

Agenda

Wednesday, August 13, 2025 7:00 PM

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

1. **Call To Order**

2. **Pledge of Allegiance**

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

4. **SUPERINTENDENT REPORT**

5. **Directors Report**

6. **ITEMS OF DISCUSSION**

6.A. Executive Order 2509 Personal Electronic
Devices K12 Schools

6.B. Student Handbook Updates

7. **ADOPTION OF CONSENT AGENDA**

7.A. Financial Statement

7.B. Minutes

7.B.1. Executive Session July 9, 2025

7.B.2. Regular Session July 9, 2025

7.B.3. Executive Session July 23, 2025

7.B.4. Special Session July 23, 2025

7.C. Ratify OSEA Contract 2025-2028

7.D. Personnel

7.D.1. Approve employment for Joel Dowdy, WMS
Math Teacher effective August 18, 2025.

7.D.2. Approve employment for Kenadi Murphey,
BES 1st Grade Teacher effective August 18, 2025.

7.E. Recommended Inter-District Student Transfers
for 2025-26 School Year

7.F. Donation

7.F.1. Thank you to Wildlife Safari from WDS
for Drive-thru and Giraffe Feeding Experience for
ESY Students, approximate value \$1000.00.

7.G. Adoption of Consent Agenda Motion

8. **ACTION ITEMS**

8.A. District Equity Committee (D.E.C.)

9. **COMMUNICATIONS**

10. **FOR THE GOOD OF THE ORDER**

11. **ADJOURNMENT**

12. **UPCOMING**

12.A. Regular Session at WDSB District Office
Board Room on September 8, 2025 at 7:00 pm.

Fostering Student Learning, Well-Being, and Belonging

Guidance for Personal Electronic Device
Policies *in accordance with Executive Order
25-09*

Updated: August 1, 2025



Revised July 2, 2025

A Statewide Commitment to Distraction-Free Learning

In July 2025, Governor Tina Kotek released [Executive Order No. 25-09](#) which requires that all Oregon school districts have a **policy in place that restricts** the use of **personal electronic devices** from the **start of regular instructional hours to the end of regular instructional hours**. School districts are required to adopt a policy no later than **October 31, 2025**, with full implementation in effect no later than **January 1, 2026**.

"Personal Electronic Device" (PED) means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

In accordance with the Executive Order, school district policies **must** (at a minimum):

1. Provide clarity on how devices will be stored during the school day;
2. Provide direction to school personnel regarding actions that may be taken when a student violates requirements wherein allowed actions may not authorize or otherwise result in students losing instructional time, which includes suspension or expulsion.

Policies **must** provide for the use of Personal Electronic Device by a student when the use complies with the terms of:

- Student's medical provider's order for the care and treatment of a medical condition;
- Student's IEP or 504 Plan;
- A written exemption provided for students, based on guidelines adopted by the school district to allow school building administrators to accommodate individual circumstances or to further specific educational outcomes.

Adopted Personal Electronic Device policies **must** be posted on the school district website and be made available to school district personnel, students, parents and guardians, partners who are in the school building during the school day, and the Oregon Department of Education.

Additionally, the policy **may** exclude time when students are not on school grounds and are not under the supervision of school personnel other than a school bus driver.

Guiding Principles for Restricting the Use of Personal Electronic Devices in Schools

The Oregon Department of Education recognizes that personal electronic devices can provide important benefits to students. Transitioning to environments without cell phones can be challenging for students, families, and staff, so this process should be approached with careful planning and thoughtful implementation. To be successful, any personal electronic device policy must prioritize and respect the needs and well-being of all students.

Oregon’s Goal for Restricting the Use of Personal Electronic Devices in Schools: Improve academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their well-being, focus, and ability to thrive academically and personally.

Guiding Principles for Personal Electronic Device Use

The following principles serve as a foundation to ensure that electronic device use enhances learning, protects student well-being, and respects the diverse needs of our school communities. By adhering to these core values, districts can create consistent, thoughtful approaches that foster safe, focused, and inclusive distraction-free learning environments.

- **Human brains are naturally wired for connection, communication, and learning—processes that are amplified through real, relational interactions.**¹ Schools provide a critical space where students build both cognitive and social skills through face-to-face engagement with peers and teachers. While digital tools can complement learning, overreliance on screens can interfere with these connections, leading to reduced social interaction and a greater sense of isolation.²
- **Student mental health and safety must be central to decisions about the use of technology in schools.** Research shows that excessive screen time—especially involving social media—can contribute to anxiety, depression, and other mental health challenges. Limiting access to personal electronic devices during the school day can help reduce these risks, promote face-to-face interaction, and ease the pressures of constant online engagement.³
- **A focused, distraction-free environment is essential for students to thrive in school.** Personal electronic devices in the classroom can interrupt concentration, limit engagement, and hinder deep learning.⁴ To support students' ability to think critically and stay present, schools must create conditions that minimize distractions and promote sustained attention.

¹ Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. Retrieved from: <https://www.openground.com.au/assets/Documents-Openground/Articles/c96e82dc74/siegel-interpersonalneurobiology.pdf>

² Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity. Retrieved from: <https://www.journals.uchicago.edu/doi/full/10.1086/691462>

³ Smartphones, social media use and youth mental health. Retrieved from: <https://www.cmaj.ca/content/192/6/E136.short>

⁴ Mobile phones: The effect of its presence on learning and memory. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7425970/>

Why This Policy Matters

Personal electronic devices are a regular part of students' lives, but their use during the school day has raised significant concerns. Research shows that constant access to PEDs and social media can lead to reduced focus, increased anxiety and depression, and weakened peer connections. This section summarizes key findings on how device use affects student mental health, relationships, and academic engagement. By grounding policies in this evidence, schools can foster more supportive, connected, and focused learning environments where all students can thrive.

Personal Electronic Device Use and Student Well-Being

Teachers across the country are raising concerns about the disruptive impact of cell phones and other Personal Electronic Devices (PEDs) on student learning and mental health.⁵ National organizations like the [American Medical Association](#) and the [American Academy of Child & Adolescent Psychiatry](#) recommend limiting screen time for children and teens to support healthier physical and mental development, as well as overall well-being. Excessive phone and social media use has been linked to higher rates of anxiety, depression, and reduced attention spans, along with a sense of distress when students are separated from their devices, even briefly.^{6,7}

Social media, which accounts for a substantial percentage of PED usage in and out of schools, has been shown to contribute significantly to these effects on adolescents.^{8,9} According to the 2022 [Oregon Student Health Survey](#), 10 percent of students reported being monitored, shamed, or embarrassed through the misuse of their privately shared content on social media. Rates were highest among girls, nonbinary students, and transgender students. Social media can also expose young people to sexually explicit material, discriminatory or hate speech, violent imagery, and messages that promote unhealthy or abusive relationships. A [Common Sense](#) study from 2024 found that 54 percent of students had engaged with sexually explicit material by age 13, with most of that exposure occurring unintentionally. Additionally, students may be exposed to inappropriate contact between adults and children on social media, including "sextortion,"¹⁰ trafficking, and other forms of exploitation.

The widespread use of PEDs and social media can increase students' exposure to [cyberbullying](#), harassment, and other harmful online interactions. These experiences can have a serious impact on students' mental and

⁵ NEA's 2024 report: <https://www.nea.org/sites/default/files/2024-06/nea-member-polling-on-social-media-personal-devices-and-mental-health-june-20-2024.pdf>

⁶ Impact of Problematic Smartphone Use on Mental Health of Adolescent Students: Association with Mood, Symptoms of Depression, and Physical Activity. Requested and retrieved from: <https://bit.ly/4drVinF>

⁷ Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. Retrieved from: <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2749480>

⁸ The associations between screen time and mental health in adolescents: a systematic review. Retrieved from: <https://bmcpyschology.biomedcentral.com/articles/10.1186/s40359-023-01166-7>

⁹ Screen time and depression risk: A meta-analysis of cohort studies. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9815119/>

¹⁰ For more on the meaning and impacts of sextortion, please see: <https://www.dhs.gov/hsi/ops-and-initiatives/sextortion>

physical well-being, as well as their academic performance. The constant connectivity enabled by personal electronic devices can make it difficult for students to disengage from negative online experiences, often leading to elevated psychological stress and distress.¹¹

Given the growing body of evidence and the concerns raised by educators and health professionals alike, the unregulated use of personal electronic devices during the school day can help to increase risks to students' well-being and their ability to learn. Establishing clear, consistent policies that limit device use in schools is a critical step toward creating safer, more focused, and more supportive learning environments. By prioritizing students' mental health and reducing distractions, schools can better ensure that all students are positioned to thrive both academically and personally.

Personal Electronic Devices and The Impact on Learning

Effective learning happens when students are fully engaged with meaningful content, connected to their teachers and peers, and feel a strong sense of belonging. However, research shows that the use of PEDs during instructional time can disrupt students' concentration,¹² leading to decreased academic performance^{13,14} and increased behavioral challenges.^{15,16}

Many apps are intentionally designed to capture and hold users' attention for long periods. Studies suggest that excessive device use may affect adolescent brain development in ways similar to addictions such as substance abuse or gambling.¹⁷ This raises concerns about the long-term impact on students' ability to focus and regulate their attention which can disrupt their ability to learn.

Many Oregon districts have already moved towards developing policies that restrict personal electronic devices (PEDs) during the school day, and many have found that limiting their use during the school day supports student focus, well-being, and meaningful engagement. These policies are not about restricting technology, but about creating environments where students can concentrate, feel connected, and thrive both academically and personally.

¹¹ Social Media Use and Cyber-Bullying: A Cross-National Analysis of Young People in 42 Countries. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/32446603/>

¹² Dividing attention in the classroom reduces exam performance. Retrieved from: <https://leupen.umbc.edu/wpcontent/uploads/sites/548/2018/10/Dividing-attention-in-the-classroom-reduces-exam-performance.pdf>

¹³ Ill Communication: Technology, distraction & student performance. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136?via%3Dihub>

¹⁴ PISA 2022 Results: The State of Learning and Equity in Education, Volume I. Retrieved from:

https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-i_76772a36/53f23881-en.pdf

¹⁵ Excessive Smartphone Use Is Associated With Health Problems in Adolescents and Young Adults. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8204720/>

¹⁶ Smartphone Use Linked to Behavioral Problems in Kids. Retrieved from: <https://www.aau.edu/researchscholarship/featured-research-topics/smartphone-use-linked-behavioral-problems-kids>

¹⁷ Social Media and Youth Mental Health The U.S. Surgeon General's Advisory. Retrieved from: <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

Policy Considerations and Recommendations for Policy Development for Personal Electronic Devices

As schools and districts work to align with the statewide guidance on restricting PED use during the school day, there are a variety of approaches they can take to address the challenges these devices present in the school environment. A strong first step is to engage school staff, students and families, in meaningful conversations about policy development, ensuring community input helps shape local implementation. Schools can establish clear, consistent expectations about when and where personal electronic devices may be used, and how misuse will be addressed. Regular communication and reinforcement of these expectations with both staff and students can help build a shared understanding and foster a positive school culture that supports focused learning and reduces distractions.

Key Policy Considerations

The following are key considerations when developing PED policies to ensure alignment and compliance with statewide policies.

Establish Clear Guidelines for Device Storage

- Define where and how students are expected to store personal electronic devices during the school day (e.g., off and away for the day in backpacks, stored in lockers, secured in locked cell phone pouches, placed in designated classroom storage, or located in the school office).
 - If personal electronic devices are stored in a shared/public location, ensure that they are stored in a secure manner.
- Ensure consistency in storage expectations across grade levels and classrooms, while allowing flexibility for age-appropriate implementation.
- Communicate storage procedures clearly to students, families, and staff, and include visual or multilingual materials as needed. Ensure school staff are able to support storage implementation.
- Evaluate policy and implementation efforts to determine if course corrections or revisions are necessary.

Clarify Allowable Use Based on Individual Needs

- Allow students to use personal electronic devices when such use is explicitly required by:
 - A licensed medical provider's written order for the care and treatment of a medical condition.
 - A student's Individualized Education Program (IEP) or 504 Plan.
 - A written exemption granted under district guidelines by a school administrator based on individual circumstances or to support specific educational outcomes.
- Ensure staff understand how to verify and honor these accommodations without stigma or confusion.

Define the Scope and Limits of the Policy's Applicability

- Clarify that the policy developed by districts may **allow exceptions for times when students are off campus** and not being supervised by school staff, other than a bus driver. For example, district policy may exclude lunch time for schools where students are allowed to travel off campus. Another example is when students are riding a bus without any school staff on board besides the driver. In these situations, school policy must allow students to use cell phones and other personal electronic devices, since it would be unsafe for the driver to monitor device use while operating the vehicle.
- Clearly communicate when and where the policy is and is not enforceable, potentially including during field trips, extracurricular activities, or while traveling to and from school.
- Ensure all partners—school staff, students, families and caregivers, school partners and transportation providers—understand the boundaries of the policy's reach. Plan for regular communication of policy reach and implementation.

Provide Clear Direction for Addressing Policy Violations

- Outline a clear and consistent district or school wide approach to responding to student misuse of personal electronic devices. Successful and consistent implementation across a school community will benefit from staff modeling limited personal PED use during instructional time. While not required by EO 25-09, encouraging staff to follow similar expectations can help build school-wide buy-in and reinforce the learning environment the policy aims to support.
- Emphasize restorative and instructional responses over punitive actions.
- Do not permit responses that remove students from instructional time, including suspension, expulsion, or classroom exclusion for personal device violations. *This restriction is not intended to include the short time it might take to have a conversation of redirection either with the teacher or with administrators outside the classroom.*
- Include examples of allowed responses, such as verbal redirection, family / caregiver contact, or opportunities for student reflection and reteaching of expectations.
- Plan regular and ongoing training opportunities for all school staff for PED policy and addressing student policy violations.

Ensure Accessibility and Transparency of the Policy

- Post the personal electronic device policy on the school district's website.
- Make the policy easily accessible and understandable for:
 - School district personnel
 - Students
 - Parents and caregivers
 - School-based partners or visitors present during the school day

- Translate and format the policy to meet the language and accessibility needs of your school community.

Creating an Effective Policy for Personal Electronic Device Use

Creating an effective policy for PED use requires thoughtful planning, inclusive engagement, and a strong focus on student well-being and learning. Policies are most successful when they are co-developed with those who will be impacted by them—students, families, educators, and community members. This section outlines a step-by-step approach to designing, implementing, and continuously refining a policy that is equitable, practical, and aligned with statewide expectations. Using guiding questions and actionable tasks, district and school leaders can ensure that policies are clear, inclusive, and responsive to the unique needs of their communities.

Needs Assessment & Community Engagement

Guiding Questions:

- What are the current challenges related to personal electronic devices in our schools?
- Who are the key partners that need to be engaged early in the policy process?
- How do we ensure community voice—especially from students and families—is reflected in policy decisions?
- How can we effectively use community engagement tools and the spectrum of engagement to ensure meaningful participation from all stakeholders, especially students and families?

Needs Assessment & Community Engagement Key Tasks:

- ❑ Engage students, families, staff, school site councils, and labor associations in early input sessions in alignment with the Governor Office's Executive Order.
- ❑ Utilize [ODE's Community Engagement Toolkit](#) to plan and evaluate outreach efforts, ensuring diverse voices are actively involved in policy development and decision-making processes with the Governor's Executive Order.
- ❑ Use surveys, focus groups, and existing advisory groups (e.g., student councils) to identify concerns and priorities.
- ❑ Assess communication needs: Can classrooms communicate with the front office without relying on personal devices (e.g., landlines, intercoms, or radios)?
- ❑ Consider cultural and linguistic needs—ensure input is accessible across communities and languages.

Policy Development and Iteration

Guiding Questions:

- How can we design a policy that is equitable, consistent, and realistic to implement?
- How will we communicate rules and expectations clearly across schools?
- How does the policy align with other existing school rules and state requirements?
- How does the policy accommodate the unique needs of multilingual learners, students with IEPs, and those with 504 plans?
- Are the policy communications and materials accessible and understandable to families and students from diverse linguistic backgrounds?
- What provisions are included to ensure equitable access to devices or alternative supports for students with disabilities?
- How will individualized accommodations be identified, documented, and implemented consistently?
- How are school staff trained and supported to understand and apply the policy with sensitivity?
- Does new policy include a clear and transparent communications plan in the case of school emergencies?

Policy Development and Iteration Key Tasks:

- Co-create the policy with input from staff, students, and community members.
- Ensure that policies do not stigmatize or disadvantage those without cell phones and other mobile devices.
- Design clear rules that integrate into the student code of conduct or behavior management systems.
- Clarify how the policy aligns with existing personal property liability guidelines regarding theft, loss, or damage.
- Translate and visually represent policy guidelines in students' and families' primary languages.
- Review Individualized Education Programs (IEPs) and 504 plans to identify any necessary device usage accommodations or exemptions.
- Collaborate with special education and English Learner (EL) specialists to develop guidelines that address the needs of these student groups.
- Translate policy documents and communications into families' primary languages and use clear, accessible language.
- Provide multilingual support and interpretation during policy development discussions and community engagement efforts.
- Ensure alternative learning supports or device access are in place for students who cannot use personal devices per policy restrictions.
- Train educators and staff on applying the policy in ways that respect students' linguistic and accessibility needs, avoiding stigmatization.
- School leaders should also include plans for a unified, redundant and practiced response for direct emergency communications in the new policy. This should include website communication, cell phone app notifications and direct phone communication as applicable.¹⁸

Policy Implementation

Guiding Questions:

- How will we regularly educate and prepare staff, students, and caregivers for the new policy?
- How will we ensure that enforcement is fair, consistent, and non-exclusionary?
- How do we build student voice, agency, and understanding into implementation?

¹⁸ The Role of Technology in Improving K–12 School Safety. Retrieved from:
https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

Policy Implementation Key Tasks:

- Provide ongoing professional development for staff on implementation, equity, and alternatives to exclusionary discipline.
- Communicate regularly with students and families using multiple formats and languages.
- Integrate the policy into digital citizenship, media literacy, and SEL instruction. Use free resources such as:
 - [Common Sense Media's Digital Citizenship Lessons](#)
 - [Digital Well-Being Lessons](#)
 - [SEL in Digital Life Resource Center](#)
- Incorporate [Transformative Social Emotional Learning \(TSEL\)](#) to build student agency and belonging.
- Encourage staff to model expected behavior and reduce their own use of personal devices during instructional time.
- Ensure staff have access to alternative communication tools (e.g., school apps, landlines, radios) during the school day.
- Support classroom educators by ensuring that policy implementation is a shared responsibility across the entire school community. Design enforcement strategies that avoid suspension or other exclusionary discipline practices. Refer to [Oregon Department of Education's guidance](#) on positive behavioral interventions and alternatives.

Continuous Improvement

Guiding Questions:

- How will we know if the policy is working as intended?
- How can we regularly refine the policy based on partner feedback?
- What mechanisms will we use to track implementation, equity, and effectiveness?

Continuous Improvement Key Tasks:

- Build review checkpoints into the school year (e.g., quarterly reflections or annual evaluations).
- Gather regular feedback from staff, students, families, and community groups using [continuous improvement cycles](#).
- Use existing structures like student leadership groups or school site councils to collect and review feedback.
- Make adjustments based on data and lived experience, keeping community members informed about changes.
- Communicate progress and policy changes clearly, consistently, and in families' preferred languages.

Strong personal electronic device policies are not static documents—they are living agreements that must evolve alongside the communities they serve. When developed collaboratively and implemented with care, these policies can create learning environments that are more focused, connected, and supportive of student

well-being. By centering equity, student voice, and continuous improvement, districts can build policies that not only reduce distraction but also foster a stronger sense of belonging and engagement for every learner.

Charting a Path Forward

Aligning local policies with Oregon’s statewide guidance on personal electronic device use is essential to creating safe, equitable, and distraction-free learning environments where all students can thrive academically, socially, and emotionally. The requirements laid out in Governor Kotek’s Executive Order reflect a commitment to supporting student well-being by addressing the complex challenges posed by personal electronic devices while honoring the diverse needs of students, families, and educators.

The research is clear: limiting device use during instructional time promotes engagement, reduces disruptions, and helps protect students’ mental health. Thoughtful policy development and implementation will foster positive school climates that empower students to focus, connect, and succeed.

ODE staff are here to support districts and schools every step of the way. We welcome your questions and stand ready to provide technical assistance to ensure your local policies align with statewide goals and best practices. To help you in this effort, we will continue to update our website with new resources, including detailed guidance documents, webinars, and tools designed to assist in policy planning, implementation, and continuous improvement.

Together, we can build learning environments that prioritize student well-being and academic success, ensuring every student has the opportunity to reach their full potential.

Resource and Support Information

- Several Oregon school districts have personal electronic device policies in place. The Oregon Department of Education is working to identify sample policies to support the development of policies aligned with Governor Kotek’s Executive Order.
- ODE is continuing to update their website with resources to support policy development. Please continue to check back for more: [Guidance for School Cell Phone Policies](#).
- If you have questions, please reach out to ode.mobiledevices@ode.oregon.gov.

Appendix I. Considerations for When and How to Allow for Cell Phone Use

In accordance with Governor Kotek’s Executive Order, policies must provide for the use of a personal electronic device by a student when the use complies with one of the following:

- The student’s licensed medical provider’s order for the care and treatment of a medical condition;
- (2) The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; or
- (3) written exemption provided for the student based on guidelines adopted by the school district to allow school building administrators to accommodate the individual circumstances of a student or to further specific educational outcomes for a student.

Health-Related Considerations

As school districts work to develop and/or revise cell phone and mobile device policies, school leaders should consider the health-related needs and overall well-being of their students. For example, students managing chronic health conditions, such as diabetes or severe allergies, may need to rely on mobile apps on their personal electronic devices to monitor their health in real time. Some students may also have sensory needs or preferences where mobile devices and headphones can help them self-regulate by keeping external stimuli at lower levels. Additionally, students with anxiety or other mental health challenges may benefit from access to calming or grounding apps, soothing music, or the ability to communicate with parents, families, or other trusted adults during stressful moments. IEP and 504 teams should determine where exceptions to a cell phone policy may be warranted to meet specific student health needs and ensure appropriate accommodations are included in the student’s IEP or 504 plan. These health-related considerations should also be taken into consideration when districts are developing individual circumstance exemptions for their PED policies under the new executive order.

Accessibility and Assistive Technology

Assistive technologies such as speech-to-text, screen readers, and other features available on cell phones can enable students experiencing disabilities to participate more fully in classroom activities, fostering an inclusive learning environment, though many of these same functions may be available on district-managed devices. Cell phones can also offer critical language accessibility for multilingual students, especially those who may be new to their school, by providing quick access to translation tools that help bridge language barriers and facilitate smoother communication. For more on accessibility for Oregon schools, see the 2024-25 accessibility manual. Additionally, artificial intelligence tools like chatbots and generative AI apps (e.g. ChatGPT, Google Gemini) represent a new sector of digital learning. These tools, many of which are accessible on cell phones, may help teachers provide more opportunities for accessibility and differentiation. IEP and 504 teams should

determine where exceptions to a cell phone policy may be warranted to meet specific student needs and ensure appropriate accommodations are included in the student’s IEP or 504 plan. For more information and guidance on generative artificial intelligence, please refer to ODE’s Digital Learning page.

Appendix II. Addressing Frequently Expressed Concerns about Cell Phone and Mobile Device Policies

To ensure positive communications and interactions which prioritize safety and student well-being, school leaders developing cell phone policies should proactively think about addressing concerns that may be frequently expressed by students, families, and caregivers.

Emergency Communications

Oregon Department of Education’s [School Safety and Emergency Management](#) (SSEM) program is designed to support the development and implementation of emergency operations plans (EOPs) in schools across the state to help improve the safety and security for all students and staff. [Oregon Revised Statute 336.071](#) and [Oregon Administrative Rule 581-022-2225](#) require schools to instruct and drill students on emergency procedures and maintain a comprehensive safety program that includes plans for responding to emergencies. ODE has resources to aid districts in developing, implementing, and maintaining [High-Quality School Emergency Operation Plans](#).

