

POLICY READINGS
June 11, 2018
2018 POLICY UPDATE

Code	Policy - Administrative Regulation
FIRST READING Section I Instruction Section J Students	
IGBBB	Identification - Talented and Gifted Students among Nontypical Populations**
IGBC	Title IA/Parental and Family Involvement
IGDA	Student Organizations (Version 1)
IGDA	Student Organizations (Version 2)
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IKH	Credit for Proficiency
IL	Assessment Program**
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JHCC	Communicable Diseases
JHCD	Administering Noninjectable Medicines to Students**
JHCDA	Administering Injectable Medicines to Students
SECOND READING, NO ADOPTION (attached)	
None	
ADOPTION (see Agenda Packet)	
None	

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 OAR 581-015-2000.

Oregon City School District

Code: **IGBBB**
Adopted: 1/14/08
Orig. Code(s): IGBBB

D Identification - Talented and Gifted Students among Nontypical Populations**

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

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

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

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

E Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)

Title IA/Parental and Family Involvement

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

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

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

Parental Involvement and Family Engagement Policy

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

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the process of school review and improvement development of support and improvement plans;
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement;
4. Coordination and integration of parental involvement and family engagement strategies with appropriate programs as provided by law;
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA;

6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority are identified;
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy;
8. Involvement of parents are involved in the activities of schools served under Title IA;
9. Parents are involved in decisions regarding how the Title I funds allotted for parent involvement activities are used.

District Title IA Plan

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

The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.

10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

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

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the state's academic content standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student;
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, other Federal, State and local programs, including and public preschool programs and other programs that encourage and support parents in fully participating in the education of their children, to the extent feasible and appropriate;
7. Shall ensure, to the extent possible/practicable, that information related to school and parent programs, meetings and other activities is sent to the homes/parents of participating students in a format and in a language the parents can understand;

- 6.—8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training;
- 7.—9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.
- 8.—10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions);
- 9.—11. May train and support parents to enhance the involvement of other parents;
- 10.—12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation;
- 11.—13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs;
- 12.—14. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities;
- 13.—15. May adopt and implement model approaches to improving parental involvement, such as Even Start, and;
- 14.—16. Shall provide such other reasonable support for parental involvement activities, consistent with title IA requirements, as parents may request—consistent with Title I requirements.

School-Parent Compact

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Oregon City School District

Code: **IGDA**
Adopted: 4/02
Readopted: 7/14/08
Orig. Code(s): 7810

D

Student Organizations (Version 1)

Philosophy

Organized student groups joined together by common interests and purposes related to educational functions of the school are an integral part of the school system. The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related. When such groups are properly organized and guided by school personnel, they make important contributions to the life of the school and the student. All official student organizations must meet the requirements listed below:

Chartering

All organizations that carry out activities within the schools must obtain approval of the building principal and be chartered according to school regulations.

Secret Societies

No secret societies of any kind, including fraternities or sororities shall be permitted in any district school (ORS 339.885). As required by law, the district will regulate such organizations and suspend or expel students who participate in the organization.

Hazing & Initiations

No person in attendance in the district shall conspire to initiate, haze, attempt to haze or engage in hazing, which is the commission of any act that injures, degrades or disgraces, or tends to injure, degrade or disgrace any person attending the school. No person in charge of students or teaching in the district shall permit an act of initiation or hazing or of attempting to haze any person attending the school.

Initiations

Initiations shall be limited to those activities that promote better citizenship and leadership for the schools.

Non-Curricular Clubs

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

Legal Reference(s):

[ORS 339.880](#)

[ORS 339.885](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).

Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).

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

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Oregon School Boards Association Selected Sample Policy

Code: **IGDA**
Adopted:

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Student Organizations (Version 2 - Allows Limited Open Forum)

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

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

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

END OF POLICY

Legal Reference(s):

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

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

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2017).

Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).

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

Oregon City School District

Code: **IGDF**
Adopted: 8/93
Readopted: 2/11/08
Orig. Code(s): 7840

Student Fund-Raising Activities

(Is this current?)

