



Steve Spencer
Superintendent

Rachel Alpert
Assistant Superintendent

**2024-2025
Board of Directors**

Ed Dressel
Lu Ann Meyer
Rob Ogilvie
Zach Steele
Jon Woods

Juli Lichtenberger
Board Secretary

Please join us at our
school board meetings.
Unless otherwise
scheduled the board
meets the second and
fourth Mondays
of the month.

District Office
Board Room
6:30 p.m.

Mission Statement
*Dallas School District
is centered on students,
powered by
collaboration, built on
equity, and driven by
excellence.*

Our Vision
*Each student is known
by name, strength, and
need – pursuing a life
of engagement,
innovation, and
success.*

Tagline:
Ask yourself...Is it
good for kids?

*Dallas School District
111 SW Ash Street
Dallas OR 97338
503.623.5594 ph*

**Agenda
Board Meeting
April 28, 2025
7:00 p.m.**

<https://dsd2-org.zoom.us/j/84855147461>
District Office Board Room

- 1.0 Welcome/Pledge of Allegiance**
- 2.0 Approval of the Agenda**
- 3.0 Good News**
 - 3.1 Whitworth 4th and 5th graders just completed their annual Archery unit in PE.
 - 3.2 Fourth grade students attended Newell Pioneer Village at Champoege Park to begin their Oregon Trail field trips.
 - 3.3 Fifth grade students joined a professional forester guide through Starker Forest to learn about forests and forestry management in Western Oregon on a field trip.
 - 3.4 Lyle kicked off its 3rd Grade Leaders program. These students are taking on new responsibilities and helping around the school. We are excited to watch them grow!
 - 3.5 Congratulations to Laura Delaney, Dallas High School Teacher. Laura was selected as TechStart's Rising Star Technology Teacher of the Year!
 - 3.6 Oakdale is excited to share they recently hosted a Reading Night and students are participating in enriching field trips. They are looking forward to an upcoming Science Night, annual Jog-a-thon, and the Books for Bikes program.
 - 3.7 Dallas High School had two track members break records! Sean Ward broke his own High Jump record, setting the bar at 6'8" and Amber Green broke the girls 1500 with a time of 4:45.
- 4.0 Student Report – Annie Edmiston**
- 5.0 Public Comment**
- 6.0 Announcements** 1116
 - 6.1 April & May Calendars
 - 6.1.1 Budget Committee Meeting May 12, 2025 at 6:00 p.m.
 - 6.1.2 Next Board Meeting May 12, 2025 at 7:00 p.m.
 - 6.1.3 Citizens Oversight Committee Meeting May 6, 2025 at 5:30 p.m.
- 7.0 Consent Agenda**
 - 7.1 Approval of the April 14, 2025 Board Minutes 1118
 - 7.2 JFE – Pregnant and/or Parenting Students 1123
 - 7.3 IIA – Instructional Resources/Instructional Materials (Delete) 1124
 - 7.4 IIA – Instructional Materials 1126
 - 7.5 IKFB – Graduation Exercises 1129
- 8.0 Finance Committee Recommendation – Tyler Ferrari** 1131

9.0	Building Metrics Report – Tyler Lalack, Tim Larson & Todd Baughman	1132
10.0	Resolution #24-25-08 Recognizing Teacher Appreciation Week, May 5-9, 2025 (Board Action)	1138
11.0	2025-26 Leave of Absence Request for Keeton Luther (Board Action)	1139
12.0	2025-26 Leave of Absence Request for Michele Fast (Board Action)	1140
13.0	Policies First Read	1141
13.1	IKF – Graduation Requirements	
14.0	Oregon School Boards Association Advocacy Day – Zach Steele	
15.0	Executive Session per ORS 192.660	
	(2)(i) To Evaluate the Employment-Related Performance of District Personnel	
16.0	Superintendent Evaluation (Board Action)	
17.0	Adjourn	



Public Participation in Board Meetings

During each school board meeting, the agenda has been set to include an item titled “public comment.” It is during this portion of the agenda the public can comment on any item that is or is not on the agenda.

Because of the nature of the Board’s work, it is typical that the Board will hear from a patron. Public participation is a time for the Board to listen, not a time for discussion or responding to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to district administrative staff to respond to after the meeting. If input is given related to an action item later in the agenda, the Board will use the input during their discussion or deliberation of that specific item. All public comment during a Board meeting is limited to 3 minutes for each individual. Up to 5 minutes may be granted to one person who represents a group of 3 or more with similar testimony. The Board Chairperson may adjust or extend allowable time limits, if necessary.