Many parents and caregivers consider cell phones as a lifeline during emergencies, allowing quick communication between students and families. This is a real and valid fear that should be addressed by those involved in new cell phone policy and rule development. Students and staff should follow district response protocols. Excessive communication can overwhelm cellular networks, hindering effective response efforts by public safety personnel. Moreover, spreading incorrect information, misinformation, or unverified details can cause confusion and additional fear, potentially worsening the situation. [An additional concern is that a phone's alerts, alarms, notification sounds, vibrations etc. could potentially bring unwanted attention during a drill or an emergency. Schools and districts are encouraged to have effective communication plans in place that will keep families informed of incidents and mitigate anxiety when direct communication with a student is not immediately available.](#)

While PEDs could be used in maintaining communication during crises, their use must be managed carefully to balance the benefits and risks involved. States such as [Ohio](#), as well as The [Federal Emergency Management Agency \(FEMA\)](#), suggest that student cell phones can do more harm than good in emergency lockdown situations and as part of emergency response plans should be turned off. School leaders should also have prepared policies and plans in place to have a unified, redundant, and practiced plan for direct emergency communications that includes website communication, cell phone app notifications and direct phone

communication.¹⁹Schools should examine their current safety protocols and determine if changes to cell phone policies expose additional risk to be mitigated.

Student Concerns and Transitional Challenges

Students regularly rely on cell phones for communication, organization, entertainment, and social engagement. Restricting access to them during the school day can disrupt familiar routines and cause anxiety or resistance, which may negatively impact well-being.²⁰Additionally, some students may exhibit behaviors associated with "screen addiction," which can involve compulsive use of digital devices for notifications and social media.²¹ To ease this transition, schools should plan to support students and families by acknowledging these challenges and emphasizing engaged learning and positive, supportive environments for students. Providing opportunities for student and family input, along with teaching [digital etiquette, citizenship, and media literacy](#), can help students transition and adhere to new policies. It is helpful to provide regular communication to students and families that cell phone and mobile device restrictions are not about punishment, but rather about helping our students.

Appendix III. Personal Electronic Device Policy Example

Sample Introduction and Rationale:

In July 2025, Governor Tina Kotek released Executive Order No. 25-09 which requires that all Oregon school districts have a policy in place that restricts the use of **personal electronic devices** from the start of regular instructional hours to the end of regular instructional hours. School districts are required to adopt a policy no later than October 31, 2025, with full implementation in effect no later than January 1, 2026.

[By October 31, 2025], [Insert district name] is implementing a new personal device policy to align to Executive Order No. 25-09, to create the best possible learning environment for all our students, starting [insert date NO LATER January 1, 2026]. This policy has been carefully considered and is based on research showing the negative impacts that constant cell phone and personal electronic device use can have on academic performance, mental health, and overall student well-being.

The goal of this policy is to enhance [insert district name]'s academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their wellbeing, focus and ability to thrive academically and personally.

¹⁹ The Role of Technology in Improving K–12 School Safety. Retrieved from:

https://www.rand.org/content/dam/rand/pubs/research_reports/RR1400/RR1488/RAND_RR1488.pdf

²⁰ Psychological Characteristics And Mobile Phone Addiction Among Adolescents. Retrieved

from:http://oorja.org.in/uploads/pdfFiles/article/63ea00fdd94cf-Sept-Dec%202017_Himanshu%20Shekhawat.pdf

²¹ 4Screen Use and Social Media "Addiction" in the Era of TikTok: What Generalists Should Know. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10743327/>

Example Policy Template

All schools in the [insert district name] are to be free from personal electronic devices from the start of school through the end of the school day. This includes, but is not limited to smartphones, flip phones, tablets, e-readers, smartwatches, smart glasses and any other personal web-capable device and the headphones and/or earbuds connected to those devices. Personal electronic devices that are brought onto school grounds are to be stored in accordance with [insert district name] storage policy [insert district storage policy].

Definitions:

Personal Electronic Device: means any portable, electronically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages

Accessing the internet independently from the school's network infrastructure. This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.

- **Instructional Hours:** means from the regular start of the school instructional day to the end of the instructional day. This policy may also extend to field trips and athletic events, as determined by the school district.
 - This may exclude time when students are not on school grounds and are not under supervision of school personnel other than a school bus driver.

Expectations:

- During class time, all students are required to store their personal electronic devices in [insert district storage policy].
- Students may not access their personal electronic devices in bathrooms or locker rooms at any time.
- It is the student's responsibility to ensure all their personal electronic devices are stored in accordance with the district's policy.
- Communication between students and parents, caregivers and /or guardians will occur through the school office if necessary.

Steps for Missed Expectations:

When students need support in meeting expectations for personal electronic device use during the school day, teachers or administrators will use the following steps, designed to guide and encourage positive choices:

- **First Instance of Noncompliance:** Staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices.
- **Second Instance of Noncompliance:** The device will be temporarily confiscated and held at the front office until the end of the school day. Parents or caregivers will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student.
- **Third Instance of Noncompliance:** The device will again be temporarily held, and parents or caregivers will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance.
- **Beyond Third Instance of Noncompliance:** If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.

Exceptions:

Students with documented health conditions, as defined in their Individualized Education Program (IEP), 504 plan or a medical provider’s order, may be permitted to use a cell phone or other mobile device during the school day if required to monitor or manage their health. This use must be approved in advance by school administration and incorporated into the student's health plan. Students with approved exceptions are expected to follow all other device storage and usage guidelines when not actively managing their health concerns.

Appendix IV. Cost Considerations for Oregon Districts Restricting Cell Phones in Schools

These prices are based on October 2024; ODE is currently working on updating the cost estimates for 2025.

Overview: Implementing a policy to restrict cell phones during the school day may involve several cost components. These include the purchase or lease of storage solutions, the employment of additional classified staff, and ensuring the privacy and security of student information.

Background on Data Sources: Each Oregon district and school is unique. The estimates provided here are based on publicly available state and federal data and reports, covering aspects such as district, school, and class sizes, as well as student and teacher populations. While these estimates aim to be as accurate as possible, the actual final pricing for any of the approaches included may vary significantly from these figures.

Estimates:

- I. **Off and Away:** Free, as devices can be stored in backpacks or lockers.

II. **Magnetic Lockable Pouches:** Reports from Oregon school districts currently using magnetic lockable pouches, along with publicly available information, indicate that the annual cost per pouch is approximately \$15-30 per student. This cost typically includes customer service, lock/unlock bases, initial training, and ongoing support. Districts with larger student populations may secure lower per-student pricing. Currently existing models require districts to lease pouches.

High Schools: Average cost per student: \$27 per year

- Small school (600 students): \$16,200 per year
- Medium school (900 students): \$24,300 per year
- Large school (1200 students): \$32,400 per year

Middle Schools: Average cost per student: \$27 per year

- Small school (500 students): \$13,500 per year
- Medium school (650 students): \$17,550 per year
- Large school (800 students): \$21,600 per year

III. **In-Class Storage Solutions:** In-Class Storage solutions vary in cost, based on the type of storage container provided. Average estimated costs for the different types of in-class storage solutions include:

- Hard-sided Lockable Caddies: \$62 each
- Hard-sided Open Caddies: \$27 each
- Soft Hanging Storage: \$16 each

High Schools:

- Lockable Caddies: \$2,790 - \$3,100 per school
- Open Caddies: \$1,215 - \$1,350 per school
- Hanging Storage: \$720 - \$800 per school

Middle Schools:

- Lockable Caddies: \$1,984 - \$2,294 per school
- Open Caddies: \$864 - \$999 per school
- Hanging Storage: \$512 - \$592 per school

IV. **Associated Costs Related to Additional Classified Staff Capacity:** To effectively manage the new responsibilities and duties associated with the implementation of cell phone restrictions, additional classified staff time may be required. These staff members, most likely front office staff, would handle tasks such as monitoring and enforcing cell phone policies, managing the collection and distribution of locked devices, and providing support to students and parents regarding the new rules.

FAQ: Implementation of Executive Order 25-09 – Personal Electronic Devices in K–12 Schools

Governor Kotek’s Executive Order 25-09 directs all K–12 public schools in Oregon to prohibit the use of personal electronic devices during the instructional day. School districts must adopt policies aligned with this order by **October 31, 2025**, with full implementation by **January 1, 2026** at the latest. Below are frequently asked questions to support districts and education partners in developing and implementing their policies.

This document will be routinely updated as additional questions arise.

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1. What is the purpose of Executive Order 25-09?

The [Executive Order](#) aims to help foster student learning, well-being, and belonging by reducing distractions and promoting healthy, focused school environments. It requires school districts to adopt policies that restrict student use of personal electronic devices during the school day, with specific provisions to ensure equitable and supportive implementation.

2. What must be included in district policies regarding personal electronic devices?

At minimum, each district’s policy must:

- **Prohibit student use of personal electronic devices during the instructional day.**
- **Provide clarity on how devices will be stored during the school day.**
- **Allow for specific exemptions** (see question 4 for more information).
- **Provide direction to staff on appropriate responses to policy violations.**
- **Be publicly posted** and accessible to school staff, students, families, on-site partners, and the Oregon Department of Education.

3. What qualifies as a “personal electronic device”?

"Personal Electronic Device" means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

This includes devices such as cell phones, smartphones, smartwatches, and other portable, internet-enabled devices capable of texting, calling, or accessing the internet independently. Personal Electronic Devices do not include laptop computers or other technology explicitly required to support academic instruction or learning accommodations.

4. What exemptions, if any, are permitted under this policy?

The policy must allow for use in the following circumstances:

- **Medical necessity**, when use is part of a care or treatment plan ordered by a licensed medical provider.
- **Individualized education plans (IEPs) or Section 504 plans**, when use is required for access or accommodation.

- **Approved exemptions**, based on district-developed guidelines that allow administrators to consider a student’s individual needs or specific educational outcomes.

5. Are there times when the policy does not apply?

Yes. The policy **may exclude time** when students are:

- **Not on school grounds**, and
- **Not under the supervision of school personnel, except** for supervision provided by a **school bus driver**.

For example, general transportation to and from school may be exempt from the restriction. However, if students are participating in a field trip, school-sponsored event, or recreational activities within the scope of the policy, especially during the instructional day, device use should align with the policy, as additional staff are typically present for supervision.

This provision is not intended to apply to general transportation to and from school, such as morning or afternoon bus routes, or travel between campuses for standard transitions. During these times, students may use personal electronic devices, as buses used solely for transportation are often supervised only by the driver, who is unable to monitor device use while operating the vehicle.

6. How should districts handle the storage of personal devices during the day?

Each policy must clearly outline how and where student devices will be stored during the instructional day. Options may include secure lockers, backpacks, classroom storage or designated school-managed areas. Regular clear communication with families, caregivers and students will be essential to ensure understanding and compliance.

7. What actions can staff take when a student violates the policy?

Policies must include guidance for staff on how to respond to student violations. Importantly:

- Disciplinary actions must **not result in lost instructional time**.
- **Suspension or expulsion is not permitted as a consequence for violating the device policy** related solely to noncompliance with the personal electronic device ban.
- Disciplinary action **may still be appropriate if a student uses a personal electronic device to harass others, access inappropriate content, or engage in other prohibited behaviors** while at school.

Districts are encouraged to use educational and restorative approaches to support students in meeting expectations. Ongoing school culture and climate building around these new and / or updated policies will be important in gaining staff and student buy-in, which will be essential for implementation success.

8. How should policies be shared with the school community?

Once adopted, the policy must be:

- **Posted on the school district website,** and
- **Made available to:**
 - District and school personnel
 - Students
 - Parents and guardians
 - Partners present in school buildings during the day
 - The Oregon Department of Education

In addition to these requirements, it is strongly encouraged that districts engage the school community, including students, families, caregivers, educators, school-based partners, and Tribes, both during policy development and throughout implementation. Gathering input early will help identify potential concerns, increase transparency, and build trust and shared understanding of the policy’s purpose. It will also enable schools and districts to identify the supports needed for effective implementation. Ongoing engagement during implementation also allows for continuous improvement of the policy to ensure it is equitable, supportive, and aligned with community needs. Districts may consider holding listening sessions, conducting surveys, or creating advisory groups to inform their approach as a part of their ongoing engagement efforts as required through the Student Investment Account and other state requirements.

9. Will ODE provide resources to support implementation?

Yes. The Oregon Department of Education has developed guidance and tools to support districts, including:

- **UPDATED:** [Fostering Student Learning, Well-Being, and Belonging: Guidance for Personal Electronic Device Policies](#)
- [Policy Highlights Slide Deck \(PDF\)](#)

Additional office hours and resources, including examples of storage procedures, enforcement strategies, and communication templates, will be shared throughout the implementation period.

10. Is there an opportunity to ask questions or receive additional support?

Yes. ODE will be holding virtual office hours to answer questions and support policy development:

Office Hours

- Friday, Aug 8th / 8 am - 9 am ([link](#))
- Monday, Aug 18th / 3 pm - 4 pm* ([link](#))
- Friday, Sept 5th / 8 am - 9 am* ([link](#))

*These sessions will feature voices from the field who will share valuable insights into local policy development and on-the-ground implementation efforts.

Any questions or concerns can be directed to ODE staff supporting this effort by emailing ODE.mobiledevices@ode.oregon.gov

11. Does Executive Order 25-09 apply to charter schools?

Yes. Executive Order 25-09 applies to all public schools in Oregon, including charter schools. Charter schools are expected to implement policies that align with the requirements of the executive order regarding student use of personal electronic devices during instructional time.

12. Can you clarify what a written exemption might look like, whether ODE provides a template for school districts, and if exemptions are limited to medical reasons under the Executive Order? Additionally, are schools required to allow exemptions if they can provide IEP/504 accommodations, and how can we address concerns about the potential overuse of individual exemptions?

At this time, the Oregon Department of Education (ODE) is working in collaboration with the Governor's Office and key education partners to develop comprehensive guidance and sample policy templates to support school districts in implementing exemptions appropriately. We anticipate having these materials ready prior to the start of the 2025–26 school year.

Under the Executive Order, all districts must provide baseline exemptions, which include those based on medical needs, IEPs, and 504 plans. While the EO does not require districts to go beyond these categories, there is some flexibility within local policy to consider narrowly defined groups such as multilingual learners or students with specific counselor-identified needs, for exemptions that may not meet the formal criteria for IEP or 504 plans. This could include work-study participation, translation access needs, or other supports that don't rise to the level of a formal disability classification.

That said, it is important that districts think strategically about how individual exemptions are granted, to ensure they are used appropriately and not over-applied. A clear, equitable process, developed in collaboration with staff, students, and families, will be essential to maintaining the integrity of the policy and ensuring that all students' needs are considered thoughtfully.

We will be providing examples and templates as part of the forthcoming guidance, which will help districts navigate these decisions within the bounds of the EO and existing legal requirements. In the meantime, we encourage districts to consult with their district legal counsel if there are questions about what qualifies as a required exemption.

13. Are travel during the school day to and from athletic or extracurricular events subject to the ban?

The Executive Order allows districts some discretion in this area. Specifically, district policies may permit students to use personal electronic devices (PEDs) during travel that occurs within the school day, such as transportation to and from athletic or extracurricular events, provided that there is not a secondary staff member present (in addition to the bus driver) to supervise device use.

Districts also have the authority to restrict PED use during these times, based on their local policies and the needs of their school communities. As with other elements of implementation, it's important for districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.

14. Would a tiered approach to personal device storage, ranging from less restrictive to more restrictive options, be allowable under the Executive Order?

Yes, a tiered approach to personal device storage is allowable under the Executive Order, as long as it is clearly outlined in district policy. The specific method of storage is up to the district, provided it meets the requirements outlined in the EO.

Districts have the flexibility to implement a range of storage options, from less restrictive to more restrictive, depending on student needs and context. Examples may include storage pouches, collection in the office, or other locally determined methods. Whatever approach is chosen, it must be included in the district's written policy.

15. Is the Executive Order applicable to staff use of cell phones during the school day, and how should districts approach this issue?

The Executive Order applies only to students and does not regulate staff use of cell phones. However, we recognize that staff cell phone use will likely be a topic of concern. It is important for school and district staff to model positive device use as a way to set a good example for students.

16. Can you clarify the meaning of "bell to bell" in the Executive Order? Do districts have flexibility regarding passing times and lunch periods in their local policies?

"Bell to bell" essentially means from the start of the school day to the end of the school day, and according to the Executive Order, this includes passing times and lunch periods. The policy also applies during zero periods since they occur during the school day. For open periods, if a student remains on school grounds, the policy would apply during that time as well. However, during early release periods when the student is no longer on campus, the policy does not apply.

18. If a teacher considers a cell phone an instructional tool, is its use permitted under the Executive Order?

The Executive Order does not allow cell phones to be used as instructional tools. While we understand that teachers may find cell phones convenient, the policy is designed to support focused learning environments by limiting cell phone use. That said, other devices such as laptops or Chromebooks are encouraged and permitted for instructional purposes, as they better support educational activities within the guidelines. Schools can explore ways to integrate these approved devices effectively to meet instructional goals.

19. If students need to use their cell phones for two-factor identification, would that be allowed under the policy?

Given the Executive Order (EO) restricts general cell phone and other PED use during the school day, districts should work to explore the best, most equitable solutions they have.

For a small number of students who require two-factor authentication for dual-credit or other higher level courses they are enrolled in through institutions of higher education (IHEs), school districts could consider this an exemption (under the 3Diii EO exemption detail) to be included in their policies to help “accommodate the individual circumstances of a student or to further specific educational outcomes for a student.” It is often the case that the IHE courses work with specific mobile device applications to generate the two-factor authentication codes necessary to login to these online course portals. These applications often work with no internet connection.

Lastly, another option districts can look at are low-cost USB 2-step authentication security keys (more info on what they are and how they work can be found here: <https://blog.1password.com/hardware-security-keys-explained/>). These keys work without a network / internet connection, offer great security and can be bought for under \$20 each, sometimes buying them in bulk quantities can decrease the cost even more. These hardware keys are an equitable solution as well, as they solve the 2-step authentication challenge for students who may also not own a cell phone that would allow for the 2-step authentication application they would need.

20. What if teachers use Square or other notification applications to inform students of information?

While communication tools like ParentSquare and other notification applications are valuable for keeping students and families informed, to remain consistent with the Executive Order, messages intended for students should ideally be sent outside of the school day. This helps ensure that device use during instructional time is minimized and aligns with the goals of the policy. Districts may also consider alternative communication strategies that do not require student device use during the school day, such as announcements, printed materials, or messages sent directly to parents and guardians. This approach supports clear communication while maintaining the focus on student engagement and learning during school hours.

21. Does the Executive Order’s restrictions on cell phone use apply during lunch periods, particularly in high schools?

Yes, the Executive Order applies throughout the entire school day, which includes lunch periods. It is important for districts to consider their school community’s needs and to clearly communicate any specific guidelines regarding device use during lunch to maintain consistency and support positive school culture.

22. How should schools navigate situations where a medical provider’s order permits a student to use a personal electronic device in ways that might seem to conflict with the intent of the cell phone restriction policy? Additionally, what qualifies as a valid medical provider for such exemptions?

The Executive Order 25-09 Section 3.d.i is designed to support students with medical needs that necessitate the use of a personal electronic device (PED) during the school day. Examples include devices used to monitor insulin levels or manage other diagnosed health conditions as directed by a **licensed medical provider**. This exemption is intended specifically for medically necessary uses and is not meant to override school policies for general wellness, convenience, or concerns that are not medically diagnosed.

Concerns have been raised that medical notes might circumvent the 504 or IEP process and could be misused. Schools should carefully review medical documentation to ensure it comes from an appropriate licensed medical provider, such as a physician or nurse practitioner. The qualifications of medical providers should be clarified in district policy or through consultation with legal counsel. Ultimately, the exemption supports medical needs while maintaining the integrity of the school’s broader cell phone policy.

23. Does Executive Order 25-09 prohibit any loss of instructional time when addressing personal electronic device (PED) violations, even for brief conversations or reteaching expectations?

The intent of EO 25-09 is to prevent loss of instructional time due to disciplinary actions such as suspension or expulsion related to PED violations. However, brief conversations or reteaching of expectations around device use are permitted even if that means a student may need to be pulled from class for a short amount of time. The goal is to avoid punishments like in-school or out-of-school suspensions for PED issues and instead encourage restorative strategies. Districts should ensure that responses to non-compliance align with their existing discipline policies while supporting this approach.



Personal Electronic Device Policy Overview

July 8, 2025

Purpose of Today's Meeting



1. Review [Executive Order 25-09](#)
2. Share timeline
3. Clarify policy requirements
4. Answer questions regarding policy implementation

Executive Order No. 25-09

Goal: Improve academic outcomes by ensuring students are fully engaged in learning within a distraction-free environment that supports their well-being, focus, and ability to thrive academically and personally.



Definition

"Personal Electronic Device" means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

Personal Electronic Devices do **not** include a laptop computer or other device required to support academic activities.

Policy Requirement Timeline

- ❑ **By October 31, 2025**, all Oregon school districts are required to adopt a personal electronic device policy that:
 - Prohibits the use of personal electronic devices by students
 - Applies from the start of regular instructional hours until the end of regular instructional hours

- ❑ The policy must be implemented in full effect, **no later than January 1, 2026.**

Policy Requirements

- ❑ Provide clarity on **how devices will be stored** during the school day
- ❑ Provide direction to school personnel regarding **actions that may be taken when a student violates requirements**
 - Allowed actions may not authorize or otherwise result in students losing instructional time, which includes suspension or expulsion.
- ❑ **Posted** on the school district website and made available to:
 - School district personnel
 - Students
 - Parents and guardians
 - Partners who are in the school building during the school day
 - Oregon Department of Education

Policy Requirements (cont.)

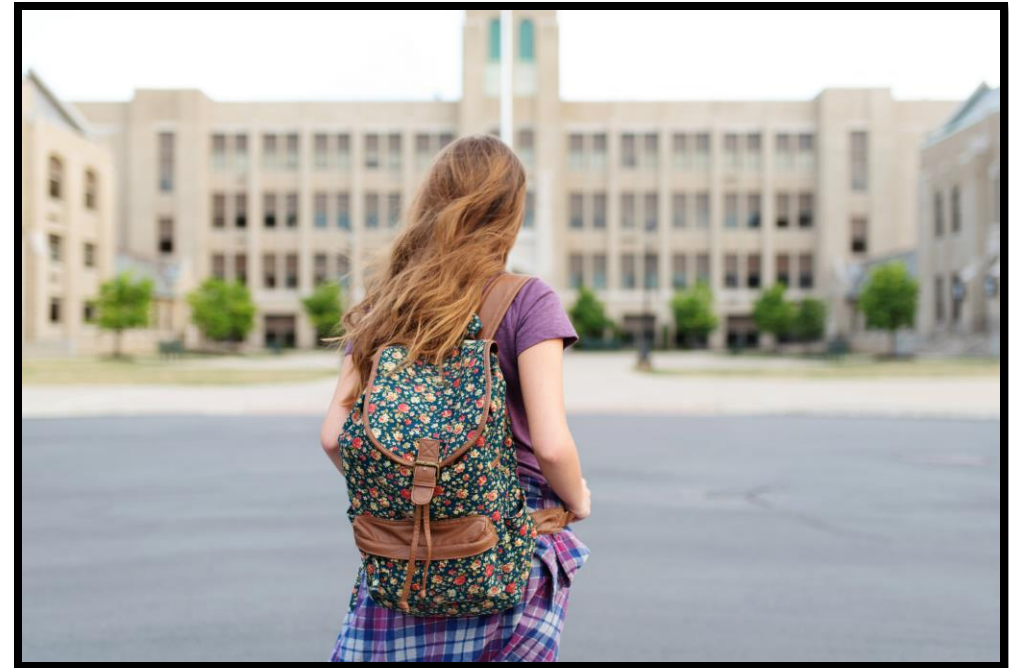
Provide for the use of a personal electronic device by a student when the use complies with the terms of:

- ❑ Student's medical provider's order for the care and treatment of a medical condition.
- ❑ Student's IEP or 504 Plan
- ❑ A written exemption provided for the student based on guidelines adopted by the school district to allow school building administrators to accommodate individual circumstances or to further specific educational outcomes for a student.

Policy Scope and Applicability

The policy **may** exclude time when students are:

- ❑ Not on school grounds, and
- ❑ Not under the supervision of school personnel other than a school bus driver
 - If students are on the bus for educational purposes during the school day, and other staff are on the bus to supervise, the policy may be in effect.
 - If the bus driver is the only staff on the bus, the policy would not be in effect.