General Rules for Student Fundraising

Fundraising activities shall be conducted under the supervision of the principal and, under certain conditions as outlined in accompanying regulations, the district fundraising council. All fundraising activities shall conform to the following:

Each fundraising activity must have the prior approval of the principal. In addition, secondary school fundraising activities must have the approval of the fundraising council and be placed on the yearly schedule of fundraising activities.

Funds may not be raised for any purpose or activity contrary to Board policy.

In addition, fundraising activities for out-of-state travel must have the prior approval of the Board, upon recommendation of the superintendent.

Funds raised through drives shall be used for school-related activities.

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

END OF POLICY

Legal Reference(s):

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

[OAR 137-025-0020 to -0530](#)
[OAR 581-022-1660\(2\)](#)

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

HR4/28/16 | PH

Oregon City School District

Code: **IGDJ**
Adopted: 4/02
Readopted: 1/14/08
Orig. Code(s): 7821

District-Sanctioned Student Activities

(Is this current? Do you have OSAA activities that are not funded by the district?)

District-sanctioned student activities and athletics are those approved by the district but not funded by the district. All such activities and athletics which are recognized by Oregon School Activities Association (OSAA) must follow OSAA rules and regulations, and all students engaged in those activities and athletics are governed by those rules and regulations, as well as by the district policies, regulations, and code of conduct.

Students participating in activities and athletics not recognized by OSAA are governed by the district policies, regulations, code of conduct and individual building criteria.

Eligibility for district-sanctioned activities is the same as district-sponsored activities and outlined administrative regulations.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

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

[OAR 581-021-0045 to -0049](#)

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

OR. SCH. ACTIVITIES ASS'N, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

2/10/04 | NC

Academic Achievement**

The Board feels it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward becoming proficient in mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative public educational or public school options.

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

1. Parents and students will be informed at least annually, of their student's progress to meet or exceed grade level academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a on the continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;

6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[ORS 343.295](#)

[OAR 581-021-0022](#)

[OAR 581-022-1660](#)

[OAR 581-022-1670](#)

Oregon City School District

Code: **IKB**
Adopted: 9/02
Readopted: 1/14/08
Orig. Code(s): 7740

Homework

(Is this current? If not, delete.)

Homework shall be assigned in order to develop students' skills in independent study and learning and to provide for greater opportunities for learning ~~include~~: the term "homework" refers to an assignment to be prepared outside of class or during a period of supervised study in class. The purposes of homework are to improve the learning processes, to aid in the mastery of skills and to create and to stimulate interest on the part of the student.

Reasons for assigning homework

1. To expand and/or enrich regular classwork.
2. To increase learning time.
3. To complete work started in class.
4. To give additional practice and application to strengthen learning.
5. To make up work missed due to absence.
6. To encourage student responsibility for their own learning.
7. To make parents aware of student learning.
8. To provide an opportunity to pursue special interest or ability areas.
9. To prepare student for classwork.
10. To build interest in reading and learning.
11. To establish independent study areas.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-1670](#)

4/29/97 | NC

Oregon City School District

Code: **IKH**
Adopted: 12/04
Revised/Readopted: 1/14/08; 7/20/15
Orig. Code(s): 7132

Credit for Proficiency

The district recognizes the importance of transcript evaluation to determine the value of credits earned, number of years of school attendance and placement for students transferring to district schools from other public, private or alternative schools. Those who have been receiving home school instruction shall, for evaluation purposes, provide other documentation for evidence. *(This is not related to credit for proficiency.)*

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

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

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

Transfer credits and attendance may be accepted or rejected at the discretion of the district consistent with Oregon Administrative Rules. Validation of credit may be required.

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

END OF POLICY

Legal Reference(s):

[ORS 329.885](#)
[ORS 332.107](#)
[ORS 336.615 to -336.665](#)
2/26/15 | RS

[OAR 581-022-0102](#)
[OAR 581-022-1130](#)
[OAR 581-022-1131](#)

[OAR 581-022-1140](#)
[OAR 581-022-1350](#)
[OAR 581-023-0008](#)

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules (~~OAR~~ 581-022-0606, 581-022-1210 and 581-022-1670). Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

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

Accordingly, the district shall maintain the following assessment program:

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

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

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

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

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

A student may opt-out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices¹ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

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

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

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.870](#)

[OAR 581-021-0030](#)
[OAR 581-022-0606](#)
[OAR 581-022-0610](#)
[OAR 581-022-0612](#)
[OAR 581-022-0615](#)
[OAR 581-022-1140](#)

[OAR 581-022-1210](#)
[OAR 581-022-1510](#)
[OAR 581-022-1670](#)
[OAR 581-022-1910](#)
[HB 2655 \(2015\)](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

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

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

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 23, 2015.

