, please bring them to the attention of the principal as soon as possible.

Parent/Guardian’s Signature: ______________________________ Date:________

Teacher’s Signature: __________________________________ Date:________

Principal’s Signature: _________________________________ Date:________

Team Member’s Signature: _____________________________ Date:________

Team Member’s Signature: _____________________________ Date:________

Teams Member’s Signature: _____________________________ Date:________
Graduation Requirements**

The Board will establish requirements for graduation from Oregon City High School and any public charter school within the Oregon City School District to meet or exceed those established by the state board of education, as well as ensure that students have ample opportunity to build a foundation in the areas of core curriculum and to explore the diverse offerings of the elective program. The superintendent will develop administrative regulations to implement this policy.

Oregon City School District offers six diplomas and one certificate for high school completion:

1. **Basic Diploma**: for students who have met specific requirements established by the State Board of Education.

2. **Standard Diploma**: for students on track to graduate with their class.

3. **Honors or Advanced Honors Diploma**: for students who desire a more challenging and rigorous academic program.

4. **Modified Diploma**: for those identified students who have demonstrated an inability to meet the full set of academic standards, and also meet the other requirements established by the State Board of Education.

5. **Extended Diploma**: for students who have demonstrated an inability to meet the full set of academic content standards while receiving modifications and accommodations, and meet the other requirements set by the State Board of Education.

6. **Alternative Certificates**: for students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma. Alternative certificates will be awarded based on individual student needs and achievement.

Credit requirements for the different diplomas and the alternative certificates are set forth in the supporting administrative regulation (IKF-AR) for this policy.

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

1. A foster child;

---

1 As defined in ORS 30.297.
2. Homeless;

3. A runaway;

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

5. A child of a migrant worker; or

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

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

Public charter schools within the Oregon City School District may have slight differences in the way credits are earned, but the total credits required to graduate will be the same as for students at Oregon City High School.

The district encourages students to perform at the highest level possible in their course work. Recognizing that some middle school age students are able to master existing high school curriculum, it is the policy of the district to allow middle school students, who are qualified, to take designated high school classes/courses.

High school credit may be granted, if students taking middle school courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses. The district will allow the granting of such credit toward meeting graduation 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 upon the student’s request and if required, the student’s parent or guardian consent.

**Essential Skills**

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

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

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

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

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

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

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

**Essential Skills Appeal**

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement.

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

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

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

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

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

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\(^3\) This criteria does not apply to students seeking a diploma in 2017-2018.
A student who qualifies to receive or receives a basic diploma, standard diploma, honors diploma, advanced honors diploma, modified diploma, extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student’s class.

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

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

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

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

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

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

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces, as specified in Oregon law, if and the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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

END OF POLICY

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

5 The policy applies to any person who:
Legal Reference(s):

ORS 329.095
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 338.115
ORS 339.115

ORS 339.505
ORS 343.295
ORS 581-022-0615
ORS 581-022-0617
ORS 581-022-1130
ORS 581-022-1131

OAR 581-022-1133
OAR 581-022-1134
OAR 581-002-1135
OAR 581-022-1210
OAR 581-022-1215
OAR 581-022-1350
OAR 581-022-1910


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

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

3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.
Graduation Requirements

Basic Diploma

To be eligible for a basic diploma a student must be a credit deficient senior, a second year senior, or have been recommended by an IEP team for this diploma. A basic diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits according to the following table. Which include at least:

**Subject Area** | Credit Requirements | Notes
--- | --- | ---
English | 4 | Must include one unit in written composition
Mathematics | 3 | Must be at Algebra 1 or higher
Science | 3 |
Social Science | 3 |
Health | 1 |
PE | 1 |
Career/Technical Ed, The Arts, or World Language (in any combination) | 3 |
Senior Project | .5 |
Electives | 5.5 |

**Total Credits Required for Diploma:** 24

Essential Skills | Demonstrate proficiency in Reading, Writing and Math

Personalized Learning

*Education Plan and Profile | Develop an education plan and build an education profile to guide learning toward a student’s personal, career, and post-high school goals.

*Career-Related Learning Experiences | Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school, relevant to student’s education plan.

*Extended Application | Apply and extend knowledge and skills in new and complex situations related to the student’s personal and career interests and post-high school plans.

1. Four credits of English (shall include the equivalent of one unit in written composition);

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

3. Three credits of science;

4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination);
8. One-half credit of Senior Project; and
9. Five and One-half credits of electives.