The Board cannot hear complaints about specific school personnel during an open meeting. If a patron has a specific complaint against district personnel, the board chair or the superintendent can direct the patron to the appropriate complaint process governed by board policy.

There are three ways to provide public comment at a Board meeting.

- 1) If you wish to address the Board in person during a Board meeting, please fill out the request for public comment form available outside the boardroom. If the meeting has started and you decide you would like to provide public comment, please alert the administrator who was the greeter or the board executive assistant with your request by simply handing them the public participation form. This will be directed to the board chair.
- 2) If you wish to address the Board remotely (via Zoom) during a Board meeting, please email Juli Lichtenberger, Executive Assistant to the Superintendent and Board, (juli.lichtenberger@dsd2.org) at least two hours prior to the start of the meeting. Clearly label the subject line as “Public Comment”. In the email state that you would like to address the board remotely during the meeting, and include the topic.

Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods

- 3) If you wish to address the Board in hard copy or email please submit to Juli Lichtenberger, Executive Assistant to the Superintendent and Board, at juli.lichtenberger@dsd2.org at least two hours prior to the start of the meeting. Clearly label the subject line or document as "Public Comment"

If you have questions about the district, we encourage you to contact our superintendent.

Thank you for your interest in Dallas School District.

All public meetings, assemblies and celebrations held by the Dallas School District 2 are required to be accessible to persons with disabilities under Title II of the Americans with Disabilities Act (ADA). Accommodations are available upon request to persons who require alternatively formatted materials or auxiliary aids to ensure effective communication and access to events. Please allow at least 10 business days to arrange for accommodations. All requests should be sent to:

DO Reception
Dallas School District 2
111 SW Ash Street
Dallas, OR 97338
503-623-5594

Or: e-mail compliance.officer@dsd2.org

APR 2025

BLACK WOMEN'S HISTORY MONTH NATIONAL ARAB AMERICAN HERIGATE MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
		01	02	03	04	05
06	07	08 Citizens Oversight Committee Meeting 5:30 p.m.	09	10	11 No School District Assessment Day	12
13	14 No School Inservice Day Board Work Session with Whitworth 2:30 p.m. Board Meeting 3:30 p.m.	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Budget Committee Meeting 6:00 p.m. Board Meeting 7:00 p.m.	29	30			

MAY 2025

ASIAN PACIFIC AMERICAN HERITAGE MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
				01	02	03
04	05	06 Citizens Oversight Committee Meeting 5:30 p.m.	07	08	09	10
11	12 Budget Committee Meeting 6:30 p.m. Board Meeting 7:00 p.m.	13	14	15	16	17
18	19	20	21	22	23 No School	24
25	26 No School Holiday	27	28	29	30	31

Minutes
Work Session at Whitworth Elementary School – 3:00 p.m.
Board Meeting at District Office – 4:00 p.m.
April 14, 2025
<https://dsd2-org.zoom.us/j/84855147461>

Present: Lu Ann Meyer, Rob Ogilvie, Zach Steele, Ed Dressel, Steve Spencer, Juli Lichtenberger, Rachel Alpert, Sean Johnson, Todd Baughman, Pam Lybarger, Nick Ingalls

Visitors: Whitworth Staff

Excused: Jon Woods

Work Session with Whitworth Staff

- **Introductions**
 - Darrick Bruns, Whitworth Principal, welcomed the Board.
- **Showcase your School**
 - Many learning opportunities for students
 - Additional staff in HOWL room allows teachers to teach
 - Archery unit in PE
 - Title I program
 - Walk to read and walk to math
 - SLP Department is amazing, a lot of growth in the students
 - Staff help each other
 - SPED staff collaborate with EAs and other staff
 - Principal is supportive
- **What are some challenges you face which the Board can help you overcome?**
 - Questioning when decisions are made and how it effects staff in the classroom
 - Board members adopting a classroom, running a reading group and see what life is like
 - Board members listening to what the needs are and suggesting how we can work together to try and fulfill the needs
 - Marketing the district and sharing with the community what's happening in the schools
- **Discussion**
 - Budget asks
 - Behaviors are at the worst ever seen however differences are seen at Whitworth
 - Walk to read lowers the behavior because academic needs are being met

Lu Ann Meyer, Board Chair, thanked staff for attending.