Responding to Instances of Noncompliance

- ❑ Responses **must not result in lost instructional time**
- ❑ **Suspension or expulsion is not permitted** when noncompliance is solely related to device use
- ❑ **Supportive disciplinary action may be appropriate** when a device is used to harass others, access inappropriate content, or engage in other prohibited behavior
- ❑ Districts are encouraged to use **educational and restorative strategies**
- ❑ Strong **school culture and climate-building** supports long-term success

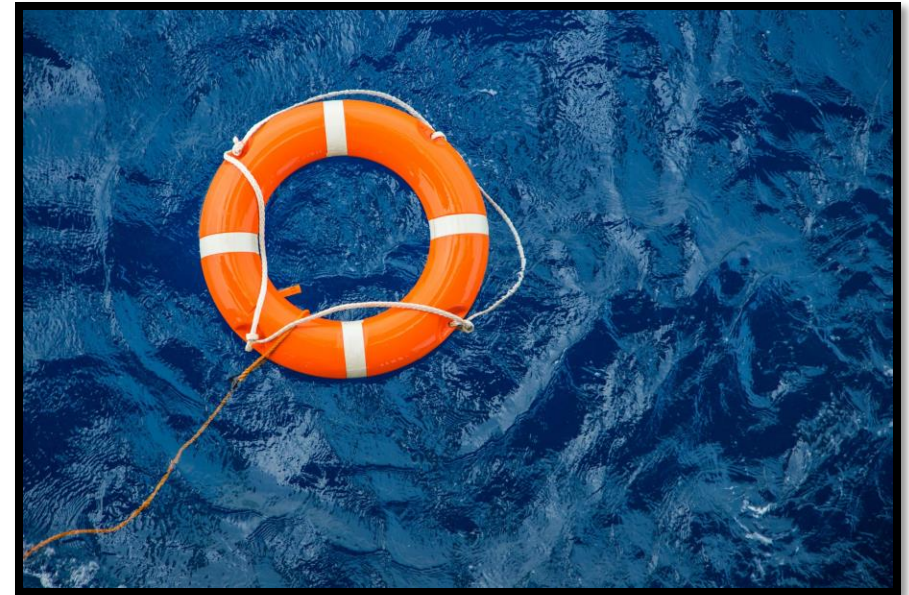
What Should Districts Do Now?

- ✓ **Review** current district policy for alignment to **Executive Order No. 25-09**
- ✓ **Engage** with school board, staff, students, families, and community partners
- ✓ **Develop or revise** personal electronic device policy
- ✓ **Prepare** to bring policy to school board for adoption
- ✓ **Post policy on website** by October 31, 2025
- ✓ **Stay informed** by checking [ODE's website](#) and attending Office Hours.



Looking Ahead: We are here to help

- ❑ Revised [ODE Guidance](#) and [FAQ](#)
- ❑ Additional Office Hours
 - Thursday, July 10th, 3:00 – 4:00 pm
- ❑ Shared Best Practices
- ❑ Resource Toolkit
- ❑ Technical Assistance Appointments
 - ODE.mobiledevices@ode.oregon.gov





Questions?

OSBA Model Sample Policy

Code: JFCEB
Adopted:

D

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition³;
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)⁴; or
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.⁵

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used] during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s document *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s document *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (suspension or expulsion), but could include [detention, Saturday school, etc.]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁶

[⁷]Steps may include:

1. First Instance of Noncompliance: Staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: The device will be temporarily confiscated and held at the front office until the end of the school day. Parents or caregivers will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: The device will again be temporarily held, and parents or caregivers will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: If noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.]

Necessary communications between students and parents or caregivers can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁸ that support academic activities and independent communications⁹, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

⁶ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student. Discipline will be in accordance with Board policies.

⁷ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁸ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 would not necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

⁹ “Independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR - Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent in accordance with KL-AR - Public Complaints.

[Paragraphs one through eight of this policy take effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

OSBA Model Administrative Regulation

Code: JFCEB-AR
Revised/Reviewed:

D

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the [principal]:

Name of student: _____ Grade: _____

School: _____

R

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

A

Exemption Requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

F

Duration for requested exemption: _____

Signed: _____ Date: _____

T

Parent or Guardian Phone: _____ Email: _____

The reverse side is to be completed by school administration.

For Completion by School Administration

Request:

Granted Expiration of Exemption _____

Denied Reason for Denial _____

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the [superintendent] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

Douglas High School



Student Handbook 25-26

...connecting community, students and families with educators for the purpose of creating enthusiastic lifelong learners

STUDENT/PARENT SCHOOL HANDBOOK - TABLE OF CONTENTS

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DOUGLAS HIGH SCHOOL!

Dear Students & Parents,

Welcome to Douglas High School! The *Douglas High School Student/Parent Handbook* is your guide to information about Douglas High School. I recommend parents sit down with their students and read this handbook at the start of the school year. Some school policies have changed and this handbook will keep you informed.

A team of parents, teachers and administrators have developed this Student and Family Handbook. Please take some time to become familiar with this information. Our staff will be asking you to sign the Student and Family Handbook Review Form during the online registration process or after the first day.

I am honored to serve as the principal of Douglas High School. It is truly a privilege to be a part of a community where parents, teachers, and students care for each other and strive to build positive relationships that support academic and social growth. Please feel free to contact me at 541.679.3001 or andersonc@wdsd.org.

To keep up on daily events and other Trojan News please be on the lookout for ParentSquare notifications, our school Facebook page and go to www.wdsd.org and click on Douglas High.

Sincerely,

Craig Anderson



Principal Douglas High School

“Knowledge will bring you the opportunity to make a difference.”
~ Claire Fagan

INSTRUCTIONAL STAFF

Joanne Wanamaker (Art)
Zane Alvey (Metals)
Jason Daugherty (Woods)
UCC (Medical Terminology)
Daniel Murphy (Band/Choir)
Chris Hernandez (Spanish/Journalism)
Kyle Meals (Physical Education/ Health) Cody
Watkins (Physical Education/Health) Anna
Polamalu (English & Language Arts) Karen
Turner (English & Language Arts) Miranda
Brownson (English & Language Arts) Craig
Duffey (Math)
Alisha Jones (Math)
David Ulery (Math)
Gwen Feero (Science)
Michelle Berray (Science)
Samantha Parks (Science)
Amber Holveck (Agriculture/FFA)
Kali Ingerson (Social Studies)
Silia Polamalu (Social Studies)
Josh Parnell (Special Education)
Melinda Tabor (Special Education)
Kimberly Mincher (DAHS Lead Teacher)
Casey O’Toole (Culinary/Leadership)

ATHLETICS

Football: Nick Garcia
Cross Country: TBD

Cheerleading: Misty Smith
Boys Soccer: Kyle Micken
Girls Soccer: Casey O’Toole
Volleyball: Ginny Knebel
Wrestling: Austin Mitchell
Boys Basketball: Bid Van Loon
Girls Basketball: Dallas Rincon
Baseball: TBD
Softball: Taylor Davis
Track: Barrett Smith

ASB OFFICERS

President: Sinah Pederson
Vice President: Cora Graham
Treasurer: Morgan Wierichs
Media Manager: Alana Piercey

SUPERINTENDENT

Kevin Wilson

DISTRICT OFFICE STAFF

Director of Instructional Services: Dave Welke
Business Manager: Kim Shigley
Administrative Secretary: Michele Dunham
Accounts Payable/SPED: Joan Bunch HR/
Payroll: Angella Guerra
Facilities Manager: Shelby Beard

WDSB BOARD OF DIRECTORS

Jasmine Geyer, Robert Shigley,
Curt Stookey, Jeremy Mitchell, Lorna Quimby

DOUGLAS HIGH SCHOOL ADMINISTRATION

Principal: Craig Anderson
Assistant Principal: Jeff Jones
Athletic Director: Bid Van Loon
Student Services/Counselor: Brady Box
Student Services/Counselor: Robin Knebel

ADMINISTRATIVE STAFF

Administrative Secretary: Kristi McWhorter
Registrar : Kory Quimby
Student Services Secretary: Madison Mickle
Athletic Secretary: Tina Rincon
DAHS Secretary: Kelly Brint

CUSTODIAL STAFF

Head Custodian: Ervin Lund
Custodian: Maricela Mejia Tony Flock
Scott Lynch

FOOD SERVICE

Cook: Donna Burgess
Cook: Sheila Havens

SCHOOL ADDRESS

Douglas High School
1381 NW Douglas
Winston, OR – 97496

SCHOOL PHONE

Main Office: 679-3001 ext. 3500
Attendance: 679-3001 ext. 3502
Student Services: 679-3001 ext. 3502
Athletics Office: 679-3001 ext. 3503
Douglas Alternative High School: 679-3023
WDSB Office: 679-3000

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or collective bargaining agreement. Board policies are available at each school office and the district office during business hours and the district website.

Any information contained in this student handbook is subject to revision or elimination. Appropriate notification will be provided.

The Winston Dillard School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, religion, color, national or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, gender identity, age, pregnancy, familial status, economic status, veterans' status, or genetic information in providing education or access to benefits of education services, activities, and programs in accordance with Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other applicable civil rights or discrimination laws; Section 504 of the Rehabilitation Act, as amended; the Americans with Disabilities Act of 1990; the Americans with Disabilities Act Amendments Act of 2008; and Title II of the Genetic Information Nondiscrimination Act of 2008.

Procedure for filing a complaint can be found on the district's home page at www.WDSD.org.

The following staff have been designated to coordinate compliance with these legal requirements and may be contacted at the Winston Dillard District Office for additional information and/or compliance issues: Dave Welker phone: (541) 679-3000, email: welkerd@wdsd.org

The information compiled in this Handbook is intended to communicate to the reader general District information, procedures, rules, regulations and policies for the efficient and effective operation of the District in delivering educational services to students. It is not intended to enlarge or contradict any Board policy, administrative regulation or provision of a collective bargaining agreement. The information provided is subject to periodic change, modification, updating, and clarification. The information is current as of June 20, 2025. Please refer to WDSD policies, administrative regulations and other references for changes after this date.

The following staff has been designated to coordinate compliance with Title IX of the Education Amendments, and other civil rights or discrimination issues:

Dave Welker, Curriculum Director, Winston-Dillard School District

The following staff has been designated to coordinate compliance with the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act, and Section 504 of the Rehabilitation Act:

Kevin Wilson, Superintendent, Winston-Dillard School District

Parents objecting to the release of directory information on their student must notify the district office within 15 days of receipt of the student handbook.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

IMPORTANT INFORMATION

Parents and students, by receiving this handbook you acknowledge receipt of the student code of conduct and the consequences to the students who violate district disciplinary policies.

The information compiled in this Handbook is intended to communicate to the reader general District information, procedures, rules, regulations and policies for the efficient and effective operation of the District in delivering

educational services to students. It is not intended to enlarge or contradict any Board policy, administrative regulation or provision of a collective bargaining agreement. The information provided is subject to periodic change, modification, updating, and clarification. The information is current as of June 20, 2025. Please refer to WDSB policies, administrative regulations and other references for changes after this date.

DIRECTORY INFORMATION

The Federal Family Education Rights and Privacy Act of 1974 permits the school district to release certain information, known as “directory information,” to a variety of people or institutions, unless a parent or student requests in writing that such information is not to be released. Directory information about students, kept at each school, is accessible to the public when appropriate procedures are followed. Information includes students’ and parents’ names, addresses, phone numbers, date and place of birth, field of study, activity participation, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended.

Frequently, public agencies request photographs of students. Photographs may occasionally be taken of students for use in the news media or school district publications as well. Parents or guardians of students in the Winston-Dillard School District are urged to notify the school principal, in care Douglas High School, 1381 NW Douglas, Winston, OR – 97496 if they choose to exclude specific information from public disclosure. Unless written objection is received directory information will be released as deemed necessary concerning all students served by the Winston – Dillard School District. Parents objecting to the release of directory information on their student must notify the district office within 15 days of receipt of the student handbook

MILITARY RECRUITMENT

The No Child Left Behind Act, states that school districts are to allow the same access to students by military recruiters as they do college and job recruiters. This access includes releasing secondary school students’ names, addresses, and telephone numbers to military recruiters, who can use the information for armed services recruiting and for informing these students of scholarship opportunities. However, secondary school students or their parents can request that the information not be released. If you would you would like your information not released please contact student services.

CHANGE OF CONTACT INFORMATION

For the safety and security of our students, it is critical that we have current and accurate contact, legal guardian and allowed to “pick up” information. Parents of students are requested to notify Douglas High School any time they change their address or telephone number. In the event of an illness or emergency, the school must be able to contact the parents or guardian of each student



**DOUGLAS HIGH SCHOOL BELL SCHEDULE
2025 - 2026**

Drop Off Time: 7:00am

Pick Up Time: 2:50pm

Breakfast - 7:00am - 7:15am

Monday / Wednesday
(56 minute classes)

Period 1	7:20 - 8:16
Period 2	8:20 - 9:16
Period 3	9:23 - 10:19
Period 4	10:22 - 11:18
Lunch	11:18 - 11:48
Period 5	11:51 - 12:49
Period 6	12:53 - 1:49
Period 7	1:53 - 2:49

Tuesday / Thursday
(51 minute classes)

Period 1	7:20 - 8:11
Period 2	8:15 - 9:06
Period 3	9:10 - 10:01
Intervention	10:07 - 10:39
Period 4	10:43 - 11:34
Lunch	11:34 - 12:04
Period 5	12:08 - 12:59
Period 6	1:03 - 1:54
Period 7	1:58 - 2:49

Short Assembly
(51 minute classes)

Period 1	7:20 - 8:11
Period 2	8:15 - 9:06
Period 3	9:13 - 10:04
Period 4	10:08 - 10:59
Lunch	10:59 - 11:29
Period 5	11:33 - 12:24
Period 6	12:28 - 1:19
Period 7	1:23 - 2:14
Assembly	2:18 - 2:49

Long Assembly
(49 minute classes)

Period 1	7:20 - 8:09
Period 2	8:13 - 9:01
Period 3	9:08 - 9:57
Period 4	10:01 - 10:50
Period 5	10:54 - 11:43
Lunch	11:43 - 12:13
Period 6	12:17 - 1:06
Period 7	1:10 - 1:59
Assembly	2:03 - 2:49

PARENTS: PLEASE REFERENCE THE BELL SCHEDULE WHEN CALLING & TEXTING YOUR CHILD ON THEIR PERSONAL CELL PHONE. PLEASE CALL & TEXT BEFORE SCHOOL, AFTER SCHOOL, DURING LUNCH, AND PASSING PERIODS ONLY. IF THERE IS AN EMERGENCY DURING CLASS TIME, PLEASE CALL THE OFFICE AND A SCHOOL OFFICIAL WILL CONTACT YOUR CHILD.

DOUGLAS HIGH SCHOOL STUDENT/PARENT HANDBOOK

A COMPLETE LISTING OF WINSTON DILLARD SCHOOL DISTRICT POLICIES CAN BE FOUND ONLINE AT WWW.WDSD.ORG. ANY INFORMATION CONTAINED IN THIS HANDBOOK IS SUBJECT TO UNILATERAL REVISION OR ELIMINATION FROM TIME TO TIME WITHOUT NOTICE.

GENERAL INFORMATION

ADMISSION

A student seeking enrollment in the district, must register in the office. All students enrolled in the district must comply with Oregon laws related to Age, residence, health, attendance, and immunization. Students who do not reside within district boundaries may be required to pay tuition.

The district shall deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons laws and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

Alternative education services will not be provided to students expelled from another school district for violation of applicable state or federal weapons laws and who subsequently become a resident of the district.

While parents have the option of placing their students in a private school or obtaining additional services, (such as tutoring;) from a private individual or organization, the district is not obligated to cover resulting tuition or costs. If a parent wishes the district to consider a publicly funded private placement or private services, the parent must give the district notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

A parent(s) of any student receiving regular education, Section 504 of the Rehabilitation Act of 1973 or Individuals with Disabilities Education Act (IDEA) services must provide notice to the district at the last individualized education program (IEP) meeting prior to obtaining private services or in writing at least 10 business days prior to obtaining such services. The notice must include the parent's intent to obtain private services, the parent's rejection of the educational program offered by the district and the parent's request that the private services be funded by the district. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.

Accident Reporting

Students injured at school or school sponsored activities are to submit an accident report to the school administration within 24 hours of the accident. Students covered by school insurance should request a form from the school business office secretary. In the event of serious student injury, a parent or guardian will be contacted immediately. If a parent/guardian cannot be notified, the student's physician will be contacted.

Address/Telephone Information

For purposes of regular and emergency home contact, it is extremely important that student services be notified immediately of changes to parent/guardian residential addresses/, phone numbers and work telephone numbers.

Bus Service

Bus transportation is provided for all students living within the district and attending District #116 schools. Students must comply with all state laws, district rules, and other regulations provided by the transportation supervisor. Students in violation of these regulations as reported by bus drivers may lose transportation privileges. State law (OAR 53-010) and

district policy govern the behavior of students riding school buses and are designed to ensure safety, comfort, and operating efficiency on buses:

State Law - Bus

1. Pupils being transported are under the direct authority of the bus driver.
2. Fighting, wrestling, or boisterous activities are prohibited on the bus.
3. Pupils shall use the emergency door ONLY in the case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall remain seated while the bus is in motion.
7. Pupils may be assigned seats by the driver.
8. When necessary to cross the road, students shall cross in front of the bus or as instructed by the bus driver.
9. Pupils shall not extend their hands, arms, or heads through the bus windows.
10. Pupils shall have written permission to leave the bus other than at home or school.
11. Pupils shall converse in normal tones; loud or vulgar language is prohibited.
12. Pupils shall not open or close windows without permission of the bus driver.
13. Pupils shall keep the bus clean and must refrain from damaging it.
14. Pupils shall be courteous to the driver, to fellow students, and to passersby.
15. Pupils who refuse to obey the directions of the driver promptly or refuse to obey regulations may forfeit their privilege to ride on the buses.
16. Rules governing pupils riding school buses must be kept posted in a conspicuous place in all school buses.

District Rules - Bus

1. No glass objects are permitted on the bus.
2. No live animals or creatures that may create excitement are permitted on the bus.
3. Students are not to eat or drink while being transported on the school bus.
4. Matches, tobacco, or drugs (including alcohol) are not to be used on buses.
5. Students must refrain from bringing large objects such as stuffed toys or large instruments on the bus.
6. Students must place litter in containers provided on the bus.
7. Students must remember that the driver is responsible for the safe transport of all people riding the bus, and therefore has the clear and unquestionable authority to direct student behavior on the bus.

Disciplinary Procedure for Bus/District Vehicle Violations

When a discipline concern arises on a vehicle serving a regular route or trip, the school administration will implement the discipline matrix consequences. Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's individualized education program (IEP) for students considered disabled under IDEA or the individually-designed program for students considered disabled under Section 504 and in accordance with Board-adopted policies and procedures governing the discipline of disabled students.

Check-Out Procedure

Students leaving campus during the school day must be checked-out according to the following guidelines and procedures:

1. Parents may also check-out students in person at the school.
2. Students will be checked-out with parent note or phone call received by attendance office personnel prior to departure.
3. School officials shall determine if the (checked-out) student absence is excused or unexcused (see attendance policy).
4. Students failing to comply with check-out procedures will be considered truant and are subject to disciplinary actions. Douglas High School shall not be liable for students leaving campus in violation of check-out procedures.

Closed Campus

Douglas High School is a closed campus. Upon arrival at school in the morning, students are to remain on campus, with the following exceptions:

1. Students leaving during lunch break; students are not allowed to walk off campus during lunch break. Students will be allowed to eat in cars during lunch
2. Students on shortened schedules.
3. Students in violation of the closed campus policy shall be considered truant are subject to disciplinary action.

Public Complaints

Any member of the public who wishes to express a concern should discuss the matter with the school employee involved. The district's complaint procedure is on the district website www.WDSD.org.

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator. The administrator shall evaluate the complaint and render a decision in writing within five working days after receiving the complaint.

If the complaint is not resolved, within [10] working days of the meeting with the [administrator] [supervisor], the complainant, if they wish to pursue the action, shall file a signed, written complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy. The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of findings and conclusion, and provide the report in writing or in an electronic form to the complainant within [10] working days after receiving the written complaint.

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within [five] working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint, and to hear and evaluate any other evidence as it deems appropriate. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the superintendent's decision is final. The complainant shall be informed in writing or in electronic form of the Board's decision within [20] working days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

Complaints against the principal may be file with the superintendent. Complaints against the superintendent should be referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or individual Board members should be made to the Board chair on behalf of the Board.

[A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from, or otherwise left the district.]

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if [a student], a parent or guardian of a student attending a school in the district, or a person who resides in the district, may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040[(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)]. To review WDSB policies and current information, access District policies on the WDSB Webpage at www.wdsb.org.

A student and/or parent with a complaint regarding possible discrimination of a student on any basis protected by law should contact the superintendent.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

Earthquake: Safety Procedures

If Outdoors: Move to an open space, away from buildings and overhead power lines. Lie down or sit on the ground (legs will not be steady). After the shaking stops go to your assembly area.

On the school bus, stop the bus away from power lines, bridges, overpasses, and buildings. Students should remain in their seats and hold on.

If Indoors: Stay inside; move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table or desk and, "DUCK, COVER, AND HOLD ON."

Note: Although doorways have traditionally been regarded as safe locations, it's important to anticipate that doors may slam shut during an earthquake. Also, many classroom doors have window inserts that may break, causing injury. In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend your head close to your knees, cover the sides of head with your elbows, and clasp your hands firmly behind your neck. In a library, immediately move away from windows and bookshelves, and take appropriate cover. In laboratories and kitchens, extinguish all burners (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

Emergency Medical Treatment

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary. If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form. School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

Fines and Charges

Materials that belong to the school must be returned at the end of the season/semester/school year. This list includes but is not limited to

1. All school owned -equipment and property

A written notice will be provided to the student and his/her parent(s) of the district's intent to collect fines and damages

owed. Notice will include the reason the student owes money to the district, and itemization of the fines or damages owed and the right of the parent to request a hearing.

Debts not paid within 10 calendar days of the district's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid, and possible referral of the debt to a private collection agency or other methods available to the district.

A request to waive the student's debt must be submitted in writing to the principal or designee. Fines and charges owed to the district may be waived at the discretion of the principal or designee if:

1. The district determines that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owned would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the principal or designee that preclude the collection of the debt.
5. Such requests must be received no later than 10 calendar days following the district's notice.

No student will be denied an education because of an inability to pay supplementary fees.

All such restrictions and/or penalties shall end upon payment of amount owed.

School Annual	\$60.00
School Insurance (required for sports)	Varies

Emergency Drills- Fire, Earthquake, Safety Threats and other Emergency Drills

Instruction on fire, earthquake, safety threats dangers and drills for students shall be conducted each school month.

At least one fire drill, which include routes and methods of exiting the school building, will be conducted each month for students in grades K-12. At least one fire drill will be conducted within the first 10 days of the school year. At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-12. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other actions to take when there is a threat to safety.

A map/diagram of the fire escape route to be followed is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.

Fire Drill Guidelines:

1. Students will follow designated exit instructions, keep in single file, walk, not run, refrain from talking, and proceed to a distance approximately 100 feet from point of exit.
2. The teacher should be the last one out of the room, should take the grade book and keys, should close the door, and remain with his/her group.
3. The teacher will take attendance once the group has reached its proper distance from the building.

4. When the all clear is sounded, all return to their classrooms in the same orderly fashion.

Note: Fire drills are serious exercises, which may save your life. You are expected to act in a responsible manner.

FLAG SALUTE

Individual students who do not participate in the salute must maintain a respectful silence during the salute.

Meal Program

The district participates in the National School Lunch, School Breakfast, Special Milk, Child and Adult Care Food Program (CACFP), Summer Food Service Program (SFSP) and Commodity Programs and offers free meals based on a student's financial need. Any adult visitors in the building are allowed to buy breakfast and/or lunch if they so wish. Breakfast is \$3 per person and lunch is \$5 per person.

Insurance

At the beginning of the school year, the district [will] make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the chosen vendor. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.

Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must have: (1) purchased the student accident insurance; (2) shown proof of insurance; or (3) signed a form rejecting the insurance offer.

Lockers

Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present; maintenance of proper sanitation, mechanical condition and safety; and to reclaim district property including instructional materials. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. The district will not be responsible for the loss of, or damage to, personal property.

Students are reminded that lockers provide minimum security only. Do not leave money or other valuables in your locker. The office will safely secure valuables on a short-term basis. Douglas High School **is not responsible** for items lost/stolen from lockers.

It is the student's responsibility to notify the attendance office if a locker is defective or damaged. Students should be aware that lockers are the property of the school district and that school authorities have the right and the obligation to check into lockers when there is reason to believe they may contain items, which threaten student safety or welfare. If a student does not wish to have his/her locker searched, then that student should neither request nor use a student locker. Under no circumstances should lockers, or locker combinations be shared by students.