The district shall offer students credit options provided the method for obtaining such credit 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 basic diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 26 credits according to the following table which include at least:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Must include one unit in written composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Must be at Algebra 1 or higher</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>1.5*</td>
<td></td>
</tr>
<tr>
<td>Career/Technical Ed, The Arts, or World Language (in any combination)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Senior Project</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required for Diploma: 26

Essential Skills Demonstrate proficiency in Reading, Writing and Math—

Personalized Learning

*Education Plan and Profile—Develop an education plan and build an education profile to guide learning toward a student’s personal, career, and post-high school goals.—

*Career Related Learning Experiences—Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school, relevant to student’s education plan.—

[Date][Initials] Graduation Requirements – IKF-AR 2-8
*Extended Application—— Apply and extend knowledge and skills in new and complex situations related to the student’s personal and career interests and post high school plans.—

* — Individuals may be excused from participation in physical education (PE) for .5 credit of the 1.5 credits required for graduation through the participation in an OSAA-sponsored athletic program or a program of study waiver. Such excused students will be required to substitute the .5 credits with an elective course.

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

Individuals may be excused from participation in physical education for .5 credit of the 1.5 credits required for graduation through the participation in an OSAA-sponsored athletic program or a program of study waiver. Such excused students will be required to substitute the .5 credits with an elective course.

The district shall offer students credit options provided the method for obtaining such credit 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 standard diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

**Honors Diploma**

[Date][Initials]

Graduation Requirements – IKF-AR

3-8
An honors diploma will be awarded to students in grades 9 through 12 who have a weighted GPA of 3.5 or higher at the end of the winter trimester of their senior year and who complete a minimum of 26 credits according to the following table, and have a weighted GPA of 3.5 or higher at the end of winter trimester of their senior year, which include at least:

**Subject Area** | **Credit Requirements** | **Notes**
---|---|---
English | 4 | Must include 3 credits from Honors or AP English classes
Mathematics | 3 | Must end math sequence with Pre-Calculus, Discrete Math, AP Stats or AP Calculus
Science | 3 | Must include Chemistry and 1 credit of Honors or AP science
Social Science | 3 | Must include at least 1.5 credits from any AP social studies classes
Health | 1 | —
PE | 1.5* | —
Career/Technical Ed, The Arts, or World Language (in any combination) | 3.5** | 3 credits from the same World Language, plus .5 credit from Career/Technical Ed or The Arts
Senior Project | .5 | —
Electives | 6.5 | —

**Total Credits Required for Diploma:** 26

**Essential Skills**
- Demonstrate proficiency in Reading, Writing and Math

**Personalized Learning**
- Education Plan and Profile—Develop an education plan and build an education profile to guide learning toward a student’s personal, career, and post-high school goals.
- Career Related Learning Experiences—Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school, relevant to student’s education plan.
- Extended Application—Apply and extend knowledge and skills in new and complex situations related to the student’s personal and career interests and post-high school plans.

* Individuals may be excused from participation in physical education (PE) for .5 credit of the 1.5 credits required for graduation through the participation in an OCHS-sponsored athletic program or a program of study waiver. Such excused students will be required to substitute the .5 credit with an elective course.

** Students who take 2 years of a second language in middle school will need only 2 credits of the same language at the high school level.

1. Four credits of English (shall include the equivalent of one unit in written composition and must include three credits from honors or advanced placement (AP) English classes);

2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I and must end the math sequence with pre-calculus, discrete math, AP statistics or AP calculus);

3. Three credits of science (must include chemistry and one credit of honors or AP science);

4. Three credits of social sciences (including history, civics, geography and economics (including personal finance) and must include at least one and one-half credits from any AP social studies classes);
5. One credit in health education;
6. One credit in physical education;
7. Three and one-half credits in career and technical education, the arts or world language (three credits must be from the same world language);
8. One-half credit of Senior Project; and
9. Six and one-half credits of electives.

Individuals may be excused from participation in physical education for .5 credit of the 1.5 credits required for graduation through the participation in an OCHS-sponsored athletic program or a program of study waiver. Such excused students will be required to substitute the .5 credit with an elective course.

Students who take 2 years of a second language in middle school will need only 2 credits of the same language at the high school level.

The district shall offer students credit options provided the method for obtaining such credit 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 honors diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:
1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

**Advanced Diploma**

An advanced diploma will be awarded to students in grades 9 through 12 who complete the requirements for an honors diploma, as well as complete a minimum of 4 advanced placement courses.