Adjourned at 3:36 p.m.

Regular Board meeting was called to order at 4:02 p.m.

Present: Lu Ann Myer, Rob Ogilvie, Zach Steele, Ed Dressel, Jon Woods (joined at 4:13 p.m.), Steve Spencer, Juli Lichtenberger, Rachel Alpert, Sean Johnson, Todd Baughman, Pam Lybarger, Nick Ingalls, Tyler Lalack, Tim Larson, Tami Larson, Darrick Bruns, Shannon Ritter, Bob Archer

Visitors: Amy Ebner, Cindy Read-Keen, Glenda Instenes, Ambr Pickard, Loren Pickard, Debbie Virden, Melissa Glazner, Judy White, Arriel Robinson, Chrissy Metcalf, Trina Timmerman, Jennifer Westendorf, Amanda Perrigo, Jennifer Lenoue, Stephanie Hofferber, Amber Rowden, Noel Chancery, Shana Lavier, Jon Petersen, Michelle Basey, Jen Reinhardt, Drew Reinhardt, Rob Harriman, Tammy Salois, Crystal Baker, Heather Anderson, Brooke Cross, Sandra Hoyt, Jena Elliott, Theresa Lehman, Hunter Stevenson, James Moran, Julie Petersen, Tracy Swartzendruber, Lee Duval, Krista Duval, Laura Delaney, Blair Cromwell, Mary Tharp, Kristine Blanchard, Amber Stone, Yvette Geissinger, Stephen Burroughs, Craig Button, Zach Dindinger, Gretchen Schmoyer, Charlotte Vidrio, Kelli McGuire, Stacy Fagin, Sarah DeMartino, Emilee Dindinger, Lydia Hodge, Jerry Boudreaux, Emily Bogle-Todd, Kim Bedortha, Samantha Yim, Danielle Cramer, Ruby Garland, Erin Sutro, Tanya Stutzman, Lynda Spencer, Nicole Biller, Gwen Dudley, Jenn Zumwalt, Erica Wiebelhaus, Kendra Steele, Michele Fast, Kim Noack, Chris Lund, De'Jana Muna, Malery Schleusner, Rich Slack, McKenzie Darr, Julianne Courtney, Merryellen Price, Natalie Shreve, Maddy Jackson, Michele Schilling, Michelle Zelenkda, Julia Shinkle, Amber Barnett, April Chapman, Lana Mabry, Melanie McCarly, Brian Dunkin

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

Lu Ann Meyer, Board Chair, asked that agenda items 15.0 and 16.0 be removed from the agenda this evening. Zach Steele moved to approve the agenda with the deletion of items 15.0 and 16.0, seconded by Rob Ogilvie. The motion passed unanimously by the Board members present; Lu Ann Meyer, Rob Ogilvie, Zach Steele, and Ed Dressel.

3.0 Good News

- 3.1 Lyle students raised \$24,132.09 in the recent Jogathon.
 - 3.2 LaCreole is working on bringing clubs back. Robotics will begin on April 16, 2025.
 - 3.3 Trystan Stephens recently donated two wooden picnic tables and two wooden Adirondack chairs to Morrison as part of an Eagle Scout project.
- Darrick Bruns, Whitworth Principal, shared good news with the Board. Lu Ann Meyer shared additional good news.

4.0 Public Comment

Amanda Perrigo, Present of Dallas Education Association, and Kelli McGuire, Present of Oregon School Employees Association, addressed the Board regarding Reduction in Force.

Rob Harriman, teacher at Morrison, addressed the Board representing Morrison staff regarding Reduction in Force.

Mary Tharp, prior district teacher and now substitute teacher in the district, addressed the board regarding enrollment.

5.0 Announcements

5.1 April Calendar

5.1.1 Budget Committee Meeting April 28, 2025 at 6:00 p.m.

5.1.2 Next Board Meeting April 28, 2025 at 7:00 p.m.

5.1.3 Citizens Oversight Committee Meeting May 6, 2025 at 5:30 p.m.

6.0 Consent Agenda

6.1 Approval of the March 10, 2025 Board Minutes

6.2 Approval of the March 11, 2025 Board Minutes

6.3 Staffing Report

6.4 EBBA – Infection Control and Bloodborne Pathogens

Zach Steele moved to approve the Consent Agenda, seconded by Ed Dressel. The motion passed unanimously by the Board members present; Lu Ann Meyer, Rob Ogilvie, Zach Steele, and Ed Dressel.