HR1/14/16 | PH

¹Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. ~~The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.~~

Oregon School Boards Association
Selected Sample Policy

Code: **INI**
Adopted:

P

Animal Dissection

District students in grades K through 12 may refuse to dissect any vertebrate or invertebrate animal. In addition, the student's parents may refuse to allow the student to dissect the animal.

The district shall allow the student to participate in an alternative dissection exercise to demonstrate competency in the coursework. This exercise may include videos, DVDs, CD-Roms, films, computer programs, models, books, clay modeling or transparencies.

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise.

The district shall notify students who have dissection as part of their coursework and the parents of those students about the provisions of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)

Oregon School Boards Association Selected Sample Policy

Code: **JFCEB**
Adopted:

P

Personal Electronic Devices and Social Media** (Version 1) (Student may possess a personal electronic device)

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.¹

[As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.]

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

¹The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

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Oregon City School District

Code: **JFCH**
Adopted: 4/14/08
Orig. Code(s): JFCH

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Alcohol

Consumption, possession or sale of any alcoholic beverage on or about the school premises or at any school-sponsored activity is prohibited.

Violation of this policy may result in suspension or expulsion. Violations occurring at times other than during school hours or school activities on school property may be referred to the proper law enforcement agencies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.067](#)
[ORS 336.222](#)
[ORS 336.227](#)
[ORS 339.240](#)

[ORS 339.250](#)
[OAR 581-021-0050 to -0075](#)
[OAR 581-021-0110](#)
[OAR 581-022-0413](#)
[OAR 581-053-0230\(9\)\(t\)](#)

[OAR 581-053-0330\(1\)\(n\),\(o\)](#)
[OAR 581-053-0430\(13\),\(14\)](#)
[OAR 581-053-0531\(12\),\(13\)](#)
[OAR 581-053-0630](#)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

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Weapons in the Schools

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization ~~approved by the State Board of Education (i.e., Oregon School Activities Association).~~

For purposes of this policy, and as defined by state and federal law, “**weapon**” includes:

1. “Dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. “Deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. “Firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any destructive device;
4. “Destructive device” means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and

at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students found to have brought, possessed, concealed or used a firearm in violation of this policy or state law shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify the expulsion requirement. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA - Discipline of Students with Disabilities, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.

The district may post a notice at any site or premise off district grounds, that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)

[ORS 166.210 to -166.370](#)

[ORS 166.382](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.315](#)

[ORS 339.327](#)

[ORS 809.135](#)

[ORS 809.260](#)

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

[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)

[OAR 581-053-0330\(1\)\(r\)](#)

[OAR 581-053-0430\(17\)](#)

[OAR 581-053-0531\(16\)](#)

[OAR 581-053-0630](#)

[Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921\(a\)\(25\)-\(26\), 922\(q\) \(2006\).](#)

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

[Youth Handgun Safety Act, 18 U.S.C. §§ 922\(x\), 924\(a\)\(6\) \(2006\).](#)

[Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 \(2006\).](#)

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of physical restraint and/or seclusion as an intervention with district students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.
3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. Mechanical restraint does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee or volunteer as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must ~~allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets~~ meet the standards as outlined in **Oregon Administrative Rule (OAR) 581-021-0568**.

The district shall utilize the Crisis Prevention Institute (CPI) training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum :

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district’s main office and on the district’s website.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR- Public Complaints Procedure. The complaint procedure is available at the district’s administrative office and is available on the home page of the district’s website.

A complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a final decision by the Board to the Deputy Superintendent of Public Instruction as provided in OAR 581-002-0040.[This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0559](#)

[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)

Oregon City School District

Code: **JHCA/JHCB**
Adopted: 3/10/08
Revised/Readopted: 3/10/14
Orig. Code(s): JHCA/JHCB

Immunization, Physical Examinations and Vision Screen/Eye Examination**

Immunization

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the district. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization or a religious, philosophical beliefs and/or medical exemption.¹

Physical Examination

The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their students in the district and when registering them for seventh grade.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination² form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

All students who continue to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

The parents or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. ~~The student has received a~~ vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

¹Documentation requirements for exemptions are outlined in ORS 433.267.

²Form available at www.osaa.org.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parents or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. The cost of obtaining the dental screening is too high;
 - b. The student does not have access to an approved screener;
 - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.211](#)

[ORS 336.213](#)

[ORS 336.479](#)

[ORS 433.235 to -433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 to -0120](#)

[OAR 581-021-0017](#)

[OAR 581-021-0031](#)

[OAR 581-021-0041](#)

[OAR 581-022-0705](#)

[OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.](#)

6/30/16 | RS

Oregon City School District

Code: **JHCC**
Adopted: 3/89
Readopted: 3/10/08
Orig. Code(s): 5313

Communicable Diseases - Student

The district shall ~~comply with state law and rules and state and local health authorities' guidelines regarding communicable diseases~~ provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

The superintendent will develop administrative regulations as ~~needed~~ necessary to implement this policy to reduce the risk of contagion in the school setting.

~~The administrative regulation developed shall address specifically the emergency plan criteria outlined in Board policy JHCC/GBEB-AR – Communicable Diseases for pandemic flu or other contagion outbreak.~~

END OF POLICY

Legal Reference(s):

[ORS 431.035 to -431.530](#)
[ORS 433.255](#)
[ORS 433.260](#)

[OAR 333-019-0010\(5\)](#)
[OAR 437-002-0360](#)

[OAR 581-022-0705](#)

D

Administering Noninjectable Medicines to Students**

The district recognizes that administering of medications to students and self-medication may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, students may be permitted to take non-injectable prescription medication at school, on a temporary or regular basis.

When directed by a physician or other licensed health care professional, students grades K-12 will be allowed to self administer medication. A medical protocol regarding each student who self administers medication will be developed, signed by a physician or other licensed health care professional and parent and kept on file. Permission for self administered medication may be revoked at any time if the student violates policy or medical protocol.

All requests for the district to administer medication to a student shall be made by the parent or guardian in writing. Requests shall include the written instructions of the physician for the administration of a prescription medication to a student or the written instructions of the parent or guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions. The district will not receive or administer expired medications. The district will return expired medications to parents.

The district shall designate staff authorized to administer medication to students. Training shall be provided as required by law.

The district reserves the right to reject a request to administer prescription or nonprescription medication when such medication is not necessary for the student to remain in school.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent or designee shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. Regulations will include provisions for student self-medication.

E

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)

[OAR 581-021-0037](#)
[OAR 581-022-0705](#)

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D Administering Injectable Medicines to Students

The district recognizes a need to ensure the health and well-being of students who require regular injections of medication as a result of experiencing an allergic reaction or have a need to manage hypoglycemia, asthma or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).

When directed by a physician or other qualified health care professional students in grades K-12 will be allowed to self administer medication. A medical protocol regarding each student who self administers injectable medication will be developed, signed by a physician or other licensed health care professional and parent and kept on file. Permission for self administered medication may be revoked if the student violates policy or medical protocol.

All requests for the district to administer injectable medication to a student shall be made by the parent in writing. Requests shall be accompanied by the physician's order for administering epinephrine and glucagon or other medication as allowed by law. A prescription label will be deemed sufficient to meet the requirements for a physician's order for the epinephrine, glucagon or other medication. A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine be kept at a reasonable, secured location in the student's classroom.

The district shall designate staff authorized to administer epinephrine and glucagon or other medication as allowed under Oregon law. Training for certification shall be provided as required by law in accordance with approved protocols as established by the Oregon Health Division. Staff designated to receive training shall also receive blood borne pathogens training. A current CPR card will also be required.

Injectable medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable/injectable medicines to students including procedures for the disposal of sharps and glass.

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)
[ORS 475.005 to -475.285](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 to -0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

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