**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 high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

10. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
11. 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:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Career/Technical Ed, The Arts, or World Language (in any combination)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Senior Project</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>11.5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Required for Diploma:** 24

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>***Demonstrate proficiency in Reading, Writing and Math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Learning</td>
<td>Develop an education plan and build an education profile to guide learning toward a student’s personal, career, and post-high school goals.</td>
</tr>
<tr>
<td>Career-Related Learning Experiences</td>
<td>Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school, relevant to student’s education plan.</td>
</tr>
<tr>
<td>Extended Application</td>
<td>Apply and extend knowledge and skills in new and complex situations related to the student’s personal and career interests and post-high school plans.</td>
</tr>
</tbody>
</table>

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

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

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile.
3. Demonstrate extended application through a collection of evidence; and

4. Participate in career-related learning experiences outlined in the education plan.

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

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

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

2. For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her 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 OAKS 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 towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

**Extended Diploma**

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

   a. Two credits of English;
   b. Two credits of math;
   c. Two credits of science;
   d. Three credits of history, geography, economics or civics;
   e. One credit of health;
   f. One credit of physical education; and
g. One credit of the Career Technical Ed., 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; or
   b. A medical condition that creates a barrier to achievement; or
   c. Participation in an alternative assessment beginning no later than grade six and lasting for two or more assessment cycles; or
   d. 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.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Essential Skills Appeal

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

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form¹ and submitting the form to the district.

¹ www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced
Procedure for Credit for Proficiency

The district recognizes that students transfer into the district with transcripts from other schools/programs or documentation and/or evidence from home schooling. All credits earned from other schools/programs will be evaluated to determine several points:

1. Credits that may be transferred into the district;
2. Credits on the transcript that meet the district's requirements for graduation credits;
3. Credits that have been earned in an accredited alternative education program;
4. Evidence from home schooling documentation.

The district recognizes alternative education programs registered and approved by the Oregon Department of Education, provided they comply with all rules and statutes applicable to public schools, as per OAR 581-022-13502505. The district recognizes accreditation of a school or program by the National Association of Schools and Colleges and any of its regional affiliates.

Awarding Of Credits

1. Students transferring from a standard Oregon public school or other state's standard school will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.

2. Students transferring from another district's approved alternative program or a private alternative education program registered with the Oregon Department of Education (ODE) or other state's department of education will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.

3. Students transferring from an accredited private school will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools.

Credits earned for classes of a sectarian nature will not be accepted. Students may be required to submit course descriptions, work samples, or other documentation/evidence as may be deemed necessary, to determine whether a course is primarily sectarian in nature.
4. Students transferring from an alternative program not registered as provided above, from a non-accredited private school or from a home study program under Oregon Revised Statute (ORS) 339.035, will have their academic program evaluated by the district to determine whether the program complies with all rules and statutes applicable to public schools and may receive credit at the discretion of the district, for previously completed course work and attendance by:
   a. Successfully passing an appropriate challenge exam;
   b. Providing portfolio/work sample evidence, which demonstrates equivalent knowledge or skill;
   c. Providing documentation of prior learning activities or experiences appropriate to the course of study.

   Credit approval will be granted only when the student has demonstrated by clear and convincing evidence that he/she has achieved the same level of knowledge or skill as would have been accomplished by successful completion of the district course(s) for which credit has been requested. Evaluation cost may be charged to the student.

5. Students may be required to submit course descriptions, other documentation or evidence as deemed necessary, including hours of instruction, to assist district officials in determining credit and attendance to be accepted.

Validation of Credit

1. The district may, at its discretion, require validation of credit from students transferring from non-accredited schools and non-registered alternative programs, by requiring that the student complete an assessment or provide equivalent portfolio/work sample evidence.

2. The district may conditionally accept credit from students transferring from non-accredited schools and non-registered alternative programs. Students must successfully complete one trimester of classes in the appropriate corresponding subjects prior to credit being granted.

3. Students unable to validate credit by successfully completing appropriate course work at the district, will be scheduled/rescheduled at the appropriate grade/course level and the credit(s) in question denied.

Grade-Level Placement

1. Students will be placed in the grade level or course best suited to their needs, based on the district's evaluation of the student’s transcript and/or other documentation, assessment, portfolio/work sample evidence, etc. as may be required by the district.

2. If the student is unable to provide appropriate documentation, the building principal or designee will make the grade level determination based upon district-administered assessment(s) as deemed appropriate.

Grades/GPA Academic Awards

[Date][Initials]
1. Students transferring from the following programs may receive, subject to meeting the above requirements, the grades/GPA value earned from the student's previous school(s), program(s) for purposes of determining a student's cumulative GPA, academic recognition and awards:
   a. Standard Oregon schools;
   b. Another state's standardized schools;
   c. Another district's approved alternative program;
   d. A private alternative program registered with ODE or another state's department of education;
   e. An accredited private school.

2. The district may include other schools and programs such as non-accredited, non-registered, independent study, foreign study and home-school programs as deemed appropriate. All home school classes, accepted for credit, will be awarded such credit on a pass/fail basis.