7.0 Financial Report – Tami Montague

Tami Montague, Director of Fiscal Services, shared the financial report for month ending March 2025. A replacement document was given to the Board due to an error. The ending fund balance is projected at 4.54% currently. She is keeping an eye on the State School Fund with the decline in enrollment. Information is coming in slowly from the state and it is still unknown what Federal funding will look like.

8.0 Integrated Plan Application (Board Action) – Nick Ingalls

Nick Ingalls, Director of Teaching and Learning, shared highlights from the Integrated Plan application. Board approval of the outcomes is needed to continue to receive funding from the grant. Rob Ogilvie made a motion to approve the integrated plan application specifically for the intended outcomes; increasing K-3 Literacy Proficiency, increasing K-12 academic achievement, meeting the social emotional needs of all students, and to graduate all students, Zach Steele seconded the motion. The motion passed unanimously by the Board members present; Lu Ann Meyer, Rob Ogilvie, Zach Steele, and Ed Dressel.

9.0 Request for Proposal Bid Award (Board Action) – Bob Archer

Bob Archer, Director of Facilities, and Jerry Boudreaux, Citizens Oversight Committee Chair, addressed the Board about the proposed bids for work at Dallas High School. Repairs to the beams in the old CTE building is also needed. The total project will cost \$5,076,900. A vestibule at the athletic entrance at Dallas High School is included in the projects. The motion was approved unanimously by the Citizens Oversight Committee. Discussion was held about the method used for this process. Zach Steele moved to approve the Kirby Nagelhout bid in the amount of \$4,633,900 and additionally approve

the Western Wood quote for \$443,000 for a total project amount of \$5,076,900, seconded by Ed Dressel. The motion passed unanimously by the Board members present; Lu Ann Meyer, Rob Ogilvie, Zach Steele, and Ed Dressel.

10.0 Policies – First Read

- 10.1 JFE – Pregnant and/or Parenting Students
- 10.2 IIA – Instructional Resources/Instructional Materials (Delete)
- 10.3 IIA – Instructional Materials
- 10.4 IKFB – Graduation Exercises

Rachel Alpert, Assistant Superintendent, shared highlights on the proposed language changes in the policies. The policies are to be moved to the Consent Agenda at the next meeting.

11.0 Administrative Rules – Information Only

- 11.1 IIA-AR – Textbooks and Instructional Materials Review and Adoption (Delete)
- 11.2 IIA-AR (1) – Instructional Materials
- 11.3 IIA-AR (3) – Reconsideration of Supplemental Instructional Materials
- 11.4 IIA-AR (4) – Reconsideration of School or Classroom Library Materials
- 11.5 IKF-AR (1) – Honors Diploma Requirements

Rachel Alpert shared highlights of the language changes.

12.0 Resolution #24-25-07 Lay Off (Board Action) – Rachel Alpert

Rachel Alpert read the requested resolution to the Board. Steve Spencer, Superintendent, said he hopes the numbers will be lower but needs the flexibility language in the resolution. Discussion was held and the Board requested the resolution be amended to include up to one administrative FTE. Rob Ogilvie made a motion to approve Resolution #24-25-07 Lay Off with the amendment of up to one administrative FTE, seconded by Ed Dressel. The motion passed unanimously by the Board members present; Lu Ann Meyer, Rob Ogilvie, Zach Steele, and Ed Dressel, and Jon Woods.

13.0 Reports

- 13.1 Draft Citizens Oversight Committee Minutes
- 13.2 Enrollment Report
- 13.3 Charter School Enrollment Reports
- 13.4 Charter School Financial Reports
- 13.5 Charter School Minutes and Agendas

Steve Spencer shared these are the typical monthly reports.

14.0 Discussion Items

- 14.1 Board Evaluation Discussion

Lu Ann Meyer shared documents reflective of the 2024-2025 board goals, board professional development, and district goals. The Board discussed how they would like to proceed in evaluating the work done on the goals.

15.0 Executive Session per ORS 192.660

(2)(i) To Evaluate the Employment-Related Performance of District
Personnel

Removed from the agenda.