Because of the location of lockers throughout our school, students will be expected to limit the number of trips they make to their locker during the day. It is not necessary to use a locker at the end of every period, and to do so creates both congestion and class tardiness. In the interest of security, lockers are to be used only during passing time between periods and during lunch. Failure to secure lockers may result in loss of locker privileges. Unauthorized entry, or tampering with another student's locker, may result in suspension from school.

Lost and Found

Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of the school year. Loss or suspected theft of personal or district property should be reported to the school office.

The district will not be responsible for the loss of, or damage to, personal property.

Messages

Messages for students will be taken from **parents only** and will be relayed to the student during the school day. Except in the case of extreme family emergency, a student will not be called to the office telephone during class time.

Immunization (Student)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for a medical or religious reason, the student is not immunized. Proof of immunization may be personal records from a licensed physician or public health clinic. Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.

Physical Examination (Athletics)

Students in grades 7 through 12 must have an examination performed by a physician prior to practice and competition in athletics, and shall additionally have an examination once every two years and after either a significant illness or a major surgery prior to further participation.

The examination is the responsibility of the parent/student and is to be paid for by the parent/student. Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sports season.

Students shall not participate without a completed School Sports Preparticipation Examination form on file with the district.

Infection/Disease Instruction

An age-appropriate plan of instruction about infections/diseases including AIDS, HIV, HBV and HCV has been included as an integral part of the district's health curriculum. Any parent may request that his/her student be excused from that portion of this instructional program required by Oregon law by contacting the principal for additional information and procedures. Students or parents with questions about the district's AIDS, HIV, HBV and HCV health education program should contact the WSDS Curriculum Director at 679-3000.

COMMUNICABLE DISEASES

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

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

Parents of a student with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. Parents with questions should contact the school

office.

HIV, HBV, AIDS – Students

A student-infected with HIV or HBV is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The district recognizes that a student (parent) has no obligation to report an HIV or HBV condition diagnosis to the district. If the district is informed, the district is also prohibited by law from releasing information unless the infected person or parent gives permission for such release. If a student (parent) wishes to divulge such information and continues attending school, the district will meet with the infected individual or representative to develop appropriate procedures. Individuals with questions regarding these requirements of law or district procedures should contact the superintendent.

Local Wellness

Students may be encouraged or required to participate in physical activity or receive instruction on nutrition or maintaining healthy lifestyles.

Medication

Students may be permitted to take medication, and/or self-medicate at school, at school-sponsored activities, under the supervision of school personnel, and in transit to or from school or school-sponsored activities.

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis⁹, or a need to manage hypoglycemia, asthma, or diabetes.

Students in grades K-12, who are able to demonstrate the ability, developmentally and behaviorally, to self-medicate, are permitted to self-medicate prescription and nonprescription medication upon:

1. Written request and permission of the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675; and
2. Permission from a building administrator, prescriber, or registered nurse practicing in a school setting; and
3. Compliance with age-appropriate guidelines. In the case of prescription medication, permission from the prescriber is also required. Such permission may be indicated on the prescription label. The instruction for a student to self-medicate will include an assurance that the student has been instructed in the correct and responsible use of the medication from the prescriber.

A student permitted to self-administer medication may be monitored by designated personnel to monitor the student's response to the medication.

Under proper notice given to the district by a student or student's parent or guardian. All medication must be kept in its appropriately-labeled, original container. The student's name is to be affixed to nonprescription medication.

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

Students may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, in these situations, the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students

may also be subject to disciplinary action.

Contact the school office for additional information and forms.

Students may be permitted to take medication and/or self-medicate at school, at school-sponsored activities, under the supervision of school personnel, and in transit to or from school or school-sponsored activities in accordance with Board policy, administrative regulations, and the following.

Request and parental permission for the district to administer prescription or nonprescription medication shall be made in writing by the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.

Written instructions of the prescriber are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration, any other special instructions, and the signature of the prescriber. A prescription label prepared by a pharmacist at the direction of a prescriber meets the requirements for written instructions from the prescriber, if the information above is included.

Written instructions, which include the information above and the reason that the medication is necessary for the student to remain in school, are required for all requests to administer nonprescription medication.

A request to the district to administer non-prescription medication that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

All medication to be administered by the district is to be brought to school in its original container. Medication not picked up by the parent within 5 [five] school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district.

In situations when a licensed health care professional is not immediately available, trained personnel, designated by the district may administer epinephrine, glucagon, or other medications to a student as prescribed and/or allowed by Oregon law.

A process shall be established by which, upon parent written request, a backup prescribed auto injectable epinephrine be kept at a reasonable, secured location in the student's classroom. All medication to be administered by the School District is to be brought to Douglas High School by the parent in its original container, it will be held at the front office in a secure location. Proper documentation must be filled before medication can be kept in the office. All instructions printed on the bottle will be followed to the letter. Medication not picked up by the parent within 5 [five] school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district. Students who have severe allergies to bee stings should have medication secured in the school office.

Nurse

A registered nurse from the Douglas County Health Department will be available on a limited basis to the school. Students may request to see the nurse in Student Services. Her services are also available upon a phone request if an immediate need arises.

Right to Request Teacher Qualifications

Parent involvement is an important part of the No Child Left Behind (NCLB) Act. One of the new requirements of NCLB is that schools notify parents that they may request information regarding the professional qualifications of their student's classroom teachers. This information, which is on file at the district office, includes degree(s), major(s), and licensing held by the teacher; the teacher's status regarding state licensing criteria; and whether your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

We are proud of our staff at Douglas High School and would be pleased to share this information with you at your request. Forms are available at our school office or you may go directly to the district office to make a request.

Personal Property

To prevent loss of personal property, students are urged to maintain their lockers, backpacks, etc., in an orderly and secure manner. Students are advised **not** to bring large sums of money or other items of value to school. If necessary, such items may be stored in the main office vault. P.E. students should turn in money/valuables to their teacher during class. Students are not to share locker combinations and are reminded to turn the lock dial to secure the locker.

Students should report all thefts to the assistant principal. Douglas High School is not responsible for loss of personal property, including shop projects.

Posters

Signs, banners or posters that a student wishes to display must first be approved by the principal. Signs, banners or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

Residence Requirements

District policy requires that in order to attend school in our district students' parents or legal guardians must reside within our district. All exceptions to this policy must be administratively approved. If you reside outside of the Winston – Dillard School District, you must have an inter-district transfer request submitted to the DHS Registrar. The form can be obtained at www.wdsd.org under district policy JECB-AR(2). Out of district students must provide their own transportation. If you have questions about residency, contact the building administration.

Emergency School Closure

In the unlikely event that inclement weather renders roads unsafe for travel than school will be closed. The director of transportation will make an assessment of road conditions at 4 a.m. If it is considered unsafe to run school buses the superintendent of the district will be notified no later than 6 a.m. The superintendent will in turn contact local radio stations to advise them of school closures. The school will provide the length of closure and the details students need for arranging to get to school when the roads are again safe to travel.

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools, and early dismissal of students.

Do not attempt to call the school for information about closures. Office personnel begin answering phones at 7:00 a.m.; by that time, the news media will have announced any closures and delays that will take place. Current information concerning school closures will be posted on the district website, Parent Square, and Facebook

School Hours

Classes begin four days a week at 7:20 a.m. and end at 2:49 p.m. Students are expected to arrive at school by 7:15 a.m. each day. Winston-Dillard School District #116 and/or Douglas High School is not responsible for accidents involving unsupervised students prior to 7 a.m. or after 4 p.m.

Telephone

Telephones for personal student calls are available in the front office. Students may receive permission to use other school phones in the case of an emergency.

Textbooks

Textbooks for classes are issued to students without a charge, with the exception of workbooks that will become the property of students at the end of the course for which they are purchased. Students are responsible for the books assigned to them, and will be assessed a fee for books lost or damaged.

Visitors

Visitors to the high school during school hours are required to report directly to the main office and arrange for the conduct of their business. They will be subject to the Raptor identification system by providing their picture ID to be ran through the system. Loitering is not permitted on or near school grounds; individuals loitering on or near school grounds will be referred to civil authorities.

Students who wish to bring visitors to school must request permission from an administrator one day prior to the scheduled visit.

Animal Dissection

In courses including animal dissection, a student may request alternative coursework rather than participate in dissection activities on any animal. The district will provide alternative materials and methods of learning the course curriculum. A student will not be penalized for exercising this option for alternative instruction.

Asbestos Statement

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance. The management plan is available for public inspection in the district office. The Winston – Dillard School District superintendent serves as the asbestos program manager and may be contacted for additional information.

Assignment of Students to Schools

Students are required to attend the school in the attendance area in which they reside, except as otherwise provided by state and federal law. Exceptions may be allowed in certain circumstances. Contact the school office or counselor for additional information.

A district may allow transfers based on established district criteria.

A student who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a school the student attends, or any student attending a district school that is identified by the Oregon Department of Education (ODE) as persistently dangerous, may transfer to a safe district school as required by Every Student Succeeds Act (ESSA).

Parents of students considering private placement for IDEA or Section 504 services must notify the district in advance before privately placing their student, or else potentially forfeit any right to reimbursement or prospective payment for that placement. Many students who are unilaterally placed by their parents are sometimes placed when they are not yet identified under the IDEA or Section 504 of the Rehabilitation Act.

School Board & Policy Information

School Board meeting agendas, minutes and policies are available in the high school principal's office and/or the Administrative office. A request for one of the above-mentioned items should be made by contacting the main office and/or the school principal.

Public Conduct on School Property (Smoking & Alcohol & Tobacco)

Smoking (any substance) and using tobacco products is prohibited in all of the buildings and facilities of the district in which children receive instruction (this also includes district vehicles). No use of alcoholic beverages or other drugs is allowed on school property or at school sponsored activities, either in district or out of district.

Extra/ Co-Curricular Activities

A wide variety of activities is available to students, ranging from class related clubs and service clubs to interscholastic athletics. Generally, the activities are open to all students and are under the control of the Student Council and administration.

Clubs and Organizations

Douglas High sponsors many special-interest clubs for students who want to be active in school affairs. Student clubs and performing groups may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

Annual/Yearbook is for qualified students interested in production of the DHS yearbook. Refer to the DHS pre-enrollment booklet for course description.

Associated Student Body (ASB) contributes to or supports the following activities: Student dances, school assemblies, homecoming activities, rally squads, athletics, clubs, and class/ASB elections. All students are members of the ASB and are eligible to compete through elections for membership on Student Council. Class meetings will rarely be held because of time and space restrictions. It will be the duty of class officers to hold open executive sessions to discuss class projects or handle class business. Class officers should involve as many class members as possible in all class activities.

Requirements to Run for ASB/Class Office: To run for ASB office, a student must get 100 signatures from current DHS students. The petition for these signatures will be made available within the main office. The student must then turn in the completed petition to the ASB advisor by the required date. The student's name will then be on the ballot that will be voted on by the student body.

Typically, ASB and class elections occur in the spring, prior to school ending. Students who are elected will then take office the following school year. Freshmen typically hold their class elections in the fall when they begin attending class at DHS, not at the end of their 8th grade year.

Students who run for a class or ASB office must be enrolled full time (enrolled in at least 5 classes), in good academic standing, and on track to graduate.

Band (Marching Band, Pep Band, Solo, Ensemble) is for students enrolled in instrumental (symphonic) music classes. Refer to the DHS pre-enrollment booklet for course description.

Cheerleading is for students elected to the varsity and junior varsity squads in the spring. Activities include planning and participating in pep assemblies and leading cheers at athletic events throughout the year.

Choir is for students enrolled in vocal music classes. Activities include concert tours and local performances. Refer to the DHS pre-enrollment booklet for course description.

National Honor Society is for sophomore, junior and senior students interested in creating enthusiasm for scholarship, stimulating a desire to render service, promoting leadership and developing character in the students of DHS. Students with a minimum G.P.A. of 3.4 are considered for membership.

Partners Club is for all DHS students to participate in. Any student is eligible for membership in the Special Olympics Partners Club. The purpose is to promote knowledge, understanding and acceptance of all students with disabilities and to work with and for people of all races, creeds and colors.

FFA (The National FFA Organization) is the Professional Technical Student Leadership Organization for students enrolled in agriculture, natural resources or agriculture science classes. This is the largest student leadership organization in the country. Skills competitions focused upon career skills, leadership skills, starting your own business are areas of emphasis for FFA members.

Class Advisors

Advisors will be assigned to each grade level. Freshman, Sophomores, Juniors, and Seniors will each have DHS staff members working with a specified cohort. Each year the cohort will advance with the same staff members. Cohort advisors will be announced at the start of each academic year.

Extra/Co-Curricular Policy and Drug Testing Program Regarding Tobacco, Alcohol & Illegal Drugs

The use of tobacco/alcohol/prescription medication used in a manner inconsistent with the prescription, or non-prescribed or illegal drugs is prohibited. No student involved in extra-curricular, co-curricular and district-sponsored activities shall knowingly possess, use, sell, supply or be under the influence of alcohol, a tobacco product, performance enhancing drug, inhalants, or controlled substance of any kind. This policy shall be in effect 24 hours a day, from the

first summer date of the OSAA calendar following completion of eighth grade, to the final day of his or her senior year.

“Co-curricular” activities are those which take place during the school day and are associated with a curricular program. “Extra-curricular” activities are those which take place outside the school day and are not associated with a curricular program.

Students choosing to participate in extra-curricular, co-curricular and district-sponsored activities are prohibited from knowingly attending or remaining at events where individuals are engaged in breaking the law by possessing, using, delivering, and/or selling alcohol, marijuana, performance enhancing substances, using prescription medication in a manner not prescribed, or illegal substances. These events include, but are not limited to parties and group gatherings. It is the student’s responsibility to immediately remove himself/herself from the party or group gathering as soon as the student becomes aware alcohol, marijuana, performing enhancing substances or illegal substances are being possessed, used, delivered, or sold in violation of the laws of the State of Oregon. The Winston-Dillard School District recognizes a student cannot be responsible for the misbehavior of other individuals; however, it is the student’s responsibility to avoid associating with individuals engaging in illegal activities. Students found in violation of this policy by knowingly attending or remaining at such an event will be subject to sanction under existing district programs and treated as a first, second, or third offense depending on any previous violations of the athletic policies.

A student will not be held accountable for attending a gathering or party in the presence of their parent or other legal guardian under the following circumstances:

1. If the complaint is the minor used alcohol, the student can show that their parent or guardian consented to the consumption, consistent with the provisions of ORS 471.430(1).
2. If the complaint is that the minor was around other individuals that broke the law by consuming alcohol, the student can show that their parent or guardian consented to the student’s attendance at the gathering and was physically present at the event. Douglas High School believes that student safety is paramount in building positive extra-curricular, co-curricular and district-sponsored activities. All students involved in extra-curricular, co-curricular and district-sponsored activities may be tested for alcohol, drugs, illegal substances, or the use of performance enhancing substances.

Students who participate in extra-curricular, co-curricular and district-sponsored activities may be tested at the start of the season, (Fall, Winter, Spring or near the beginning of the year if the group is active all year) and may be subject to testing at least one more time during the season. that will be administered by administrators and/or their designees. Failure to comply with a drug test at the assigned time will result in the student forfeiting the right to participate in practice or games/events during that season. After completion, each participant will bring the container to the test administrator who will follow a designated testing protocol to ensure accurate results. Parents will always be contacted if their child has a positive result on any test.

Any attempt to falsify the drug test will be considered a failed test and the student will be subject to consequences outlined below. Anyone attempting to aid a student in falsifying a test will be subject to discipline under the student conduct section of district policy (JFC). To review WDSO policies and current information, access District policies on the WDSO Webpage at www.wdsd.org.

First Offense:

1. Two calendar week suspension from participation in all athletic games, activities and competitions (must attend all practice sessions). Suspensions will begin on the first official contest or performance date.
2. Mandatory meetings will take place between the student, legal guardian or parent, and the school counselor initiated by the legal guardian. Completion of the counselor’s recommendation is required. Failure to comply with the recommendation after the first offense may be punished as if the student committed a second offense.
3. Submit to drug testing at any time during the remainder of the season.

Second Offense:

1. Full suspension from all activities for the remainder of the season or 45 days, whichever is longer. The term of suspension will be 45 calendar days for groups that are active all year.
2. Mandatory meetings shall take place between the student, legal guardian or parent, and the school counselor,

initiated by the legal guardian and completion of the counselor's recommendation. Failure to comply with the recommendation after the first offense may be punished as if the student committed a third offense.

3. Submit to drug testing at any time during the remainder of the season/year.

Third Offense:

1. Full suspension from all extra-curricular, co-curricular and district-sponsored activities for the remainder of the school year and the following year. Students may participate in following years with the approval of the Principal, Athletic Director, and the students Counselor.

Violations occurring during the summer will have the following consequences: The athlete/participant must complete the consequences during the season of the sport/activity they were involved in when the offense occurred.

This policy shall be in effect 24 hours a day, from the first summer date of the OSAA calendar following the completion of the student's eighth grade year, to the final day of his or her senior year, and includes any school sponsored activity outside the school year (i.e., summer camps, competitions or events).

Assemblies

Assemblies are held throughout the year during the school day; student attendance is required. Pep assemblies, conducted by the rally squad, are designed to build school pride and unity. Other assemblies of special interest are scheduled during the school year for purposes of student motivation, enrichment, recognition, etc. Assembly programs will be screened and evaluated prior to presentation. A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the district's Student Code of Conduct during an assembly shall be subject to disciplinary action.

Conduct at Athletic Events

Students are expected to exhibit proper behavior at both home and away athletic contests. This includes no fighting, booing or heckling, throwing or dropping of refuse or loitering in the immediate area before or after a contest. School policy prohibiting the use or possession of drugs and alcohol applies at all athletic events in which the school is involved, regardless of the site.

Loitering of students in the parking lot before, halftime, or after the contest is prohibited. Locker rooms are off limits during events and emergency exits should be reserved for emergencies only. Spectators are expected to enter and exit through the gym lobby or main entrance to the event.

Dances

Organizations and clubs, as well as classes, may sponsor dances as fund-raisers during the year. The sponsoring group must follow the procedures set up by Leadership

Procedures for Dances:

1. An activity must be approved by the Administration and Leadership. The activity and date will be approved and put on the calendar by Leadership and Administration.
2. The faculty advisors of the sponsoring group will have the primary responsibility for seeing that plans are carried out and must be present at the dance to help chaperone.
3. All supervisors are to be on duty 15 minutes before the dance is scheduled to begin, and are to remain on duty until all students have dispersed after the dance ends.
4. The sponsoring group must secure at least five (5) school employees as chaperones for most dances.
5. Junior high school students and individuals who have reached their 20th birthday may not attend high school dances.
6. Attendance at dances is limited to Douglas High School students and their dates. Students must fill out a guest application 3 days prior to the event. Approval from the guest's school is also required. The inviting student is responsible for the actions of his/her guest.
7. The student code of conduct and the school dress code are in effect at school dances.

School Dance Guidelines:

1. A student body member may bring one guest to a dance, paying the admission fee that may be charged. Guest applications can be picked up in the front office. Guests will be expected to observe the same rules as students attending the events. The person inviting the guest will share responsibility for the conduct of the guest.
2. Once at the dance, student/guests must remain in the building. Anyone leaving the building will not be readmitted.
3. Parents are welcome to attend any school dance with an approved volunteer form on file.
4. The organization sponsoring the dance must decorate on non-school time, and must arrange for cleanup with the janitorial staff.

Social activities must close no later than 11:30 p.m.

DISTRIBUTION OF MATERIALS

All aspects of K-8 school-sponsored publications, including web pages, newspapers, and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School-sponsored media prepared by student journalists are subject to reasonable time, place, and manner restrictions pursuant to state and federal law.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on district property by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the district may be subject to administrative review, restriction, or prohibition, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written or inadequately researched; is biased or prejudiced; not factual; or not free of racial, ethnic, religious, or sexual bias.

Materials that include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district will not be allowed.

All materials request for distribution requires approval of the administration.

The district may designate the time, place, and manner for distribution.

If material is not approved within 48 hours of the time that it was submitted, it must be considered denied.

A denial may be appealed to the superintendent. If the material is not approved by the superintendent within three days it will not be considered approved. A decision reached by the superintendent may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present their viewpoint.

Fund Raising

All money-raising activities are under the jurisdiction of Administration. These activities are regulated carefully to avoid conflicts and to prevent over working of money raising projects. Any fund-raiser must be approved by Administration before it is undertaken.

All student body, class and club purchasing requires a purchase order. Bills that come in will not be honored unless an administrator, advisor and a student sign a purchase order that has been approved. Purchase orders can be picked up in the front office.

Interscholastic Sports

All students are eligible to turn out for any of the interscholastic sports conducted at DHS. The sports program is carried on

under the rules and regulations of the Oregon School Activities Association (OSAA). The following requirements have been established at DHS in addition to those of OSAA.

1. To be eligible to participate in any interscholastic game, the student must:
 - a. Be enrolled in at least 5 classes in the current semester;
 - b. Have passed five subjects in the previous semester (OSAA standard);
 - c. No F's and a GPA requirement.
 - d. An athlete must be in attendance the entire school day to be eligible for practice or competition. Exceptions made for pre-arranged absences, school-initiated absences or in accordance with Oregon State Law. Truancy, as defined by the administrator on duty, automatically excludes a student from athletic participation.
2. All students turning out for sports must have a student body card for the current year.
3. All students participating in sports are required to have school or family accident insurance, and a current physical examination. Physical exams must be obtained every two years. Physical exams must be obtained prior to the start of athletic participation. Any transfer student into Douglas High School will be required to obtain a new physical or present documentation of a physical within the last two years. If they are off of the required two-year cycle. Cost of the physical examination is the responsibility of the parent or legal guardian. Athletes are expected to be examples of good citizenship, to conform to the behavior expected of students, and to attend school regularly. DHS invests a great deal in training athletes, and expects a positive return from the student-athlete.

Game Prices

Admission to high school athletic events will cost the following: \$5 - Adults, \$3 – Students, Free- for WDSJ students, (K-12), Free - Senior Citizen (60 & Older)

Locker Room Use

Locker rooms are for the exclusive use of DHS athletic teams and visiting athletic teams during athletic contests.

Academics

Students are expected to attend school and class regularly with all materials required. All students are required to be enrolled in at least 5 courses per semester. This is your opportunity to succeed at school. Take advantage of the support offered by faculty and staff.

Assessment Program

Students may annually opt-out of taking the statewide summative assessments as provided by state law. The district shall provide the required notice and necessary forms for opting out of the statewide assessments to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. Students will be required to complete benchmarks work samples if they decided to opt out.

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

Special Education

Consistent with federal and state regulations, the district provides a variety of specialized learning programs for students with hearing, vision, speech, physical, health, emotional, intellectual or specific learning disabilities. Any student with an identified disability is eligible to receive services from one or more of those programs.

Parents concerned that their child's school progress may be limited by one of the above disabilities may refer their child for diagnostic evaluation. Students may refer themselves, but parental permission for evaluation is required if the student is not yet 18 years of age. Referrals may be made to the building principal, counselor, assistant principal, or the building level Special Education teacher. For each student determined to be eligible, an Individual Education Program (IEP) is developed and reviewed by a team at least once per year. Parents may also wish to discuss such matters with the District's Coordinator of Special Education (679-3000).

Discipline of Students with Disabilities

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and to coordinate the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability; the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a disabled student or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

Alternative Education

In compliance with Oregon Law (ORS 339.615), the Winston-Dillard School District provides programs of alternative education for students who are subject to severe disciplinary issues or credit deficiency towards graduation requirements. Priority will be given to upperclassman that are credit deficient. For additional information, contact the assistant principal or student services at Douglas High School.

Alternative Education Notification

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic content standards; or when a public or private alternative program is not otherwise readily available or accessible. At the end of the sophomore year, there will be a transcript review to determine if they are in need of alternative education placement. Credit deficiency will take priority. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement.

The district will not provide alternative education programs for students expelled from another district.

Notification of Alternative Education

Individual notification to students and parents regarding the availability of alternative education programs will be discussed as appropriate (including but not limited to):

1. Any disciplinary problems that are consistent and/or severely interrupts the learning environment.
2. When attendance is so erratic the student is not benefitting from the educational program. “Erratic attendance” means the student is frequently absent to the degree that the student is not benefitting from the education program as determined by the district;
3. At the end of sophomore year, evaluation for credit deficiency.
4. When an expulsion is being considered, or has been expelled. When a student’s parent or emancipated student applies for exemption from attendance on a semi-annual basis.