Appeals

Transcript evaluation decisions may be appealed to the superintendent.
Animals in District Facilities

Definitions

Domestic Animals–Contained: Animals normally housed in private residences as pets and are normally kept in cages or aquariums; e.g., rabbits, gerbils, birds and fish.

Service Animals\(^1\): Only dogs are recognized as service animals under Titles II and III of the Americans with Disabilities Act (ADA).

Exotic Animals: Animals normally found in the wild but removed to a caged setting, and any animal listed as exotic or endangered by the U.S. Department of Fish and Wildlife; e.g., snakes, spiders and insects.

Farm Animals: Animals normally kept in farm settings; e.g., horses, cows, pigs and sheep.

Lab Animals: Animals normally caged and used in lab setting; e.g., rats, mice and guinea pigs.

Contained: Kept in enclosures such as cages, pens or aquariums.

District Facilities: Includes all buildings, play fields, playgrounds and covered play area and athletic fields.

General Regulations

1. Under ADA, service animals must be harnessed, leashed or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. In that

\(^1\) The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.
case, the individual must maintain control of the animal through voice, signal or other effective controls.

2. Staff, students, parents or community members should not bring their pets to district facilities.

3. All animals are prohibited from being in cafeterias, food service areas or food preparation areas with the exception of service animals. Service animals must have full access to all facilities in conjunction with their partner with a disability.

4. Multipurpose rooms also used as cafeterias may have occasional special exhibits of animals so long as the exhibits are not in conjunction with food service operations.

5. The person who brings an animal to a district facility is responsible for compliance with all state, county or city regulations. These would include, but not be limited to, licensing of dogs and cats and confirmation that licensed domestic animals have appropriate vaccinations.

6. All animals brought to a school facility must be removed each day at the end of the school day unless they are classified as a Domestic Animal--Contained, a Farm Animal or a Lab Animal.

7. The person who brings an animal to a district facility is responsible for the feeding, watering, cleaning and cage cleaning of the animal.

8. No animal shall be left on district premises during vacation periods and other non-school hours without the written approval of the building administrator. Such approval is conditional on a written plan for the care and feeding of the animal.

9. District staff, other than owner, shall not be expected to participate in the maintenance of any animal on campus.

10. Any animal evidencing any aggressive tendencies toward staff, students or visitors shall be removed from the premises immediately and permanently.

11. No animals shall be allowed to roam the grounds of the district property unattended.

12. The principal may schedule educational assemblies that include the showing of animals (e.g., zoo programs). Care should be taken to insure responsibility of the presenter.

Domestic Animals--Uncontained

Staff, students, parents or community members should not generally bring their pets to a district facility. In such special circumstances, the presence of animals may be allowed under the following conditions:

1. Permission of the building administrator must be obtained. Such permission must be based on a clear and stated educational, social or therapeutic purpose. Note: this standard must be significantly higher for middle school and high school situations.

2. The building administrator must determine the suitability of the temperament of the pet to be in the presence of students.

3. The building administrator must determine that the pet is housebroken.
4. The building administrator must determine if there are students who would be adversely affected by the presence of the pet in a classroom area (e.g., allergies, phobias). In the case of self-contained special education classrooms, consideration should be given to the ability of the student(s) to respond appropriately to animals.

5. Under no circumstances are animals to be brought to district facilities simply for the purpose of pet care.

**Domestic Animals--Contained**

1. Permission of the building administrator must be obtained. Such permission must be based on a clear and stated educational purpose.

2. Animals must remain in containment, or be attended when taken out of containment.

**Exotic Animals**

1. Permission of the building administrator must be obtained. Such permission must be based on a clear and stated educational purpose.

2. Exotic animals must remain in containment. The owner is the only person allowed to remove the animal from containment.

3. Students should not be allowed to handle exotic animals without direct supervision of the teacher.

**Farm Animals**

1. Farm animals are only allowed with permission.

2. Students working with farm animals must be given clear instruction in safety practices in handling farm animals.

**Lab Animals**

1. Permission of the principal must be obtained. Such permission must be based on a clear and stated educational purpose.

2. Students participating in lab projects must have permission of the parent/guardian and must be given clear instruction in safety practices in handling lab animals.

**Animals On District Property**

While the procedures noted above apply to animals in our district facilities, we are aware that some members of the community believe they can use district property to walk, exercise and relieve their pets. The district does not have the personnel to enforce a strict “No Animals” policy on our property. This being said, the following principles should apply to the presence of animals on district property:
1. Any animal on district property must be on a leash.

2. The pet owner is responsible for removing any droppings from the pet.

3. The pet owner is responsible and liable for any damage or injury caused by the animal.

Signs to this effect should be posted on all district properties.

Any issue not specifically covered in this administrative regulation should be referred to the executive director of elementary, middle, or high school or to the risk manager for clarification.