16.0 Superintendent Evaluation (Board Action)

Removed from the agenda.

17.0 Adjourn at 5:05 p.m.

Board Chair / Lu Ann Meyer

Date

Board Secretary / Juli Lichtenberger

Date

Dallas School District 2

Code: JFE
 Adopted: 8/26/02
 Revised/Readopted: 5/08/23
 Orig. Code: JFE

Pregnant and/or Parenting Students**

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district- or school-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents/legal guardians of the availability of such services in the district, education service district or in the community.;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, ~~childcare~~child-care, transportation, career development and health and nutrition services to pregnant and/or parenting students.;
3. Inform pregnant and/or parenting students and their parents/legal guardians of the availability of resources provided by other agencies, including health and social services.;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.;
5. Develop an individualized educational program~~education program~~ or ~~services~~service plan, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop guidelines necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

	<u>ORS 339.010</u>	<u>OAR 581-021-0046</u>
<u>ORS 336.640</u>	<u>ORS 339.030</u>	<u>OAR 581-023-0100(3)</u>

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (20242020).

Dallas School District 2

Code: IIA
 Adopted: 9/08/14
 Revised/Readopted: 2/27/23
 Orig. Code: IIA

Instructional Resources/Instructional Materials (Version 1)

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141

ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OR 581-011-0050 - 0117

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

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Dallas School District 2

Code: IIA
Adopted:

Instructional Materials** (Version 2)

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials which are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use.

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

END OF POLICY

Legal Reference(s):

HR11/24 | SL/LF

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141

ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAR 581-011-0050 - 0117

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Dallas School District 2

Code: IKFB
 Adopted: 2/27/18
 Revised/Readopted: 2/27/23
 Orig. Code: IKFB

Graduation Exercises

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

Accordingly, appropriate graduation programs may be planned by the district.

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

All students in good standing¹ who have successfully completed the requirements for a high school diploma, or qualify to receive or receive~~receives~~ a modified diploma, an extended diploma or a ~~an alternative~~ certificate of attendance, including students~~a student~~ participating in a district-sponsored alternative education program and students~~as outlined in administrative regulation IKFB AR Graduation Ceremony Participation and a student~~ with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

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

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

Graduating students will be allowed to wear ²"Native American items of cultural significance" or other items of cultural significance³.

END OF POLICY

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

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

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

Legal Reference(s):ORS 329.451ORS 332.107ORS 332.112ORS 339.505ORS 343.295ORS 659.850OAR 581-021-0050OAR 581-021-0055OAR 581-021-0060OAR 581-022-2000OAR 581-022-2010OAR 581-022-2015OAR 581-022-2020OAR 581-022-2505

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

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

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

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

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

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

**MEMO**

April 28, 2025

To: Dallas School Board
 From: Finance Committee

RE: Finance Committee Recommendations 2024.25

The Finance Committee serves in an advisory capacity to the Dallas School Board, Director of Fiscal Services, and Superintendent by providing review and oversight of Dallas School District fiscal operations. Board policy BCF Advisory Committees to the Board states,

“Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.”

In FY 2024.25 the board directed the Finance Committee to explore the following topics as they relate to financial planning:

1. Declining Enrollment – root cause, impact, and solutions;
2. Elementary Reconfiguration – review;
3. Surplus Property – potential for sale, and:
4. Financial Communication – messaging to interested parties

After several meetings, the committee recognizes a declining enrollment trend as the most significant issue affecting district current and future fiscal operations. Decisions about future use of school buildings, grade configurations, or surplus property sales require a deeper understanding of the growth goals and timelines of the City of Dallas, the development property inventories, and community population changes. To move this work forward, the Finance Committee makes the following initial recommendations:

1. Enter into partnerships with the City of Dallas and others to more actively promote Dallas as a desirable community for families with school age children.
2. Direct the Finance Committee to meet more frequently with other district committees to focus on declining enrollment and the district’s response to it.

Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods

1. Graduation Rates:

Trends:

DHS's graduation rate recovered sharply in 2023-24, rising to 85.8%—surpassing the state average of 81.8%. This marks the highest graduation rate DHS has reported in the last seven years and reverses a two-year decline.