Individual notification shall be sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.

Notification shall include:

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

Alternative Education Programs

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

The district offers several options for meeting the needs of students beyond the traditional classroom.

Subject – The Subject program is for students who need to recover credits toward graduation. Online classes offer flexibility and convenience. Students will be scheduled into an Alt Ed. class during their regular school day. Enrollment is limited and preference will be given to those students meeting graduation requirements.

Independent Study (Summer Only) - Students may take extra classes over the summer only if they have been approved by counselors. They will need to develop an education plan that would incorporate all classes that will need to be taken in advanced as well as have parental permission. These classes will be delivered online through Subject.com.

Expanded options - Upon providing evidence of successful completion of a post-secondary course through the Expanded Options Program, the district will grant credit to the student. By February 15th, the high school will send a notice about the program explaining eligibility requirements. A student may apply to and be accepted by a post-secondary institution. If accepted and if a student wishes to take an eligible course through this program, a student must notify the district no later than May 15th of that year. The selected student will meet with an advisory team to establish goals and develop an educational learning plan. EOP forms must be signed and returned to front office by May 15th.

If a student is in need of dropping the college class due to any number of reasons they must do so before the drop deadline as outlined by the college or will be made to pay the bill for the class on their own. The district will not pay for any classes that have been dropped or withdrawn after the deadline.

Additional information about the EOP may be found in Board policy IGBHE – Expanded Options Program or accessed through school staff.

Home schooling - Parents have the right to utilize home instruction as an alternative to enrollment and attendance. The Board does not accept home instruction for credits toward graduation from school. The district has no obligation to

support home instruction (provide textbooks, lessons, or standardized testing). A home-schooled student may participate in interscholastic activities. The district shall not provide special services in the home for home-schooled children with disabilities.

Parents may request additional in-district alternative education programs by submitting written requests to the superintendent.

Dillard Alternative High School

The primary mission of Dillard Alternative High School is to serve students through reduction of the number of high school student dropouts by offering an alternative to traditional high school education that leads to graduation and career development. Dillard Alternative High School offers a workable alternative for high school students who need flexibility to meet their educational needs. Students access Subject classes while attending the Dillard campus. Please see the counseling department for information regarding the Dillard Alternative High School and/or call them at 679-3023.

Homeless Students

The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A student is permitted to remain in his/her school of origin for the duration of his/her homelessness or until the end of any academic year in which he/she moves to permanent housing. Transportation to the student's school of origin will be provided, at the request of the parent, or in the case of an unaccompanied student, at the request of the district's liaison for homeless students. For additional information concerning the rights of students and parents of students in homeless situations or assistance in accessing transportation services, contact the district's liaison for homeless students at 541-679-3000.

Report Cards

Report cards are mailed home at the conclusion of the 1st, 2nd, 3rd, and 4th grading periods. Whenever you have a question about a grade received, or need an interpretation of a grade, please contact Student Services at the school as soon as possible.

Quarterly grades reported on the report card are progress reports. The grades which appear on your permanent records (transcripts) are the first and second semester grades only. The following grading system is used for report cards:

A – Excellent	B – Above Average	C – Average	D – Below Average	F – Failure Credit
I – Incomplete*	S – Satisfactory	NG – No Grade	U – Unsatisfactory	E – Social Grade/NG

*Incompletes must be completed before the end of the following quarter, or the Incomplete converts to an F grade.

In determining academic standing and rank in class, a grade point average is determined for each student. Points are assigned as follows:

- A 4 points
- B 3 points
- C 2 points
- D 1 point
- F 0 points
- I 0 Points (will be changed upon completion)

Incompletes and repeated classes carry points and are included in calculating the students GPA. Failing grades are included in calculations.

The classes listed below are considered rigorous college prep courses and are assigned a grade point value of 5.0. Community college courses used toward high school graduation will also be awarded 5.0 grade points. These classes will be averaged along with all other courses taken during the students first 7 semesters to calculate class rank.

Classes*: WR 121/122, Chemistry 104, Math Analysis, Woods 3, Fire Science, Medical Terminology

Community College classes may include: WR 121-123, Fire Science, Medical Terminology, Psychology, Public Speaking etc.

**Subject to change; see your counselor for more information*

Conferences

Regular conferences are scheduled annually in the fall and spring to review student progress.

A teacher may request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period, request that the teacher call the parent to arrange a mutually convenient time, or email the teacher.

Student Records

Oregon Statute (revised) permits the Winston-Dillard School District (DHS) to release directory information unless specifically requested otherwise by parent or guardian. Directory information includes name, address, phone number, photographs, place of birth, participation in official sports/activities, weight and height of athlete, team members, dates of attendance, degrees and awards received, and most recent previous school program attended.

In addition, the statute requires the school district to send student records within ten (10) days of receipt of a records transfer request from other districts. The district (DHS) is not required to notify parents that the records are being transferred. A parent may inspect student records upon request.

Public Notice - The information contained below shall serve as the district's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location and district official responsible for education records.

"Education records" are those records directly related to a student and maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally, identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parents/guardians;
5. Date of entry into school;
6. Name of school previously attended;
7. Courses of study and marks received;
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
9. Credits earned;

10. Attendance;
11. Date of withdrawal from school
12. [Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.]

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

The district will give annual public notice (registration) to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information and the district's option to release such information. Such notice will be given prior to release of directory information.

Exclusions - Exclusions from any or all directory categories named as directory information must be submitted in writing to the (principal) by the parent, student 18 years of age or emancipated student within 15 days of annual public notice.

Schools in Oregon are required to keep several different types of school records for students.

1. **Permanent Record** - A transcript of all grades and attendance and selected test scores, attained in grades 9-12.
2. **Cumulative Record** - A collection of school achievements and activities and other records from all schools previously attended.
3. **Behavioral Records** - A collection of psychological and placement testing and information (not all students have this file).
4. **Health Records** - A record of immunizations and other vital health records.

School records are released according to the following procedures:

1. All student records maintained by the school shall be made available for inspection by the student and/or his/her parent or legal guardian, except that behavioral records shall be released only in the presence of a person qualified to interpret those records (within 45 days of request).
2. Progress and behavioral records may be released to other persons, agencies, or institutions with a demonstrated interest in the student only if written release has been signed by the parent or legal guardian, or by the student if 18 years of age or older.
3. All persons, agencies, or organizations desiring access to the records of a student shall sign a written form kept in the file of the student, but only for the inspection of the parents or the student, indicating specifically the legitimate interest of the person, agency, or organization seeking this information. This form shall be available for the maintenance of the record.
4. Release of student records may be made by the superintendent or designee for use in proceedings in compliance with judicial order or lawfully issued subpoena, upon condition parents and student are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency. Personal delivery of the records to the court will be made by a certified staff member qualified to explain or interpret the records.
5. Information gained as a result of conversations, conferences, or staff meetings regarding student problems must be kept confidential. Release of student record information by telephone is prohibited.
6. Information gathered for research purposes will not be released in any manner that would allow personal identification of students.
7. Students who need copies of transcripts for scholarship, military, college, and/or work applications should see the registrar for a release form. The school cannot release transcripts without parental consent in writing.

Provision for Hearing to Challenge Content of Education Records

Parents of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right

to a hearing as follows:

1. Parents shall make request for hearing in which the objections are specified in writing to the principal;
2. The district shall appoint a hearings officer who shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:
 - a. The principal or designated representative;
 - b. A member chosen by the eligible student or student's parent(s); and
 - c. An unbiased, qualified third party appointed by the superintendent.
4. The hearing shall be private. Persons other than the student, parents or guardians, witnesses, and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. They shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.

If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed, or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Student Privacy Policy Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Student Privacy Policy Office, U.S. Department of Education, Washington D.C., 20202.

A copy of the district's education records Board policy and administrative regulation may be obtained by contacting the office.

Filming/Taping of Students - During the course of the school year, photographs, films, or video tapes may be taken at school or during school activities; i.e., during athletic contests or practices, during plays or play practice, of students in classroom activities, etc.

These films/tapes/photographs are used for helping students improve their playing skills, drama skills, and/or providing the public with information about school programs. It shall be the policy of the Winston-Dillard Public Schools to film/tape/ photograph students as listed below unless the parents file a written objection with their child's school.

1. Athletic game film/tapes
2. Drama/classroom activities
3. Recognition for achievement
4. Public information pictures

If you object to the filming/taping of your child in any of the above activities you can prevent this by writing a letter stating your objection and concerns. Then deliver this letter to your child's building principal. Please make certain it is signed and dated. The letter will only be valid for the year it is tendered.

Surveillance Cameras - Stationary cameras may be used in public areas of school campuses. These recordings are used to increase student safety and maintain school property.

Honor Roll

An honor roll is published each Semester. Full-time students (carrying enough course work for credit to occupy five periods per day), with a grade point average for the quarter of 3.0 or higher, and with no more than one C will be on honor roll. However, any grade below a C or any incomplete will disqualify a student.

Academic Recognition Letter

Students who earn a GPA of 3.5 or higher for two consecutive quarters while taking at least four academic classes will be awarded an academic letter. For each consecutive quarter thereafter that a 3.5 or higher GPA is maintained while still

taking a minimum of five academic classes, the student will be awarded an academic bar. If the student's GPA drops below a 3.5 for any Semester or he/she is not enrolled in four academic classes, the initial requirements for earning an academic letter must be met in order to be eligible for another bar. **NOTE: Academic classes are considered to be math, science, social studies, English, literature, foreign language.**

National Honor Society

Sophomores, juniors and seniors with at least a 3.4 accumulative GPA in a regular course of study will be invited to complete the selection process for NHS membership. This is done during second semester each year.

To be considered for selection, the candidate must complete a "Student Activity Form," obtain references from four faculty members and write a five-paragraph essay on either "What I Can Contribute to NHS" or "My Views on the Importance of Scholarship, Leadership, Character and Service in a Student's Life." Once the completed forms, references and essay are received, the selections for NHS membership are made by majority vote of the NHS faculty council and are based on how well the student meets the four criteria for membership listed below. Input from the entire staff will be used to help make the selections. The decision of the council is final and cannot be appealed.

Scholarship: The expectation is that the student will be able to maintain the minimum 3.4 GPA.

Leadership: The council will look for the student who promotes school activities, influences peers to uphold school ideals, contributes ideas that improve the civic life of the school, delegates responsibilities, exemplifies positive attitudes, inspires positive behavior in others, demonstrates academic initiative, and dependability.

Service is helping an individual, the school or the community without expectation of any pay or reward for the person rendering the service.

Character is exhibiting positive attitudes; upholding school policies; having respect for self, peers and staff.

Once a student becomes a member of NHS, he/she will be expected to uphold the four criteria of membership. The faculty council may dismiss or discipline a member if it can be shown that he/she has not upheld the criteria. If the member's GPA falls below 3.4, he/she will be warned in writing by the advisor and given one semester to bring the GPA back to standard.

Any infraction of school and classroom policies that result in a disciplinary referral being made to the assistant principal will result in the member being warned and his/her membership status being put on probationary status. The member may also be assigned community service hours. If the behavior continues, the member will be referred to the faculty council for dismissal. Disciplinary offenses serious enough to warrant expulsion or penalties through civil or criminal courts will result in immediate dismissal. Once a member has been dismissed, he/she will never again be eligible for membership. Dismissals for reasons other than scholarship may be appealed through the same channels that other disciplinary appeals are made. Seniors must have a 3.4 GPA at graduation to maintain membership and wear the NHS insignia in the graduation ceremonies.

Night of Excellence

In the spring, teachers will present awards to students of exceptional achievement in specific subject areas.

Exemption Forms

The Winston-Dillard School District may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities and/or religious beliefs. Exemption will be considered in response to a written request for exemption from the student and his/her parent or guardian. Credit toward graduation is not granted for educational components exempted from the student's program. The district may approve and grant credit to a student for an alternative to a state required program or learning activity. Contact the school guidance counselor if information is needed.

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching. The district's system will be used to provide statewide, national and global communications opportunities for staff and students. The superintendent will establish administrative regulations for the use of the district's system including compliance with the Children's Internet Protection Act. 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. To view the full policy IIBGA visit www.wdsd.org.

Field Trips

Field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be “in school” while participating in district-sponsored field trips. This means students are subject to the school’s student conduct rules, applicable Board policy and such other rules as may be deemed appropriate by the field trip supervisor.

Make-up Work

It is the student's responsibility to make up work missed due to absence. When the student returns to school, he or she should contact the teachers and get assignments. The student is to complete the work as soon as possible. All makeup work policies will be set by the teachers and students must be in communication with them in regards to how they should go about earning credit back.

Homework

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

Students at Douglas High School can expect regular assignments in all courses (especially core requirement courses). At the beginning of each school year, staff will provide students with information about course requirements, projects, exams, homework assignments, and other performance expectations. Students are expected to develop regular home study habits during the course of the school year.

Pass/No Pass

Teacher Assistant is the only courses taken as Pass/No Pass

Progress Reports

Official quarter and semester grades will be mailed to parents shortly after the end of each grading period. Current grades can be found on StudentVue/ParentVue.

Parents may wish to obtain additional feedback regarding grades and progress. A parent may request this service through the student's counselor. This activity may take a few days, and the information can be summarized by the counselor over the phone or in a conference at the school.

Scheduling

The key to good scheduling is careful preparation and planning. Selecting the right courses is very important to effective student scheduling. Many promising futures are built on wise decisions about school. If planning is taken seriously, there should be little reason for a schedule change later. Counselors will be going into classrooms to advise students on what classes are offered and assist with picking the ones that best fit.

Schedule change requests are permitted during the first two (2) weeks of semester 1 and semester 2. Schedule changes will be considered in the following circumstances only:

1. The student does not have a full schedule.
2. The student’s schedule includes duplicate courses or courses already completed.
3. The student schedule is missing a core course (i.e., graduation) requirement.
4. On rare occasions an extenuating personal circumstance per administrative approval.

Students or parent requests (1) for a schedule change or (2) to withdraw a student from a course after the two-week schedule change period are subject to the following conditions:

1. Students who drop a course after the 2-week schedule period are grade responsible; i.e., the student will receive a failing grade for the dropped course.

2. workStudents requesting to transfer classes may do so only with the agreement of the student's supervising guidance counselor and teachers involved in the transfer exceptions to the transfer/drop policy (after two weeks) will be considered only in extenuating personal circumstances (e.g., student or family health/medical emergency) and are subject to approval by the principal.

Partial Day

Douglas High School requires that students be in attendance for four full years carrying seven classes under normal circumstances. Occasionally, early release is assigned to a student. This is done by administrative decision on an individual basis. Students on home release are not to loiter either on the school grounds or in Winston, and for that reason are not to use the school bus during the time of day the home release is assigned. Home Release will only be assigned during either 1st, 2nd, 6th, or 7th period. All students will be required to have 5 courses.

Withdrawing From School

Students who are transferring to other school districts will make the change more easily if they following the withdrawal procedure outlined below.

1. Report to the registrar in Student Services to request a withdrawal form before your last day at Douglas High.
2. The registrar will give you a withdrawal form and a transcript release form to be signed by parent or guardian.
3. Take the withdrawal form to your classes the last day you are in school to get your grades and to have teachers verify that you have returned textbooks.
4. Return the signed withdrawal and transcript release forms to the registrar who will provide you with a copy of your transcript and your schedule of classes to simplify your enrollment in your new school.

Early Graduation

Douglas High School requires that students be in attendance for four full years carrying seven classes under normal circumstances. In some cases, it may be educationally advisable for a given student to meet graduation requirements with less than four full year's attendance. However, this decision should come about only as a result of a planned program. Parents who are interested in discussing such a program must contact their student's counselor prior to the end of their junior year.

Graduation - Academic Honors

To be considered for traditional grade 12 academic honors, the valedictorian, salutatorian, and top 10 academic students will be selected according to the following procedure:

1. The valedictorian will be the student with the highest-grade point average as computed at the end of seven semesters* of high school work;
2. The salutatorian will be the student with the second highest grade point average as computed at the end of seven semesters of high school work;
3. In case of a tie for valedictorian, co-valedictorians will be honored;
4. In case of a tie for salutatorian, co-salutatorians will be honored;
5. Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for valedictorian or salutatorian.
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Douglas High School prior to and continuously following the 10th school day of the student's senior year.
7. To receive top 10 honors, you must have completed seven semesters of high school work;
8. Students who graduate early and/or attend Dillard Alternative, whether in person or online, with a GPA commensurate or higher than with top 10 recipients will be recognized for their outstanding achievement, but will not be considered a top 10 honor student, valedictorian, or salutatorian.

* A semester is defined as a session constituting half of the academic school year lasting between 18-21 weeks.

Diploma Requirements

Minimum graduation/diploma standards describe the required amount of schooling a student must complete to qualify for a diploma and graduation. In most instances, the successful student's personal standard of excellence will exceed these minimums. Subjects required for graduation from Douglas High School and the recommendation for their sequence is as follows:

<u>Grade 9</u>	<u>Credits</u>	<u>Grade 10</u>	<u>Credits</u>
English 1	1.0	English 2	1.0
Mathematics	1.0	Mathematics	1.0
Science	1.0	Science	1.0
P.E/Wellness	1.0		1.0
Fresh Success/Health	1.0	Global Studies	1.0
Electives	1.0	Electives	2.0
CTE/FL/FA	3.0		
		<u>Grade 12</u>	
<u>Grade 11</u>		English 4	1.0
English 3	1.0	U.S. Gov/Civics	1.0
U.S. History	1.0	Electives	4.0
Science	1.0	Adulting	1.0
Mathematics	1.0		
Electives	3.0		
Health	1.0		

Full time students at Douglas High School are enrolled in seven courses earning seven credits per year. Any course which meets once a day for one semester carries .5 credits. No credit is accumulated for courses in which a failing grade is earned or for courses from which the student withdraws prior to completion of one semester of course work. The grade classification of each student will be determined by the number of years that the student spends in the high school environment. A total of **24** credits are required for graduation from DHS. It is possible to earn as many as 28 credits during four years of high school. Douglas High School recommends that to participate in a successful educational program each student should have earned the following credits by the end of each school year.

Freshman	7 Credits	Junior	21 Credits
Sophomore	14 Credits	Senior	24 Credits

Essential Skills: In January 2007, the State Board Education adopted essential skills as a requirement for high school graduation. Students must demonstrate proficiency in identified essential skills to receive a high school diploma. More specifically, students must pass state standardized assessments which meet state benchmarks, or prove proficiency through a work sample process. Students will be tested in reading, writing, and mathematics. For more information on the Essential Skill requirements, please contact the Douglas High School Administration.

Required Credit: Required credit is earned for approved courses that are designed to impart skills and/or knowledge, which can be of fundamental value to all adults. Earning required credits assures a basic educational background for all students. For the graduating class of 05 and beyond, Oregon colleges will only honor college prep courses in which a student earns a C or better.

Elective Credit: The remaining required credits are earned from elective course offerings. Elective offerings provide a course of study designed to address individual student needs, interests, career plans, etc.

Community Service Requirement: DHS students are required to complete 100 hours of community service. Student community service hours correlate directly with the Oregon Department of Education standards for essential skills, personalized learning, and high academic expectations. Students are required to complete hours and write reflections about their experiences on Community Service sheets available from guide group teachers, main office, or the library.

Credit Recovery: If a student is in need of retaking a course to gain credit towards graduation, they will re-take the course live and in person. They will not be permitted to take an online course to regain the credit. Additionally summer school may be a viable option to obtaining lost credits.

Diploma

A diploma shall be granted upon successful completion of the following requirements as specified by the Board of Education of School District #116:

- 18 required course credits
- 6 elective course credits
- Complete 100 hours of community service
- 12 years of educational experience or the equivalent
- Meet minimum Oregon State requirements for instructional attendance
- Meet required Essential Skills

A certificate, which identifies acquired skills, may be awarded to those students who have met some, but not all, of the requirements for the diploma and have chosen to end the formal school experience.

ONLY THOSE STUDENTS WHO HAVE MET ALL DIPLOMA REQUIREMENTS MAY PARTICIPATE IN GRADUATION EXERCISES.

Graduation Requirements

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

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than 4 years if consent is received by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

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

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

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reached 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 4 years but not less than 3 years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than 4 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 student [in good standing] who qualifies to receive or receives a modified diploma, an 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 received a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs

of the student, and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate 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.

The district may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma.

Credit Options

Course Challenge Requirements - Douglas High School offers a form of course challenge to students for most required classes.

Contact the counseling department for specific directions and processes, as there are time lines to meet. Contact must occur one (1) week prior to school starting to arrange for Fall semester testing and two (2) weeks prior to start of second semester. Subject to availability of course final and teacher approval.

Eighty percent (80%) accuracy must be obtained for credit.

The district administration has sole power to waive and/or adjust this credit challenge on an individual basis.

CREDIT FOR PROFICIENCY

In addition to credit by completing classroom or equivalent work in a course a student may receive credit toward a diploma or a modified diploma by one or more of the following options, if the student demonstrates defined levels of proficiency or mastery of recognized standards through:

1. Classroom or equivalent work that meets Common Curriculum Goals and academic content standard required by OAR 581-022-1210;
2. Classroom or equivalent work;
3. Passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; and/or
5. Providing documentation of prior learning experiences.

A student may not use credit by examination to regain eligibility to participate in extracurricular activities.

Independent Study -When a student wishes to pursue an interest or skill that cannot be obtained in any normal academic procedure, independent study may be appropriate. Interested students must first contact a counselor and then make arrangements for a suitable teacher/supervisor.

College Transfer - Any quarter hours must be verified by presenting a certified college transcript.

Transferring Credit(s) for Alternative Educational Instruction

Upon qualification, the Winston-Dillard School District will be accepting credits earned through approved programs during an academic year. Verification that courses meet district standards may be requested as per Administrative Rule JECDA –AR Transcription Evaluation Procedure. Pre-approval of online courses will be required as per JECDA-AR. To review WDSB policies and current information, access District policies on the WDSB Webpage at www.wdsb.org.

Work Experience Program

Douglas High School offers a cooperative education program that includes on-the-job work experience. This program is primarily intended for students who have secured paid employment but is available for students seeking internship opportunities. This program is only open to juniors and seniors. The purpose of the program is to enable students to apply basic skills they acquired at high school to real work situations. See your counselor for more information.

STUDENT SERVICES

Counseling and Guidance

Student Services provides a wide variety of options to enhance each student's success and pursuit of excellence. Among other things, counselors and student service specialists can help students in the following areas: course selection and program planning, organization and study skills, school policies and procedures, requests for school records, planning for the future-jobs, college, military, career exploration, and financing education after high school.

Academic Counseling

Students are encouraged to talk with a district counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students in grades [9-12] shall be notified annually about the recommended courses for students. Students who are interested in attending a college, university or training school, or pursuing some other advanced education, should work closely with their counselor so that they may take the courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

Personal Counseling

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug and alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns.

Library

The DHS Library welcomes you to a new year! At the DHS Library students can check out up to 4 books at a time and keep them for 3 weeks. Library hours of operation are from 7:05 am to 3:55 pm. The library is open during all breaks, including lunch. This allows students access to resources and provides a QUIET place to study.

The DHS Library has several important guidelines which need to be followed by students.

1. Students must have a signed pass from their teacher in order to enter the library during regular class time. (Unless they are accompanied by their teacher)
2. The library is a place to read and study, therefore voices must be quiet so that others can concentrate.
3. The computers are for school related work only. Students are not to play games, listen to music, chat or purposely search for material that is not part of an assignment.
4. If library books are lost or damaged, the student will be responsible for payment.
5. The library must remain a place of quiet study – even during lunch hour. If a student is not engaged in schoolwork or if the student's voice level or actions are disrupting other students, the students will be asked to leave the library.

Internet safe guards: The Winston-Dillard School District has a filtering program installed on all computers. This filter blocks inappropriate material for most offensive sites. It is possible that some offensive material can be viewed, but this is the exception and not the rule. Also, a certified teacher and a certified media specialist (librarian) will monitor students at all times and make every effort to ensure student safety in this matter.

Internet Permission Slips: Students may be permitted to use the district's electronic communications system only to conduct business related to the management or instruction needs of the district or to conduct research related to education consistent with the district's mission or goals. Personal use of district computers, including e-mail access, is

strictly prohibited for personal use, in addition to official district business consistent with Board policy, the general use prohibitions/ guideline/etiquette and other applicable provisions set forth in administrative regulations.