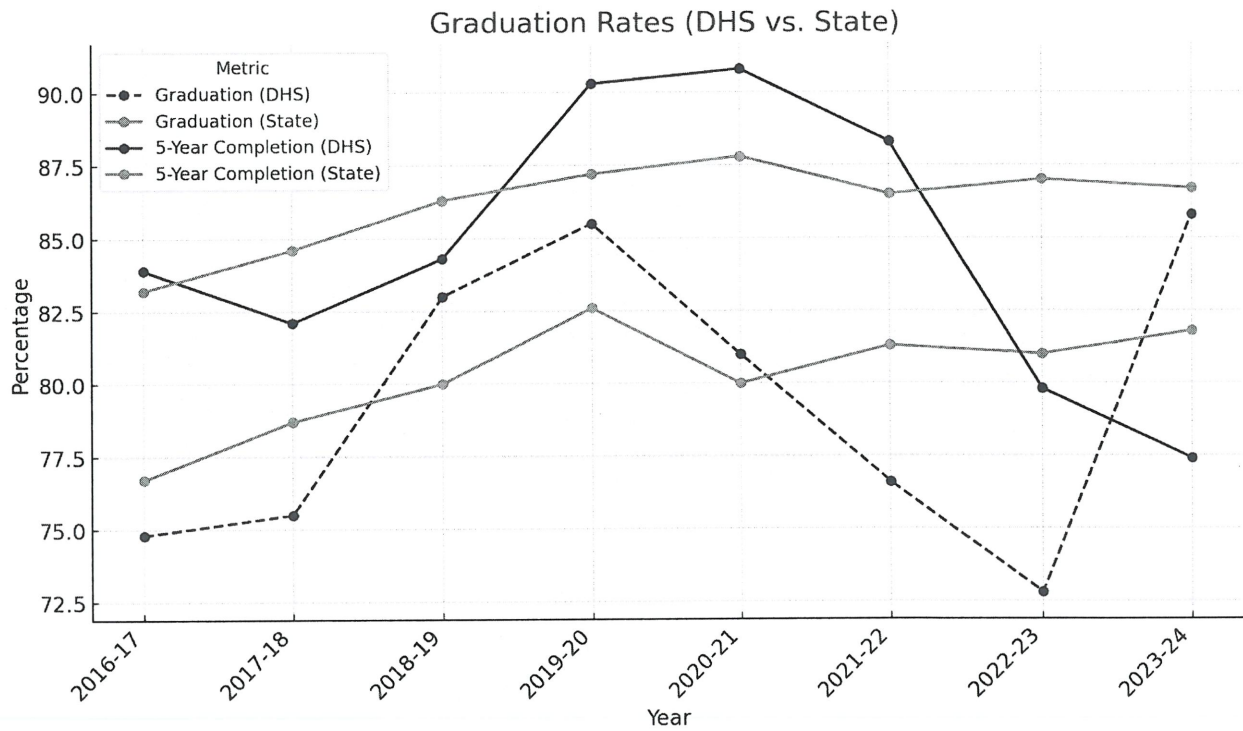
Areas for Improvement:

While the overall DHS graduation rate now exceeds the state, disaggregated data from previous years highlight persistent gaps among historically underserved populations (e.g., Hispanic students and students experiencing poverty). Continued attention is needed to ensure these gains are equitably distributed.

Areas of Strength:

The most recent rebound in graduation rates—up 13 percentage points from the 2022-23 low—demonstrates that targeted interventions and support systems have potential to produce rapid and substantial gains.

Metric	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Graduation (DHS)	74.8	75.5	83	85.5	81	76.6	72.8	85.8
Graduation (State)	76.7	78.7	80	82.6	80	81.3	81	81.8
Graduation (Poverty)	61.2	69.3	76.9	78.2	74.5	66.9	63.6	Unreleased
Graduation (Hispanic)	69.6	65.2	75	93.1	73.7	81.8	59.1	74.2
Graduation (Underserved Race)	70.3	68.8	74.2	90	66.7	77.4	65	79.5
5-Year Completion (DHS)	83.9	82.1	84.3	90.3	90.8	88.3	79.8	77.4
5-Year Completion (State)	83.2	84.6	86.3	87.2	87.8	86.5	87	86.7



2. 9th Grade On-Track:

Trends:

DHS's 9th Grade On-Track rate remains strong at 82.6% in 2023-24, nearly mirroring the state average of 84.8%. This stability comes after a dip in 2021-22 (73.5%) and suggests sustained recovery post-pandemic.