The district's electronic communications system meets the following federal Children's Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;
3. The on-line activities of students are monitored;
4. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
5. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
6. Unauthorized access, including so-called "hacking" and other unlawful activities by students on-line is prohibited;
7. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
8. Measures designed to restrict students' access to materials harmful to students have been installed.

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, school administrators may routinely review user files and communications.

Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.

All DHS students are required to have a signed "Internet Permission Slip" on file. Once signed and returned, this permission slip will stay on file and be in effect for as long as the student attends DHS. The purpose of the "Internet Permission Slip" is to verify that the student understands what the expectations are regarding internet use. By signing the form, the student agrees to abide by all the rules and provisions of the District's Policy. (A copy of Winston-Dillard's "General System User Responsibilities, code IIBGA-AR2 is attached to the permission slip.) To review WDSB policies and current information, access District policies on the WDSB Webpage at www.wdsb.org.

If a student purposely views, downloads or prints inappropriate material from the internet, they will face severe disciplinary action, as well as, loss of computer privileges.

Students who do not have a signed internet permission slip on file will not be allowed to use the computers AT ANY TIME.

Note: If the parent/guardian denies the student access to use of the internet, but *will* allow computer use for word processing, etc., special arrangements can be made.

STUDENT CONDUCT

Philosophy Statement: Students are responsible for conducting themselves properly, in accordance with the policies and administrative regulations of the district, school rules, and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state law. Student conduct and achievement are inexorably

linked. Student work habits and interpersonal skills significantly impact the learning experience and serve as the foundation for lifelong achievement. Teaching appropriate student conduct is best achieved through a *partnership* involving students, parents, and educators. The following guidelines, suggestions, policies, and procedures are designed to foster a partnership in student achievement at Douglas High School.

Student Rights and Responsibilities

Student rights and responsibilities include, but are not limited to, the following:

1. Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure their rights;
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
6. The right to privacy, which includes privacy in respect to the student’s education records;
7. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

Student Achievement and Parent Participation

Parental Involvement: Parental involvement is a critical factor in the development of appropriate student conduct and work habits. The following suggestions are designed to encourage parental involvement in student conduct, work habits, and achievement:

- *Reinforce regular and punctual attendance
- *Discuss student assignments and activities on a regular basis
- *Compliment student effort and work quality as appropriate
- *Provide a quiet, well-lit home study area
- *Monitor and guide student homework assignments
- *Encourage student to seek additional help from teachers (before/after school)
- *Communicate regularly with staff regarding student performance
- *Insist on sufficient rest, proper diet, and periodic health exams
- *Reinforce school policies and procedures
- *Whenever possible, attend student activities and performances

Parent-School Communication: Parent input regarding student performance or staff expectations is important and should be addressed according to the following procedure:

Step 1 - Contact appropriate staff member directly regarding input or concern(s). Please allow for a reasonable response time from staff members.

Step 2 - Unresolved concerns from step one should be addressed to the building principal.

Step 3 - If a concern remains unresolved after step two, the parent/guardian has the option to submit a district patron complaint form as provided for in school board policy.

Discipline/Due Process - A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student’s due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

The district’s disciplinary options include using one or more discipline management techniques, including counseling by teachers, counselors and administrators; detention; suspension; expulsion; loss of driving privileges and loss of right to apply for driving privileges; loss of privileges, honors and awards and removal to an alternative education program. Disciplinary measures are applied depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion. In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he/she may also be

referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement. No student will be subjected to corporal punishment.

Student Achievement & Attendance

Attendance Policy

Philosophy Statement: Regular and punctual attendance in all classes is expected at Douglas High School. Regular student participation in classroom discussions, lectures, demonstrations and other learning activities is an important factor in student achievement; irregular attendance is often associated with student failure and frustration with the schooling experience.

Ultimately, school attendance is the responsibility of the student and parent. School officials will make every reasonable effort to assist and support parent efforts to reinforce regular student attendance.

Attendance

ORS 339.065 Estimates of attendance: irregular attendance/excused absences

- (1) In estimating regular attendance for purposes of the compulsory attendance provisions or **ORS 339.00 (Definition for ORS 339.040 and 339.125) to 339.030 (Exemptions from compulsory school attendance), 339.040 (Attendance supervisors) to 339.125 (Contract for admission of nonresident pupils), 339.137 (Residency of student at youth care center), 339.420 (Child excused to receive religious instruction) and 339.990 (Penalties)**, the principal or teacher shall consider all unexcused absences. Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.
- (2) An absence may be excused by a principal or teacher if the absence is caused by the pupil's sickness, by the sickness of some member of the pupil's family or by an emergency. A principal or teacher may also excuse absences for other reasons where satisfactory arrangements are made in advance of the absence.
- (3) Any pupil may be excused from attendance by the district school board for a period not to exceed five days in a term of three months or not to exceed 10 days in any term for at least six months. Any such excuse shall be in writing directed to the principal of the school which the pupil attends.

Compulsory Attendance: All students between the ages of 6 and 18, who have not completed grade 12, are required to regularly attend a public full-time school, unless otherwise exempted by law. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

Staff will monitor and report violations of the state compulsory attendance law.

A parent will be issued a notification, in writing and in the native language of the parent and in accordance with law, the attendance officer will schedule a conference with the non-attending student and their parent(s) to discuss attendance requirements. At this time the parent has the right to request an evaluation to determine if the student should have an individualized education program (IEP) or a review of the student's current IEP.

Any person having legal control of a student between the ages of 6 and 18, who has not completed the 12th grade, and who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements [may] be issued a notice by the district for the student's failure to attend school.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child may be a Class A violation.

Absences: Each school shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal or religious considerations.

A student who must leave school during the day must bring a note from their parent. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse or front office.

A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical or dental appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment. A student who is absent from school for any reason will not be allowed to participate in school-related activities on that day or evening.

A student shall be considered to have **withdrawn from school** if the student has:

1. More than 10 consecutive days of unexcused absence; or
2. Fifteen school days total of unexcused absences during a single semester.

¹U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

The student has a right to appeal the superintendent/designee's or Board's decision through district suspension/expulsion due process procedures.

- A. Absence Policies**—Each school shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.
- Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.
 - A student who must leave school during the day, must bring a note from his/her parent. A student who becomes ill during the school should, with the teacher's permission, report to the front office. The attendance secretary will decide whether or not the student should be sent home and will notify the student's parent, as appropriate.
 - A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent for several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher may result in a grade of zero for this assignment.

- A student who is absent from school for any reason will not be allowed to participate in school-related activities on that day or evening.
1. All other absences will be classified as **unexcused absences**. Examples of unexcused absences include oversleeping, skip days, hair appointments, job interviews, remaining at home to complete homework assignments, driving tests, senior photos, work, car problems, transporting family members to events/activities, etc.
 2. **Prearranged absences** will be processed according to the following guidelines:
 - a. Prearranged absences are limited to five (5 days) per semester
 - b. The student's academic and attendance records are satisfactory
 - c. Prearranged absence requests are required for anticipated absences of three (3) days or more
 - d. Students are responsible for all missed course work
 - e. Students are required to submit prearranged absence forms to their teachers prior to approval and well in advance of the absence
 - f. School officials shall determine whether a prearranged absence is excused or unexcused
 3. **Extracurricular Absences**. School-sponsored or sanctioned activities are exempt from and will not be counted in the attendance policy.

B. Notification

1. Parents must contact the school, by telephone or signed note, **within 48 hours of student absence. After 48 hours, the student absence will be classified as truant (see truancy policy).**
2. Student absences will be excused according to school policy (see above)
3. Parents will be notified each day a student is marked unexcused absent by our automatic calling system. The system will call the primary contact number listed in the student's records.

C. Corrective Action

1. **Truancy Policy:** A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, suspension, expulsion, ineligibility to participate in athletics or other activities. Students leaving campus during the day in violation of school checkout procedures shall be considered truant. Students arriving to school late in the

morning or after lunch must check in at the attendance office with a parent note or phone call regarding the absence. Students failing to comply with this procedure shall be considered truant.

2. **Chronic Truancy or Absenteeism:** Students demonstrating chronic truancy or absenteeism are subject to the following interventions:
 - a. Expulsion
 - b. Misdemeanor citation as per irregular attendance policy.
 - c. Placement in alternative educational setting.

[NOTE: Absences resulting from school related activities are excused and will not be considered as part of the intervention definitions above.]

D. Exemptions from Compulsory Attendance

The school may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:

1. Enrolled in a community college or other state-registered alternative education program.

All such request must be submitted in writing to the principal and include documentation of the student's enrollment status by the school. The school requires notification should the student's employment or enrollment status be terminated.

Requests will be considered only following a conference with the student and parent or emancipated student and a review of credits earned for graduation, grades, disability, if applicable, standardized assessment results, teacher evaluations, counselor appraisal, immediate plans, short-range and career goals and any other pertinent information.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available. Approved exemptions will make the student free to enroll at any alternative education institution as they will no longer be a student of DHS.

Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school.

Parents will be notified of the need to reapply for an exemption or return the student to school until a high school diploma or equivalent is earned, or until the student reaches age 18.

Student Conduct Disciplinary Definitions

Minor Infractions: Minor student infractions (lack of preparation, excessive talking, etc.) are generally addressed by the individual teacher. Students demonstrating a pattern of minor infractions are subject to disciplinary action.

Major Infractions: Major student infractions (insubordination, fighting, illegal substance use, etc.) are to be referred immediately to an administrator.

Detention: Detentions will be served at lunch. Parents will be notified of the disciplinary action as soon as possible as well as be told the number of detentions to be served. All students will be responsible to know when they have detention as well as the amount they have.

Suspension

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days. Suspensions will be determined based off the Discipline Matrix and administrative discretion.

In-School Suspension: In-school suspension is a short term, supervised exclusion of the student. The student and parent

will be advised that in-school suspension has been assigned. Procedures and guidelines for in-school suspension include:

1. Parent/guardian notification of misconduct and suspension date.
2. The student is to report to the front office on the assigned time and date of suspension.
3. The student is to work quietly and productively on school-related assignments for the duration of the suspension.
4. Students are expected to be cooperative and respectful at all times.
5. Students failing to serve in-school suspension as assigned are subject to further disciplinary action including out of school suspension.
6. Suspensions will be calculated using periods instead of full days. For instance, a student suspended for three days must serve 21 periods of in school suspension.

Out-of-School Suspension: Out-of-school suspension is a short or long-term exclusion (maximum 10 days) of the student. Students suspended out of school are not permitted on campus for the duration of the suspension. Procedures and guidelines for out-of-school suspension include:

1. Specification of charges to the student.
2. An opportunity for the student to present his/her view of the alleged misconduct.
3. Parent/guardian notification of the charges, suspension, and conditions for reinstatement.
4. Exclusion of the suspended student from participation and/or attendance at school activities for the duration of the suspension.
5. In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination or incarceration by court action.

While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district. School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term and unit examinations without an academic penalty.

Expulsion: Student may be expelled for any of the following circumstances:

- a) When a student's conduct poses a threat to the health and safety of students or employees;
- b) When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
- c) When required by law

Expulsion is a long-term exclusion of the student, not to exceed one (1) year (see weapons policy exception). Expelled students are denied the privilege of attendance at school or school activities in the district. Procedures for student expulsion from school include:

1. Notice to the student and parent/guardian of the charge(s) and the specific facts that support the charge(s).
2. An expulsion hearing as provided for in OAR 581-021-0070.

The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law. See alternative education programs and alternative education notice in this handbook. No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

Student Conduct & Discipline

Students are responsible for conducting themselves properly, in accordance with the policies and administrative regulations of the district, school rules, and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and

material disruption of the educational environment or the invasion of the rights of others.

Off campus conduct and outside of school time conduct that violates the district's Student Code of Conduct may also be the basis for discipline up to expulsion if it has the potential to disrupt or impact the safe and efficient operation of the school or interfere with the rights of others.

Students will be subject to discipline outlined within the Secondary Discipline Matrix. Discipline can include detention, suspension, expulsion, denial and/or loss of awards and privileges and may be referred to law enforcement officials or Oregon Department of Human Services for the following, including but not limited to:

1. Assault;
2. *Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence, as prohibited by Board policy JFCF Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student, and accompanying administrative regulation
3. *Coercion;
4. Suspected abuse of a child pursuant to Board policy JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements;
5. *Violent behavior or threats of violence or harm as prohibited by Board policy JFCM – Threats of Violence
6. *Disorderly conduct, false threats and other activity causing disruption of the school environment;
7. *Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ- Weapons in the Schools
8. *Vandalism, malicious mischief and theft, as prohibited by Board policies ECAB – Vandalism and JFCB - Care of District Property by Students including willful damage or destruction to district property; or to private property on district premises or at school-sponsored activities;
9. *Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation
10. Possession, distribution, or use of tobacco products**, inhalant delivery systems, alcohol**, or drugs**, or other controlled substances including drug paraphernalia as prohibited by Board policies JFCG/JFCH/JFCI – Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems, JFCH – Alcohol and JFCI – Substance/Drug Abuse
11. Use or display of profane or obscene language; Disruption of the school environment
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of district transportation rules;
14. Violation of law, Board policy, administrative regulation, school or classroom rules.

To review WDSB policies and current information, access District policies on the WDSB Webpage at www.wdsb.org.

+In regard to harassment, intimidation, menacing, coercion, threats of violence or harm, weapons law violations and in accordance with Oregon law, the superintendent may request that the driving privileges of the student, or the right to apply for driving privileges, be suspended for no more than one year for any student who has been expelled for bringing a weapon to school or suspended or expelled at least twice for assaulting or menacing a district employee or another student, for willful damage or injury to district property or for use of threats, intimidation, harassment or coercion against a district employee or another student; or the student has been suspended or expelled at least twice for possessing, using or delivering any controlled substance or for being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.

*A second such request for a subsequent violation may result in suspension of driving privileges or the right to apply for driving privileges until the student is age 21. A meeting with the parent or guardian will be held prior to submitting such request to ODOT. A student may appeal district decisions regarding driving privileges under established due process procedures for suspensions and expulsions.

* Additionally, regarding weapons, under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed, or used a firearm in violation of state or federal law. The superintendent may modify the expulsion requirement for a student on a case-by-case basis.

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.

Any person under age 21 is prohibited from possessing tobacco, alcohol, and unlawful drugs or a tobacco product or inhalant delivery system. Unlawful manufacture or delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

**In regard to tobacco, alcohol or drugs, and in accordance with Oregon law, any person under age 21 possessing a tobacco product or an inhalant delivery system commits a Class D violation and is subject to a court-imposed fine, as provided by ORS 167.785. Any person who distributes, sells or allows to be sold, a tobacco product in any form, a tobacco-burning device or an inhalant delivery system, to a person under 21 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

“Dangerous weapon” is defined by Oregon law as any weapon, device, instrument, material or substance which, under the circumstance in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury.

“Deadly weapon” is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

“Firearm” is defined by federal law as 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. This includes the frame or receiver of any such weapon or firearm, muffler or silencer, or any destructive device.

“Destructive device” is defined as any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a 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.

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.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

Tardiness: Students are expected to be in their seats when the final bell rings. Students arriving to class beyond five minutes late may be referred to school administration for cutting class. Students tardy to class are subject to disciplinary action (per semester and the Secondary Discipline Matrix):

Personal Electronic Devices and Social Media: Students may possess personal electronic devices in district facilities during the school day only as authorized by the administration. A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data.

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

Students permitted to possess a personal electronic device are prohibited from having the device on active mode during class time. Personal electronic devices brought to school may be used for appropriate/approved classroom or instructional related activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in sponsored activities, unless expressly authorized in advance by the district administrator.

The district will not be liable for personal electronic devices brought to district property and public charter school-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 public charter school equipment.

Students found in violation of the personal electronic device use and possession prohibitions of Board policy and rules as established by the administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's parents.

The taking, disseminating, transferring or sharing of obscene, pornographic, lewd 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, lewd or otherwise illegal images of photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.

Cell Phones: Students are permitted to use cell phones before and after school and during lunch time but not during class time. Those who violate the policy will have cell phone confiscated and given to front office.

Skateboards/Roller Blades: Student use of skateboards, roller blades, or similar devices is prohibited in all areas of campus.

RESTRAINT AND SECLUSION

The use of physical restraint and/or seclusion is permitted only as a part of a behavior 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 self or others.

¹ The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852. 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.

The district has developed a policy and administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students (see Board Policy JGAB – Use of Restraint or Seclusion and the accompanying administrative regulation).

If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued.

Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:

1. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
2. Written documentation of the incident within 24 hours that provides:
 - a. A description of the restraint or seclusion including:
 - (1) The date of the restraint or seclusion;
 - (2) The times the restraint or seclusion began and ended; and
 - (3) The location of the incident.

- b. A description of the student’s activity that prompted the use of restraint or seclusion;
 - c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - d. The names of staff of the public charter school who administered the restraint or seclusion;
 - e. A description of the training status of the staff of the public charter school who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - f. Timely notification of a debriefing meeting to be held and of the parent’s or guardian’s right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
 4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
 5. A district Restraint and/or Seclusion Incident Report Form must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student’s activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion; Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - h. Information documenting parent or guardian contact and notification.
 6. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
 7. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
 8. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, and to the union representative for the affected person, if applicable.
 9. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

Any student being restrained or secluded within the district whether an emergency or as part of a plan shall be constantly monitored by staff for the duration of the intervention.

The use of a seclusion cell is prohibited.

Parents will be notified if their student has been restrained or secluded as described above.

Student Conduct: Threatening Behavior Definitions

Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing/Teen Dating Violence/Domestic Violence

Hazing, harassment, intimidation or bullying, [menacing, cyberbullying or teen dating violence, by students, staff or third parties toward students are strictly prohibited and shall not be tolerated in the district. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of Board policy JFCF – [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence – Student and any accompanying administrative regulations will be subject to discipline, up to and including expulsion. To review WDSB policies and current information, access District policies on the WDSB Webpage at www.wdsb.org.

Hazing: Includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored or grade level attainment. (i.e., personal servitude; sexual stimulation/sexual assault; forced consumption of any drink, alcoholic beverage, drug, or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact, sleep deprivation. More specifically, a forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing. Disciplinary action will take place if an incident of this nature happens under the jurisdiction of the school.

Harassment: “Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

Dangerous Weapons: Dangerous and illegal weapons or replicas of weapons, or instruments used in a dangerous manner are forbidden on school property or any setting under the jurisdiction of the school district including school activities. Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought a weapon to school. The superintendent may modify the expulsion requirement for a student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm, unless the person possesses a valid license under ORS 166.291 and 166.292, or other dangerous weapon in or on district property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, \$125,000 fine and forfeiture of firearm and/or other dangerous weapon or both.

Any student in possession or use of dangerous or annoying instruments such as firearms, explosives, live/blank ammunition, fireworks, incendiary devices or lighters is strictly prohibited. Students in violation of this policy are subject to disciplinary action up to and including suspension maximum 10 days and expulsion maximum 1 year.

Reporting Requirements Regarding Students: Sexual conduct by district employees, contractors², agents³, and volunteers⁴ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to Board policy JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent, or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the

effect of unreasonably interfering with a student’s educational performance or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the name and contact information of the designated superintendent and, in the event the designated licensed administrator is the suspected perpetrator, for the respective school buildings to receive sexual conduct reports, and the procedures the designee will follow upon receipt of a report.

The designated licensed administrator to receive sexual conduct reports at Douglas High School is the principal. In the event this person is the suspected perpetrator, the superintendent shall receive the report. When the superintendent takes action on the report, the person who initiated the report must be notified. The district will notify, as allowed by state and

² “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

The district shall make available each school year the training described below to volunteers and parents of students attending district-operated schools.

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 – 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

Teen dating violence: Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age

Cyberbullying - The district prohibits any form of harassment, intimidation or bullying, through electronic means, which is known as cyberbullying. A student may be subject to discipline, up to and including expulsion, for a violation. A student may also be referred to law enforcement for a violation. Students or volunteers may report cyberbullying anonymously. Remedial action shall not be based solely on an anonymous report.

“Cyberbullying” is the use of any electronic communication device to convey messages in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate,

repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational environment may also be considered cyberbullying, harassment, intimidation, or bullying.

Domestic Violence “Domestic violence” means abuse by one or more of the following acts between family and household members:

1. Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;
2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal electronic devices or district equipment to violate this policy.

“Menacing” includes, but is not limited to, any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

The Principal will take reports and conduct a prompt investigation of any report of an act of hazing harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the Principal who has overall responsibility for all investigations. Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the principal who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall notify the parents or guardians of a student who was subjected to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying, unless an exception applies (see Board Policy JFCF and ORS 339.356).

All complaints will be promptly investigated in accordance with the following procedures:

- Step 1 Any hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the principal. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.
- Step 2 The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

- Step 3 If the complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision.

The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

- Step 4 If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 30 days of receipt of the appeal by the Board.

Students with Sexual Harassment Complaints

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures

Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students by staff members, other students or third parties; of staff members by students, other staff members, or third parties; and of third parties by staff members and students. This policy applies to third parties who are on or immediately adjacent to school grounds or district property, are at any school-sponsored or district-sponsored activity or program, or are off school or district property, if a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or a school-sponsored or district-sponsored activity or program.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other school events. “District” includes district facilities, district premises, and nondistrict property if the student or employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district or where the employee is engaged in district business.

The district's sexual harassment policy is posted on the district's website and in all [grade 6 through 12] schools.

All staff members, students, and third parties are subject to this policy.

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student's educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member's ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and

Assault when sexual contact occurs without the students, staff members or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to, ¹physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

All complaints or reports about behavior that may violate this policy shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official so that the district official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to [immediately] report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint from a student or the student's parents, a staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student's parents or person's parents shall be notified when the investigation is initiated and concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in all grade 6 through 12 schools all schools. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

Principals, the compliance officer, and the superintendent have responsibility for complaints and investigations

concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to the district officials such as the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. The rights of the student, student's parents, staff member, person or person's parent who filed the complaint;
2. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parents may pursue including the person designated for the school or district for receiving complaints;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services, or peer advising;
5. Information about the privacy rights of the student, student's parents, staff member, person or person's parents and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment; and
7. Notice that students who report information about possible prohibited conduct and students who participate in an investigation under Board policy, GBN/JBA – Sexual Harassment, may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and discovered as a result of the ensuing report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

This written notification must:

1. Be written in plain language that is easy to understand;
2. Use print that is of the color, size, and font that allow the notification to be easily read; and
3. Include that this information is made available to students, students' parents, staff members, and members of the public at each school office, at the district office, and on the school or district website.

Step 2 The district official receiving the information or complaint shall promptly initiate an investigation. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in Step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 4 If a complainant is not satisfied with the decision at Step 3, the complainant may submit a written appeal to the

Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the principal may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

Complaints against the superintendent may be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent

Bias Incident Complaints

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

The complaint process is outlined in administrative regulation ACB-AR - Bias Incident Complaint Procedure

Division 22 Education Standards Complaints

Any resident of the district, parent of a student attending district schools, or a student attending a school in the district may express a concern alleging violation of the district’s compliance with a Division 22 educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, the complainant will follow the complaint process outlined in Board policy KL – Public Complaints and any accompanying administrative regulations.

After exhausting local procedures or if the district has not resolved the complaint within 30 days at any step or within 90 days of the initial filing of a complaint with the district (whichever occurs first), any complainant may appeal direct to the Deputy Superintendent of Public Instruction.

Instructional Materials Complaints

Complaints by students or parents about instructional materials should be directed to the principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a “Challenge Request for Instructional Materials” may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Challenge Request forms must be signed by the complainant and filed with the superintendent. A review committee, comprised in accordance with Board policy, will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee’s recommendation and justification will be forwarded to the complainant together with the superintendent’s written decision.

The complainant may appeal the superintendent’s decision to the Board, whose decision will be final.

Placement/Enrollment of Homeless Students Complaints

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be

immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

Property Damage/Theft:

A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. This includes damage to the district's network and other electronic systems. If the cost is \$50 or more, the district will notify the student and parent. The district will notify students and parents of all such charges. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and penalties and/or restrictions may be imposed. Students who willfully damage school property or the property of others, or steal school property or the property of others face disciplinary action including the restitution of damages and up to and including suspension (maximum 10 days) and expulsion (maximum 1 year).

Tobacco Products and Inhalant Delivery Systems:

Student possession, use, sale or distribution including smoking of any tobacco product or inhalant delivery system is

strictly prohibited. Any form or promotion or advertisement related to any tobacco product or inhalant delivery system is also strictly prohibited. "Tobacco product" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, spit tobacco also known as smokeless, dip, chew, or snuff in any form. This does not include USFDA approved tobacco products or other therapy products used for the purpose of cessation

"Inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products sold solely for the approved purpose.

¹ "School property" means any property under the control of the district.

Insubordination/Possession:

In accordance with Oregon law, any person under age 18 possessing a tobacco product commits a Class D violation and is subject to a court-imposed fine, as provided by ORS 167.400. Any person who distributes, sells or allows to be sold, a tobacco product in any form, a tobacco-burning device or an inhalant delivery system, to a person under 18 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.999. Students in violation of his policy face disciplinary action up to and including suspension (maximum 10 days) and expulsion (maximum 1 year). Law enforcement officials may be contacted.

Electronic Nicotine Devices (E-Cigarettes):

The use or possession of electronic nicotine devices is prohibited on school grounds. Students in violation of this policy face disciplinary action up to and including suspension (maximum 10 days) and expulsion (maximum 1 year). Law enforcement officials may be contacted.

DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM

The possession, selling and/or use of illegal and harmful drugs, alcohol, and tobacco products and inhalant delivery systems are strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district- related activity, regardless of time or location and while being transported on district-provided transportation. Student in violation of the district's drug, alcohol and tobacco policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

Drug, alcohol, and tobacco use is illegal for students and interferes with both effective learning and the healthy

development of students. The district has a fundamental and ethical obligation to prevent drug, alcohol, and tobacco use and to maintain a drug-free educational environment.

An intervention program to eliminate drug, alcohol, and tobacco use has been implemented throughout the district. As part of this program, an age-appropriate drug, alcohol, and tobacco prevention curriculum will be taught annually to all students.

The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of illegal drug, alcohol, and tobacco use.

Drug/Alcohol: The unlawful possession, sale or supply of any alcohol, narcotic, dangerous drug, counterfeit drug, drug paraphernalia, or controlled substance on or near school premises or at any school sponsored activity is prohibited. A student shall not use, be under the influence of, transmit, or be in possession of, any narcotic drug, hallucinogenic drug, amphetamine or amphetamine look-alike, barbiturate, marijuana, alcohol, or intoxicant of any kind represented as an illegal drug on or about school premises or any school sponsored activity. Students found to be in violation of this policy shall be immediately suspended and recommended for expulsion. If, after expulsion proceedings, the student is found guilty of such charges, the hearings officer may recommend one of two actions:

1. The student shall be expelled from school for a period not to exceed one calendar year.
2. The student shall be expelled and placed in a reentry program under the following conditions:
 - a. The student may return to school after notification from the hearings officer, or ten (10) school days, whichever comes first.
 - b. The student and parent/guardian shall agree to successfully complete a school sanctioned substance abuse workshop (urine samples will be required at parent/guardian expense).
 - c. The student shall agree to abide by conditions set forth in a behavioral contract.
 - d. Failure to comply with any of the conditions set forth in the reentry program shall be grounds for expulsion.

Health and law enforcement agencies may be contacted for purposes of investigation and consultation during the above proceedings. Parents shall be notified of the above proceedings.

¹⁰Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

Student Conduct: Miscellaneous

Cheating: An attempt by any student to use unauthorized materials or information during a test or in the preparation of an assignment shall be considered cheating. Examples of unauthorized behavior are obtaining test items prior to an exam, copying tests or homework, plagiarizing, use or possession of "crib notes," etc. Students in violation of this policy are subject to the following disciplinary action:

1st Offense: loss of credit for test or assignment; parent notification by phone or mail by teacher; referral to administrator and counselor.

2nd Offense: Same as first offense; referral to administrator for conference/disciplinary action

Subsequent Offenses: Willful disobedience referral to administration.

Use of Artificial Intelligence: Each teacher will set their own policies on how Artificial Intelligence (AI) is used within their classrooms. This can be subject to change based upon state or school board standards and policies

Hall Passes: Students are required to have a hall pass to leave class. This is done through Smart Pass. The student will be responsible for filling this out and following rules set by the teachers.

Food in Hallways/Classrooms: Students are given the privilege of eating lunches in the hallways. However, if these areas are not kept clean, the hallways could become closed or off-limits during unassigned time (including lunch period).

Motor Vehicles

The Winston-Dillard School District Board of Education has adopted regulations with respect to the operation and parking

of vehicles on all property controlled by the district.

Student Automobile Use: Students who drive cars to school are subject to parking and driving rules developed by the principal, in addition to those laws governing the operation and parking of vehicles in the State of Oregon. Violation of those rules and laws are punishable to the extent of suspension of driving privileges. The superintendent of schools may make a request to the Department of Transportation for the suspension of a student's driving privilege or the right to apply for driving privileges. If the student involved is at least 15 years of age and has been expelled for bringing a dangerous weapon to school or has been suspended or expelled at least twice for any of the following offenses.

¹⁰ The district is not required to provide or administer this medication.

1. Assaulting or menacing a school employee or other student.
2. Willful damage or injury to district property.
3. Use of threats, intimidation, harassment, or coercion against a school employee or another student.

Driving Standards: A driver is not to disturb normal school activities or functions, endanger pupils or personnel, or damage school property or facilities. Only persons with legitimate business at the school should park on district property. People violating district regulations will be guilty of a misdemeanor as defined in ORS 161.080.

Citations may be issued to a student driver by Douglas High School teachers or administrators. Failure to abide by the regulations governing vehicles on campus may result in the suspension or termination of driving privileges. Those who persist in disregarding the driving regulations are subject to disciplinary action.

Parking Standards: Proper parking specifies that vehicles will be parked within designated parking areas. Students are not to park in Fire Lanes or NO PARKING areas. Improper parking could result in towing of vehicles at the owner's expense.

The parking lot is off-limits during the school day. Students leaving the lot prior to the end of the school day need written authorization from the front office. This rule is in the interests of the security of all student automobiles. Any student in the parking lot without written authorization from the assistant principal or attendance office will be referred for disciplinary action.

Search and Seizure

District officials may search the student, their personal property, and property assigned by the district for the student's use on district property or when the student is under the jurisdiction of the school when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.

Searches shall be "reasonable in scope", that is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student, and nature of the infraction. Strip searches are prohibited by the district.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation, or school rule, or which the possession or use of is prohibited by such law, policy, regulation, or rule.

District-owned storage areas assigned for student use, such as lockers, and desks, may be routinely inspected. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance or proper sanitation, to check mechanical conditions and safety, and to reclaim overdue library books, texts, or other instructional materials, property, or equipment belonging to the district. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation, or school rule, may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

Procedures for Search/Seizure:

1. A search of an individual's person and/or property should be limited to a situation in which there is reasonable cause for a search. Whenever possible (and if an emergency situation does not exist), the student will be informed and

- present during a search of property.
2. Illegal items or other possessions (firearms, weapons, etc.), reasonably determined to be a threat to the safety or security of the possessor or of others may be seized by district officials.
 3. Items which may be used to disrupt or interfere with the educational process may be temporarily removed from the individual's possession.
 4. A general search of school facilities, including but not limited to, desks and/or lockers, may occur at any time; items belonging to the district may be seized.
 5. All items seized shall be conveyed to the proper authorities or returned to the true owners.
 6. At the time school equipment is assigned to students for their use, students will be informed of conditions for the use of such equipment and of the intent of school personnel to conduct routine searches.

Procedure for Drug Dog Searches: The student body will be notified via the school bulletin of the following:

1. Entire school/campus searches may be performed at random times and dates by the Douglas County Sheriff and/or Winston Police department's dog.
2. The search will be conducted by two school employees (one administrator) and a dog handler.
3. Lockers are owned by the school and are subject to search.
4. Lockers will be opened if the dog indicates a drug presence.
5. Vehicles parked on campus in school designated parking spaces are subject to search.
6. Owners of vehicles parked on campus will be asked to open the vehicle if the dog indicates drug presence.
7. Items found will be confiscated by school and submitted to police for testing.
8. If dangerous weapons are found, they will be confiscated and appropriate disciplinary action will be taken.
9. School disciplinary action will be followed if drugs and/or paraphernalia are found. (In the instance of locker partners, both may receive consequences.)
10. Parents/guardians will be notified in all cases where an item listed above is found.
11. Items may be turned over to the police if administration deem appropriate.
12. Following the initial notification, searches will be conducted at any time and as often as deemed necessary.

Questioning of Students

If a law enforcement official is allowed to question or meet with students during the school day or during periods of extracurricular activities, the principal or designee will be present, when possible. An effort will be made to notify the parent of the situation except as provided below.

Parents are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of abuse of a child, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting parents.

Student Dress/Grooming

The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption, and avoid safety hazards.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the principal and may be denied the opportunity to participate if those standards are not met.

Responsibility for dress and grooming rests primarily with the student and their parents; however, student dress/grooming is expected to meet standards appropriate for schools. Student dress or grooming that is unsanitary or otherwise a threat to public health/safety, or disruptive to the educational process will be addressed in an appropriate manner; school officials may require students to change dress/grooming in such instances. Students in violation of dress/grooming standards (below) will be required to change clothing and may face further disciplinary action. Clothing that promotes, advertises, displays, or otherwise represents any of the following is unacceptable:

1. Obscene or profane language/images
2. Sexually suggestive language/images

3. Alcohol/tobacco/drug use
4. Harassing or threatening language/images
5. Any revealing clothing that is disruptive to the learning environment

Public Display of Affection

Public display of affection beyond holding hands or walking arm-in-arm is **not permitted**. Students in violation of this standard will be advised accordingly and are subject to disciplinary action.

STUDENT CONDUCT & CITIZENSHIP

The development of appropriate citizenship skills and character traits is an important part of the learning experience at Douglas High School. As members of a democratic society, students are encouraged to develop interpersonal skills necessary to meet the demands of citizenship, work, family, and community. As such, Douglas High School challenges students to achieve "beyond the classroom".

Vision Statement: "Connecting With All Kids to Create Learning That Builds Personal Success."

Freedom of Expression: As citizens of the United States and the State of Oregon, students at Douglas High School are permitted freedom of expression. Student expression rights, however, must be balanced against the duty and obligation of school officials to provide a learning environment free of disruption. Therefore, it is the goal of Douglas High School to encourage responsible student expression, as part of an orderly, respectful, and productive learning environment.

Student expression shall not interfere with the freedoms of others. Nor shall student expression, in any way, demean, humiliate, or otherwise harass students or staff at Douglas High School. School sponsored publications are to be considered part of the school curriculum and shall not cause substantial disruption of, or material interference with, school activities or intrusions into school affairs or the lives of others. Libelous, profane, or obscene matter is prohibited in all school publications. The content of school publications is subject to administrative approval prior to publication. Students may refuse to participate in patriotic exercises as long as such non-participation does not disrupt the educational process or other proceedings.

Assembly of Students: Students shall be permitted to hold meetings on school property under the following conditions:

1. The meeting shall be scheduled with the principal's office in advance.
2. Normal class activities shall not be disrupted.
3. The meeting shall incite no hazard to person or property.
4. The meeting shall be sponsored by school officials or an official school club or organization.
5. No speaker who openly or knowingly advocates breaking the law or encourages immoral acts shall be invited to speak.

Opportunities. Students at Douglas High School are afforded a number of opportunities to build leadership and citizenship skills. Students are encouraged to participate in a variety of curricular and extracurricular activities while at Douglas High School. The following activities are available to participate in: Student Clubs, Work Experience, Athletics, Leadership Class, ASB (Associated Student Body), Student Organization, and Peer Mediation.

DOUGLAS HIGH SCHOOL FIGHT SONG

**Fight. Fight. Fight for
Old Douglas High.
Win that victory!
Come on and win that game
For Crimson and Gray
Best in the West.
You know we'll all do our best.
So on. On. On. On.
Fight 'til the end
For honor and glory we must win.
So Fight. Fight. Fight for
Old Douglas High and victory.**



HISTORY OF DOUGLAS HIGH SCHOOL

In the early 1950s rapid growth in the Roseburg area made it necessary for the Roseburg School District to request that the people of the Winston, Dillard, Tenmile, and Lookingglass areas make arrangements for education their own high school students. The four areas combined on October 22, 1952 to form Winston-Dillard School District #116, and in 1953 they built a new school, Douglas High School, just west of the city of Winston.

The building was not ready for occupancy until December, so classes in the fall of 1953 were held in the old Lookingglass School, wherever space allowed. Several classes were held in the gym: on the stage, in the bleachers, and under the bleachers. After Christmas break, the students were moved into the new school building. At that time Douglas consisted of grades 7-10 since the graduating classes of 1954 and 1955 were allowed to finish their education at Roseburg High School. The first graduating class of Douglas High School was the class of 1956.

By the time the first graduation was held, the building was already getting too small for the enrollment. Soon classes were held in the gym lobby and the main entrance to the school. So, when a new wood shop building was erected in 1958, it served as four temporary classrooms. To ease classroom load, in 1959 another new school was constructed in Winston near Cary Street to house the seventh and eighth graders, who moved into that building for the 1959-60 school year.

Grades 9-12, about 350 students, then had ample room at Douglas High School for several years. But the Winston Dillard area continued to grow steadily, and by 1963 it was necessary to add a new band room and four new classrooms (203, 204, 205, and 206) which housed the social studies department.

In 1973 a new building was constructed to house the wood and metal shops, and the old wood shop was then used for small engine classes and later for science courses as Douglas High continued to grow. Through a great deal of volunteer help and community donations, a weight room was added to the gym in 1985 to enhance the physical education and athletic programs.

Enrollment at Douglas peaked at 640 in 1974, but then it declined over the next several years to just below 600, where it remained fairly stable until about 1989 when the lumber industry in the area began to decline. By the end of the 1991 and 1992 school year, the enrollment slipped to about 500 students and the teaching staff had been reduced.

In the 1950s and early 1960s Douglas was well known for the fine musicals that it produced under the direction of Mrs. Irene McLaughlin and Miss Laura Grubbs. Over the years its entire educational program has been strengthened, but special recognition has been given to the agriculture and special education programs.

Douglas has always had a well-rounded program of academics and activities. Its students have attended some of the finest universities in the nation and are found in many different professions. Band won state their 1st state title in 2009 and a 2nd title in 2010. In addition, its athletic teams have always been competitive and many athletes have received statewide recognition for their achievements. However, their most notable achievements on the team level have been their state championships in track (1975, 1976), tennis (1980, 1981, 1982), and baseball (1992). Additionally, three of Douglas's athletes have made it into the National Football League; Dennis Boyd, Josh Bidwell, and Troy Polamalu.

Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Attendance Incidents					
Class Cut (Skipping)	A, M	A, M	A, N, B	A, B, Q or S	A, S, I, HH
Tardiness	K	A, M, KK	A, M, KK	A, Q	A, B, F, HH
Truancy	A, M, KK	A, N, KK	A, Q or S, HH	A, Q or S, B	A, E, I, S or II, HH
Leaving Campus Without Permission	A, Q or S	A, Q or T	A, HH, Q or U	A, B, Q or U	→
Leaving Class Without Permission	A, K	A, L	A, N or Q	A, B, Q or U	→
Out of Assigned Area	J or K	A, L	A, M	A, Q or S, B	→
Rule Violation Incidents					
Dress Code Violation	J or K	A, L	A, M	A, S	A, S
Cheating/Plagiarism	A, J, MM	A, M, MM	A, B, F, S, MM		→
Detention – Unserved	A, M	A, M	A, Q or S	A, HH, Q or S	A, HH, Q or S
Electronic Devices (offensive/unlawful use or publication)	A, E, O, T or II, CC, HH				→
Cell Phone Violation	D	A, D, HH	A, D, M, HH	A, Q or S, HH	A, Q or S, O, CC

Action Legend - Administrative Consequences/Interventions

A. Parent Contact/Conference(Phone or Letter)	O. Loss of Privilege	CC. Mandatory Behavior Contract
B. Collaborative Problem Solving/SST Referral	P. In-School Suspension (less than a day)	DD. Bus Referral – Verbal and Written Reprimand
C. Threat Assessment	Q. In-School Suspension (1-4 days)	EE. Bus Referral – 1-5 Day Bus Suspension
D. Confiscation (when applicable)	R. Loss of Extra Curricular Activities	FF. Bus Referral – 5-10 Day Bus suspension
E. Referral to Law Enforcement/SRO	S. Out of School Suspension: 1-2 Day	GG. Bus Referral – Removal from School Bus
F. Referral to Guidance Counselor	T. Out of School Suspension: 3-4 Day	HH. Mandatory Parent Meeting
G. Referral to Substance Abuse Case Manager	U. Out of School Suspension: 5-6 Days	II. Mandatory Recommendation for Expulsion
H. Referral to Behavioral Specialist	V. Out of School Suspension: 7-8 Days	JJ. Mandatory Recommendation to ADAPT
I. Referral to Truancy Officer	W. Out of School Suspension 9-10 Days	KK. Letter sent home
J. Verbal Warning Administrator	X. Out of School Suspension pending an investigation	LL. No Contact Order w/written Contract
K. Verbal Warning Teacher	Y. Driving Privileges Revoked – (1 month)	MM. Loss of Credit
L. Detention (1)	Z. Driving Privileges Revoked – (School Year)	NN. Restitution of Damages
M. Multiple Detentions (2-3)	AA. Consultation with Law Enforcement	OO. Completion of Tolerance Program Approved by Administration
N. Multiple Detentions (4-5)	BB. Consultation with Juvenile Department	

Documentation in Synergy and parent contact is required for all violations requiring administrative action. School administration will make a reasonable effort to contact a student's parent with a phone call, by mail, or a scheduled parent meeting. Discipline for students with disabilities shall be in accordance with state and federal laws and Winston – Dillard School Board Policies. School Administration has the ability to apply consequences as appropriate.

Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Disruptive Incidents					
Disruptive (Unruly) Behavior	K	A, M, F	A, B, M, H	A, Q or S, HH	A, F, O
Disruptive (Unruly) Play	K	A, M, F	A, B, M	A, Q or S, HH	A, F, O
Insubordination	A, Q or T	A, Q or T, HH	A, Q, II		
Defiance of Authority	K	A, M	A, B, H, Q or S	A, Q or T	A, Q or T
Profanity – Use of Insulting/Obscene Language	J, K	A, L	A, M	A, F, H, Q or S or T	→
Profanity Directed Towards a Staff Member	A, T	A, U, H	A, HH, II		
Inciting a Disturbance	A, J or M	A, M	A, B, Q or S or T	A, HH, O	→
Falsification/Misrepresentation (Lying, Forgery of Signature)	A, J or M, O	A, M or Q or S or T, O			→
Disruption on Campus – Minor	A, F, J	A, F, M	A, Q or S or T		→
Disruption on Campus – Major	A, T	A, U, HH	A, U, II		
Trespassing	A, E				→

Action Legend - Administrative Consequences/Interventions

<ul style="list-style-type: none"> A. Parent Contact/Conference(Phone or Letter) B. Collaborative Problem Solving/SST Referral C. Threat Assessment D. Confiscation (when applicable) E. Referral to Law Enforcement/SRO F. Referral to Guidance Counselor G. Referral to Substance Abuse Case Manager H. Referral to Behavioral Specialist I. Referral to Truancy Officer J. Verbal Warning Administrator K. Verbal Warning Teacher L. Detention (1) M. Multiple Detentions (2-3) N. Multiple Detentions (4-5) 	<ul style="list-style-type: none"> O. Loss of Privilege P. In-School Suspension (less than a day) Q. In-School Suspension (1-4 days) R. Loss of Extra Curricular Activities S. Out of School Suspension: 1-2 Day T. Out of School Suspension: 3-4 Day U. Out of School Suspension: 5-6 Days V. Out of School Suspension: 7-8 Days W. Out of School Suspension: 9-10 Days X. Out of School Suspension pending an investigation Y. Driving Privileges Revoked – (1 month) Z. Driving Privileges Revoked – (School Year) AA. Consultation with Law Enforcement BB. Consultation with Juvenile Department 	<ul style="list-style-type: none"> CC. Mandatory Behavior Contract DD. Bus Referral – Verbal and Written Reprimand EE. Bus Referral – 1-5 Day Bus Suspension FF. Bus Referral – 5-10 Day Bus suspension GG. Bus Referral – Removal from School Bus HH. Mandatory Parent Meeting II. Mandatory Recommendation for Expulsion JJ. Mandatory Recommendation to ADAPT KK. Letter sent home LL. No Contact Order w/written Contract MM. Loss of Credit NN. Restitution of Damages OO. Completion of Tolerance Program Approved by Administration
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.Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Substance Abuse/Drug Incidents					
Over-the-Counter Medication – Unauthorized Use/Possession	A, D, J, HH	A, D, G, T, HH	A, D, R, U, HH	A, D, R, II	
Over-the-Counter Medication – Sale/Attempted Sale/Transmittal	A, D, R, T, HH	A, D, G, R, U, HH	A, D, R, II		
Tobacco – Use/Possession/Sale/Transmittal	A, E, G, R, T, HH	A, E, R, U, HH	A, R, II		
Alcohol – Use/Possession/Under the Influence	A, E, G, R, HH, *II	A, E, G, R, HH, II			
Drug – Possession/Use/Under the Influence	A, E, G, R, HH, *II	A, E, G, R, HH, II			
Drug – Possession of Unauthorized Substance	A, E, G, R, HH, *II	A, E, G, R, HH, II			
Alcohol – Sale/Attempted Sale/Transmittal	A, E, G, R, HH, *II	A, E, G, R, HH, II			
Drug Sale/Attempted Sale/Transmittal	A, E, G, R, HH, II	A, E, G, R, HH, II			
Drug Paraphernalia - Possession	A, E, G, R, HH, II	A, E, G, R, HH, II			

*II - Recommendation for expulsion, up to a calendar year, sentence suspended to 25 school days on first offense, if student follows conditions of administrative contract. Non-agreement to participate in contractual agreement or violation of contract, leads to full sentence of expulsion being reinstated.

Action Legend - Administrative Consequences/Interventions

A. Parent Contact/Conference(Phone or Letter)	O. Loss of Privilege	CC. Mandatory Behavior Contract
B. Collaborative Problem Solving/SST Referral	P. In-School Suspension (less than a day)	DD. Bus Referral – Verbal and Written Reprimand
C. Threat Assessment	Q. In-School Suspension (1-4 days)	EE. Bus Referral – 1-5 Day Bus Suspension
D. Confiscation (when applicable)	R. Loss of Extra Curricular Activities	FF. Bus Referral – 5-10 Day Bus suspension
E. Referral to Law Enforcement/SRO	S. Out of School Suspension: 1-2 Day	GG. Bus Referral – Removal from School Bus
F. Referral to Guidance Counselor	T. Out of School Suspension: 3-4 Day	HH. Mandatory Parent Meeting
G. Referral to Substance Abuse Case Manager	U. Out of School Suspension: 5-6 Days	II. Mandatory Recommendation for Expulsion
H. Referral to Behavioral Specialist	V. Out of School Suspension: 7-8 Days	JJ. Mandatory Recommendation to ADAPT
I. Referral to Truancy Officer	W. Out of School Suspension: 9-10 Days	KK. Letter sent home
J. Verbal Warning Administrator	X. Out of School Suspension pending an investigation	LL. No Contact Order w/written Contract
K. Verbal Warning Teacher	Y. Driving Privileges Revoked – (1 month)	MM. Loss of Credit
L. Detention (1)	Z. Driving Privileges Revoked – (School Year)	NN. Restitution of Damages
M. Multiple Detentions (2-3)	AA. Consultation with Law Enforcement	OO. Completion of Tolerance Program Approved by Administration
N. Multiple Detentions (4-5)	BB. Consultation with Juvenile Department	

Documentation in Synergy and parent contact is required for all violations requiring administrative action. School administration will make a reasonable effort to contact a student's parent with a phone call, by mail, or a scheduled parent meeting. Discipline for students with disabilities shall be in accordance with state and federal laws and Winston – Dillard School Board Polices. School Administration has the ability to apply consequences as appropriate.

Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence
Acts Against Persons			
Bullying	A, B, C, D, E, T, HH, LL	A, B, C, D, E, U, HH, LL	A, E, HH, II
Harassment	A, B, C, D, E, T, HH, LL	A, B, C, D, E, U, HH, LL	A, E, HH, II
Discrimination	A, B, C, D, E, T, HH,LL,OO	A, B, C, D, E, T, HH, LL, OO	A, B, C, D, E, T, HH, LL, OO, II
Sexual Harassment	A, B, C, D, E, T, HH, LL	A, B, C, D, E, U, HH, LL	A, E, HH, II
Hazing	A, B, C, D, E, T, HH, LL	A, B, C, D, E, U, HH, LL	A, E, HH, II
Cyberbullying	A, B, C, D, E, O, T, HH, LL	A, B, C, D, E, U, HH, LL	A, E, HH, II
Fighting – Major (Mutual Combat)	A, E, T, KK, LL	A, E, U, CC, HH, KK, LL	A, E, HH, II
Physical Altercation/Confrontation	A, M or Q or S or T	A, S or T, HH, LL	A, S or T, HH, LL
Sexual Misconduct &/or Indecent Exposure	A, B, C, D, E, H, U, CC, HH, LL		A, E, HH, II
Assault (Verbal)/Threat (Low level, non-criminal)	A, F or H, Q or S		
Assault/Threat (No harm or injury) – Medium Level	A, E, C, H, O, X, HH		
Assault/Threat – High/Serious Level	A, E, C, H, X, HH, II		
Assault (Causing Physical Harm)	A, EC, H, X, HH, II		

Action Legend - Administrative Consequences/Interventions

A. Parent Contact/Conference(Phone or Letter)	O. Loss of Privilege	CC. Mandatory Behavior Contract
B. Collaborative Problem Solving/SST Referral	P. In-School Suspension (less than a day)	DD. Bus Referral – Verbal and Written Reprimand
C. Threat Assessment	Q. In-School Suspension (1-4 days)	EE. Bus Referral – 1-5 Day Bus Suspension
D. Confiscation (when applicable)	R. Loss of Extra Curricular Activities	FF. Bus Referral – 5-10 Day Bus suspension
E. Referral to Law Enforcement/SRO	S. Out of School Suspension: 1-2 Day	GG. Bus Referral – Removal from School Bus
F. Referral to Guidance Counselor	T. Out of School Suspension: 3-4 Day	HH. Mandatory Parent Meeting
G. Referral to Substance Abuse Case Manager	U. Out of School Suspension: 5-6 Days	II. Mandatory Recommendation for Expulsion
H. Referral to Behavioral Specialist	V. Out of School Suspension: 7-8 Days	JJ. Mandatory Recommendation to ADAPT
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K. Verbal Warning Teacher	Y. Driving Privileges Revoked – (1 month)	MM. Loss of Credit
L. Detention (1)	Z. Driving Privileges Revoked – (School Year)	NN. Restitution of Damages
M. Multiple Detentions (2-3)	AA. Consultation with Law Enforcement	OO. Completion of Tolerance Program Approved by Administration
N. Multiple Detentions (4-5)	BB. Consultation with Juvenile Department	

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Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Property Incidents					
Theft	A, E, T, O, HH	A, E, HH, II			
Vandalism/Damage to Property	A, E, T, NN	A, E, HH, II			
Technology – Inappropriate Use (computers or networks)	A, T, O, HH	A, E, HH, II			
Technology – Illegal Use (computers or networks)	A, E, T, O, HH	A, E, HH, II			
Arson	A, E, HH, II				
Burglary – Unlawful breaking/entering into a school facility or property	A, E, HH, II				

Action Legend - Administrative Consequences/Interventions

A. Parent Contact/Conference(Phone or Letter) B. Collaborative Problem Solving/SST Referral C. Threat Assessment D. Confiscation (when applicable) E. Referral to Law Enforcement/SRO F. Referral to Guidance Counselor G. Referral to Substance Abuse Case Manager H. Referral to Behavioral Specialist I. Referral to Truancy Officer J. Verbal Warning Administrator K. Verbal Warning Teacher L. Detention (1) M. Multiple Detentions (2-3) N. Multiple Detentions (4-5)	O. Loss of Privilege P. In-School Suspension (less than a day) Q. In-School Suspension (1-4 days) R. Loss of Extra Curricular Activities S. Out of School Suspension: 1-2 Day T. Out of School Suspension: 3-4 Day U. Out of School Suspension: 5-6 Days V. Out of School Suspension: 7-8 Days W. Out of School Suspension: 9-10 Days X. Out of School Suspension pending an investigation Y. Driving Privileges Revoked – (1 month) Z. Driving Privileges Revoked – (School Year) AA. Consultation with Law Enforcement BB. Consultation with Juvenile Department	CC. Mandatory Behavior Contract DD. Bus Referral – Verbal and Written Reprimand EE. Bus Referral – 1-5 Day Bus Suspension FF. Bus Referral – 5-10 Day Bus suspension GG. Bus Referral – Removal from School Bus HH. Mandatory Parent Meeting II. Mandatory Recommendation for Expulsion JJ. Mandatory Recommendation to ADAPT KK. Letter sent home LL. No Contact Order w/written Contract MM. Loss of Credit NN. Restitution of Damages OO. Completion of Tolerance Program Approved by Administration
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Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence	4 th Consequence	Subsequent Consequence
Other Criminal Incidents					
Weapons – (Possession/Use/Transmittal)	A, E, HH, II				
Sexual Battery/Rape (Actual or Attempted)	A, E, HH, II				
Extortion	A, E, HH, II				
Bomb Threat (Placing)	A, E, HH, II				
Bomb Threat (False Reporting)	A, E, HH, II				
Robbery or Attempted Robbery	A, E, HH, II				
Robbery (Armed) or Attempted Armed Robbery	A, E, HH, II				

Action Legend - Administrative Consequences/Interventions

A. Parent Contact/Conference(Phone or Letter) B. Collaborative Problem Solving/SST Referral C. Threat Assessment D. Confiscation (when applicable) E. Referral to Law Enforcement/SRO F. Referral to Guidance Counselor G. Referral to Substance Abuse Case Manager H. Referral to Behavioral Specialist I. Referral to Truancy Officer J. Verbal Warning Administrator K. Verbal Warning Teacher L. Detention (1) M. Multiple Detentions (2-3) N. Multiple Detentions (4-5)	O. Loss of Privilege P. In-School Suspension (less than a day) Q. In-School Suspension (1-4 days) R. Loss of Extra Curricular Activities S. Out of School Suspension: 1-2 Day T. Out of School Suspension: 3-4 Day U. Out of School Suspension: 5-6 Days V. Out of School Suspension: 7-8 Days W. Out of School Suspension: 9-10 Days X. Out of School Suspension pending an investigation Y. Driving Privileges Revoked – (1 month) Z. Driving Privileges Revoked – (School Year) AA. Consultation with Law Enforcement BB. Consultation with Juvenile Department	CC. Mandatory Behavior Contract DD. Bus Referral – Verbal and Written Reprimand EE. Bus Referral – 1-5 Day Bus Suspension FF. Bus Referral – 5-10 Day Bus suspension GG. Bus Referral – Removal from School Bus HH. Mandatory Parent Meeting II. Mandatory Recommendation for Expulsion JJ. Mandatory Recommendation to ADAPT KK. Letter sent home LL. No Contact Order w/written Contract MM. Loss of Credit NN. Restitution of Damages OO. Completion of Tolerance Program Approved by Administration
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Administrative Discipline Matrix – Secondary

Type of Incident	1 st Consequence	2 nd Consequence	3 rd Consequence
Bus Behavior Incidents			
Level One Violation: Eating/Drinking on bus. Failure to sit as assigned by bus driver.	A, DD	A, EE	A, FF, HH
Level Two Violation: Disrupting, distracting, and disobeying the bus driver. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion, loud talking, and inappropriate remarks or spitting out the bus window at students, pedestrians, motorists.	A, EE	A, FF, HH	A, GG, KK
Level Three Violation: Placing head, arms, and legs outside of the window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus driver. Threats against the bus driver, and passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting, chewing tobacco, or smoking on the bus. Throwing objects out the bus window or at the bus. Vandalism of seats or other bus equipment.	A, FF, HH	A, GG, KK	

Action Legend - Administrative Consequences/Interventions

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**Winston-Dillard School District #116
2025-2026**

	<u>25/26 BUDGET</u>	<u>Estimate through 07/31/2026</u>	<u>25/26 PROJECTED</u>
REVENUES			
Property Taxes - Current	\$ 4,000,000	\$ -	\$ 4,000,000
Property Taxes - Prior Years	100,000	-	100,000
County Sales Back Taxes	15,000	-	15,000
HERT (Heavy Equip) & HB5006 (Wildfire)	-	-	-
Back Property Tax Interest Earnings	10,000	-	10,000
Interest on Investments - Current Rate of 4.64%	375,000	20,189	375,000
Admissions from Other Schools	-	-	-
Student Fees	30,000	-	30,000
Rentals/Lease Income	-	-	-
Contributions/Donations	-	-	-
Recovery of Prior Year Expenditure	-	-	-
Miscellaneous	65,000	75	65,000
County School Fund	20,000	-	20,000
ESD Apportionment	115,000	-	115,000
State School Fund 25/26	13,500,000	2,247,714	13,500,000
State School Fund 25/26 Adj Estimate	-	-	-
SSF High Cost Disability 25/26	-	-	-
SSF Small HS Grant 25/26	-	-	-
State School Fund Prior Year 24/25 Adj	-	-	-
SSF High Cost Disability Prior Year 24/25 Adj	-	-	-
SSF Small HS Grant Prior Year 24/25 Adj	-	-	-
SSF NSLP Match	-	-	-
State Managed County Timber	150,000	-	150,000
Common School Fund (State Owned Rangelands)	185,000	-	185,000
Federal Forest Fees	66,519	-	66,519
Transfer In (From Fund 200 - ODOE)	-	-	-
Sale/Loss of Fixed Assets	10,000	-	10,000
SUB TOTAL REVENUES	\$ 18,641,519	\$ 2,267,978	\$ 18,641,519
Beginning Fund Balance	4,240,000	-	4,240,000
TOTAL REVENUES	<u>\$ 22,881,519</u>	<u>\$ 2,267,978</u>	<u>\$ 22,881,519</u>
EXPENDITURES			
Salaries	\$ 10,103,296	\$ 184,063	\$ 9,703,296
Payroll Costs	4,997,148	85,049	4,682,148
Purchased Services	4,092,150	34,134	4,092,150
Supplies & Materials	1,900,725	112,956	1,900,725
Capital Outlay	60,000	-	60,000
Other Objects	368,200	333,435	368,200
Transfer/NSLP Food Service Program	-	-	-
Transfer to Capital Project - SSF - Supplemental	-	-	-
Transfer to QSCB Fund 300	45,200	-	45,200
Transfer to Capital Project Fund 400	194,800	-	194,800
SUB TOTAL EXPENDITURES	\$ 21,761,519	\$ 749,638	\$ 21,046,519
Contingency	420,000	-	-
Unappropriated, Reserved for Next Year	700,000	-	-
TOTAL EXPENDITURES	<u>\$ 22,881,519</u>	<u>\$ 749,638</u>	<u>\$ 21,046,519</u>
TOTAL ESTIMATED REVENUES			22,881,519
TOTAL ESTIMATED EXPENDITURES			21,046,519
<i>Estimated Ending Fund Balance</i>			<u>\$ 1,835,000</u>
<i>(Of the \$22,881,519 budget the estimated the ending fund balance is 8%)</i>			

Fund 200 and 250

Fund 200 - Grants and Projects Fund	25/26 BUDGET	Estimate through 07/31/2025	25/26 PROJECTED
EXPENDITURES			
Salaries	\$ 2,506,989	\$ 12,056	\$ 2,506,989
Payroll Costs	1,268,608	5,334	1,268,608
Purchased Services	740,000	500	740,000
Supplies & Materials	577,957	832	577,957
Capital Outlay	270,000	4,000	270,000
Other Objects	-	-	-
Transfers to Other Funds	-	-	-
TOTAL EXPENDITURES	<u>\$ 5,363,553</u>	<u>\$ 22,722</u>	<u>\$ 5,363,553</u>

Fund 250 - Food Service Fund	25/26 BUDGET	Estimate through 07/31/2025	25/26 PROJECTED
EXPENDITURES			
Salaries	\$ 407,963	\$ 10,617	\$ 407,963
Payroll Costs	199,249	5,723	199,249
Purchased Services	-	-	-
Supplies & Materials	858,788	25,046	858,788
Capital Outlay	20,000	-	20,000
Other Objects	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	<u>\$ 1,486,000</u>	<u>\$ 41,386</u>	<u>\$ 1,486,000</u>

Fund 300 and 400

Fund 300 - Debt Service Fund	25/26 BUDGET	Estimate through 7/31/2025	25/26 PROJECTED
EXPENDITURES			
Principal and Interest	\$ 3,030,000	\$ 300,823	\$ 3,030,000
Contingency	820,200	-	-
TOTAL EXPENDITURES	\$ 3,850,200	\$ 300,823	\$ 3,030,000

*PERS Side Acct pmts for 25/26 are \$1,731,434 and will escalate to \$1,813,608 with final pmt in 2028.
GO Bond Series 2019 (DHS) payment for 25/26 is \$1,137,500. Final pmt 2039.*

Fund 400 - Capital Project Fund	25/26 BUDGET	Estimate through 07/31/2025	25/26 PROJECTED
EXPENDITURES			
Purchased Services	\$ -	\$ -	\$ -
Supplies & Material	-	-	-
Capital Outlay	539,200	5,355	539,200
Other Objects	-	-	-
Contingency	-	-	-
TOTAL EXPENDITURES	\$ 539,200	\$ 5,355	\$ 539,200



Winston-Dillard School District Board of Directors

District Office Conference Room
620 NW Elwood St., Winston OR 97496

July 9, 2025 at 6:00 PM - Minutes

EXECUTIVE SESSION

1. Present: Susan Chase Jasmine Geyer Bob Shigley Curt Stookey
 Kevin Wilson Kim Shigley

2. Call To Order: 6:00 pm

3. Roll Call - Establishment of a Quorum: Four of the five board members present.
(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

4. **192.660(2)(b)** "To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing and, **192.660(2)(f)** To consider information or records that are exempt by law from public inspection".

The board was provided legal counsel from Elizabeth Polay of Garrett Hemann Robertson P.C. regarding complaint filed against the Board and Board Chair. The board will need to respond to complainant by July 27th or request an extension.

5. ADJOURNMENT: 6:30 pm

6. UPCOMING

7.A. Regular Session at WDSB District Office Board Room on July 9, 2025 at 7:00 pm.



WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

WDSB District Office Board Room
620 NW Elwood St., Winston OR 97496

July 9, 2025 at 7:00 PM – Minutes

REGULAR SESSION

PRESENT: Susan Chase Jasmine Geyer Bob Shigley Curt Stookey
 Kevin Wilson Kim Shigley

1. **Call To Order:** 7:00 pm.

2. **Pledge of Allegiance:** Led by Jasmine Geyer.

3. **Roll Call** - Establishment of a Quorum: Four of the five board members present.
(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

4. Oath of Office

Attachments: (1)

- [BBBB D1](#)

4.A. Position # 2 - Jasmine Geyer

4.B. Position #3 - Bob Shigley

4.C. Position # 4 - Susan Chase

5. Election of Board Officers 2025-26

Per policy BCB - annually at the July meeting, the Board shall elect one of its members to serve as chair and one to serve as vice chair.

5.A. Board Chair

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors appoint Bob Shigley as Chair of the Board. Jasmine Geyer seconded the motion and all approved.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

5.B. Vice Chair

Jasmine Geyer made the motion for the Winston-Dillard School District Board of Directors appoint Susan Chase as Vice Chair of the Board. Bob Shigley seconded the motion. Susan Chase, Jasmine Geyer and Bob Shigley approved. Curt Stookey opposed the motion.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

6. SUPERINTENDENT REPORT

The summer food program has already been a huge success with 2000 breakfasts and lunches being served thus far. Children now have 3 meal options which includes 1 hot meal choice. The Summer Learning program has a total of 124, K-12th students enrolled. Program runs until August 7th.

7. **Directors Report:** None at this time.

8. ITEMS OF DISCUSSION

8.A. **Facilities Update:** Mr. Wilson reported the new vestibule projects for Lookingglass and McGovern Elementary schools were moving along nicely and will help protect students and

staff. New 6' fencing has been installed on the East perimeter of McGovern Elementary. Tumlin street is now paved and very nice.

9. ADOPTION OF CONSENT AGENDA

9.A. Financial Statement

Attachments: (2)

- [GF - Financial Statements 06.30.25](#)
- [Other Funds - Financial Statements 06.30.25](#)

9.B. Minutes

9.B.1. Regular Session June 11, 2025

Attachments: (1)

- [June 11, 2025 Reg Sess Minutes](#)

9.B.2. Special Session July 3, 2025

Attachments: (1)

- [July 3, 2025 Special Session Minutes](#)

9.C. *Approve the Following Designations for the 2025-26 School Year*

9.C.1. *District Officials*

9.C.1.a. Custodian of Funds - Kevin Wilson and Kim Shigley

9.C.1.b. Chief Administrative Office and Clerk - Kevin Wilson

9.C.1.c. Attorney of Record - Garrett, Hemman, Robertson, PC

9.C.1.d. District Auditor - Neuner, Davison, Cooley and Rapp, LLC

9.C.1.e. Insurance Agent of Record - Guy Kennerly, Acrisure Northwest also known as Umpqua Insurance.

9.C.1.f. Budget Officer - Kim Shigley

9.C.1.g. Chief Financial Officer - Kim Shigley

9.C.2. *Depository of Funds*

9.C.2.a. Banner Bank

9.C.2.b. State Investment Pool

9.C.2.c. Douglas County Treasurer's Office

9.C.3. *Persons to Sign District Checks*

9.C.3.a. Kevin Wilson

9.C.3.b. Kim Shigley

9.C.4. *Persons to Use Facsimile Signatures as Directed by the Superintendent*

9.C.4.a. Kim Shigley

9.C.4.b. Joan Bunch

9.C.4.c. Michele Dunham

9.C.4.d. Angela Guerrero

9.C.5. *Fidelity Bonds*

9.C.5.a. Kevin Wilson, \$50,000

9.C.5.b. Kim Shigley, \$50,000

9.C.5.c. Angela Guerrero, \$50,000

9.C.5.d. Everyone Else, \$50,000

9.C.6. *Confidential and Supervisory Staff*

9.C.6.a. Administrative Accounting and Special Education - Joan Bunch

9.C.6.b. Administrative Assistant/Human Resources - Michele Dunham

9.C.6.c. Administrative Finance Specialist - Angela Guerrero

9.C.7. Authorizing removing individual signers on all district bank accounts and authorizing adding signers for all district bank accounts at Banner Bank, Winston OR.

9.C.8. Authorizing individuals to initiate bank account information changes for the Local Government Investment Pool Accounts Oregon State Treasury.

9.C.9. Resolution 2025-26-1, Interfund Borrowing - Kim Shigley

Attachments: (1)

- [Resolution 2025-26-1 Acknowledgment of Interfund Loans](#)

9.D. Ratify Contracts

9.D.1. Administration 2025-2028

9.D.2. Confidential 2025-2028

9.D.3. WDEA Certified 2025-2028

9.E. Personnel

9.E.1. Accept employment for Kris Kelso, BES PE Teacher effective August 18, 2025.

9.E.2. Accept employment for Jessica Lowe, BES Grade K Teacher effective August 18, 2025.

9.E.3. Accept employment for Shantina Rust, Child Dev. Spec. at BES effective August 18, 2025.

9.E.4. Accept resignation from Anthony Cannon, BES Counselor effective July 1, 2025.

9.F. Donation

9.F.1. WMS Thank You to Knife River for cement valued at \$500.00.

Attachments: (1)

- [WMS Thank You to Knife River](#)

9.G. Adoption of Consent Agenda Motion

Jasmine Geyer made the motion for the Winston-Dillard School District Board of Directors approve the Consent Agenda as presented. Curt Stookey seconded the motion and all approved.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

10. ACTION ITEMS

10.A. School Board Calendar 2025-26

Jasmine Geyer made the motion for the Winston-Dillard School District Board of Directors approve the 2025-2026 Board Meeting Calendar as presented. Susan Chase seconded the motion and all approved.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

Attachments: (1)

- [BD MT SCHEDULE 2025-26](#)

10.B. Board Needs to Take Action on Executive Session Discussion

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors to accept the public complaint and to delegate authority to the Board Chair to retain an investigator for the purposes of investigating the complaint. There was no second.

Bob Shigley made the motion for the Winston-Dillard School District Board of Directors to accept the public complaint and to delegate the authority to the Board Chair to respond to the complaint. Susan Chase seconded the motion. Susan Chase, Jasmine Geyer and Bob Shigley approved. Curt Stookey opposed.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

10.C. AC/Heat in CTE Classrooms at DHS - SIA Funds

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve AC/Heat project for Douglas High School's CTE classrooms in the amount of \$25,500.00 payable to Umpqua Sheet & Metal. Jasmine Geyer seconded the motion and all approved.

(Susan Chase, Jasmine Geyer, Bob Shigley, Curt Stookey)

Attachments: (3)

- [Umpqua Sheet and Metal \\$25500](#)
- [Mahalo \\$30999](#)
- [Douglas Refrigeration \\$35750](#)

11. **COMMUNICATIONS:** None at this time.

12. FOR THE GOOD OF THE ORDER

Mrs. Emily Ledbetter, LES Principal shared that the summer school program was going great. Mrs. Ledbetter had a chance to visit all the school buildings and watched the summer learning in action and everyone seems to be having a great time.

Mr. Rob Holveck, WMS Principal reported that the WMS staff have done a great job at welcoming him in. He is very impressed at how the staff has stepped up and is involved in the hiring process of new teaching staff.

Mr. Curt Stookey, Board Member gave a brief report on the DHS Trapp Club. He reported they had 19 students that participated ranging from 12 -18 years of age. There was a total of 42 Oregon High schools with 1100 participants in the state. Douglas ended the season in 2nd place at the state competition. They are hoping to take the team to the national level next season.

13. **ADJOURNMENT:** 7:25 pm

14. UPCOMING

14.A. Regular Session at WDSB District Office Board Room on August 13, 2025 at 7:00 pm.



WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

District Office Conference Room
620 NW Elwood St., Winston, Or 97496

July 23, 2025 at 6:00 PM - Minutes

EXECUTIVE SESSION

1. Present: Susan Chase Jasmine Geyer Lorna Quimby Bob Shigley
Curt Stookey Kevin Wilson

2. Call To Order: 6:00 pm

3. Roll Call - Establishment of a Quorum: Five of the five board members in attendance.
(Susan Chase, Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

4. ORS 192.660(2)(b) "To consider complaints or charges brought against a public officer, employee, or staff member who does not elect to have an open hearing, and under **ORS 192.660(2)(f)** to review confidential information".

The board was provided legal counsel from Elizabeth Polay of Garret, Hemann, Robertson P.C.

5. ADJOURNMENT: 6:48 pm

6. UPCOMING:

6.A. Special Session on July 23, 2025 at WDSB District Office at 7:00 pm.

6.B. Regular Session on August 13, 2025 at WDSB District Office Board Room at 7:00 pm.



WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

District Office Board Room
620 NW Elwood St., Winston, Or 97496

July 23, 2025 at 7:00 PM – Minutes

SPECIAL SESSION

1. PRESENT: Susan Chase Jasmine Geyer Lorna Quimby Bob Shigley
 Curt Stookey Kevin Wilson

2. Call To Order: 7:00 pm

3. Pledge of Allegiance: Led by Bob Shigley.

4. Roll Call - Establishment of a Quorum: Five and the five board members in attendance.
(Susan Chase, Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

5. ACTION ITEM

5.A. Action to be taken based on discussion in Executive Session.

Susan Chase made the motion for the Winston-Dillard School District Board of Directors to delegate authority to the Board Chair to respond in writing regarding the public complaint.

Curt Stookey seconded the motion and all approved.

(Susan Chase, Jasmine Geyer, Lorna Quimby, Bob Shigley, Curt Stookey)

6. ADJOURNMENT: 7:03 pm

7. UPCOMING

7.A. Regular Session on August 13, 2025 at WSD Board Room at 7:00 pm.



620 NW Elwood, Winston, OR 97496

Information (541)679-3000 * Business Office ext. 3406 * Superintendent ext. 3405 * FAX (541)679-4819

July 30, 2025

Wildlife Safari
1790 Safari Rd.
Winston, OR 97496

Dear Wildlife Safari Guest Services:

Thank you for the donation of admission tickets to Winston's premiere wildlife park! Your Drive Through and Giraffe Feeding donation (approx. value: \$1,000) for our Extended School Year students was exceptional. Our students will really enjoy this experience.

We truly appreciate your support to our students and your giving spirit.

Sincerely,

Kevin Wilson

Kevin Wilson, Superintendent

Tax ID#: 93-6000445