Areas for Improvement:

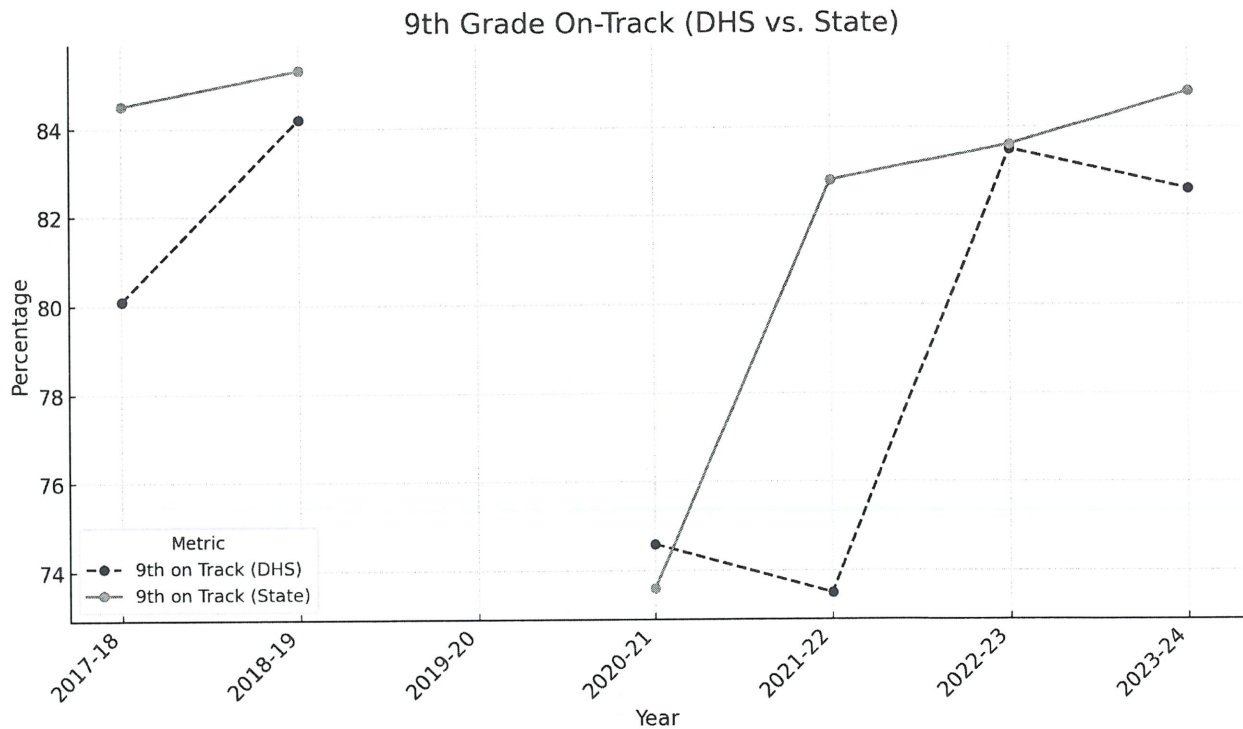
Despite the rebound, the slight gap between DHS and the state average in 2023-24 (2.2%) and fluctuations in earlier years highlight the need for ongoing focus on 9th grade transitions, especially for at-risk groups.

Areas of Strength:

The 10-point increase from 2021-22 to 2022-23 has been maintained into 2023-24, suggesting that DHS's early high school interventions are now more consistent and effective.

Metric	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
9th on Track (DHS)	No Data	80.1	84.2	No Data	74.6	73.5	83.5	82.6
9th on Track (State)	No Data	84.5	85.3	No Data	73.6	82.8	83.6	84.8
9th on Track (Poverty)	No Data	60.6	76.4	No Data	50	73.5	83	Unreleased

9th on Track (Hispanic)	No Data	80	73.7	No Data	60	76.9	error	78.8
9th on Track (Underserved Race)	No Data	71.4	76	No Data	55.6	73.5	69.2	78



3. Regular Attendance:

Trends:

DHS's regular attendance rates remain well below pre-pandemic levels. After peaking at 92.1% in 2016-17, rates have declined, bottoming out at 55.8% in 2021-22. While the YTD 2023-24 rate has improved to 65.6%, it remains below the state average of 65.7% from the prior year.

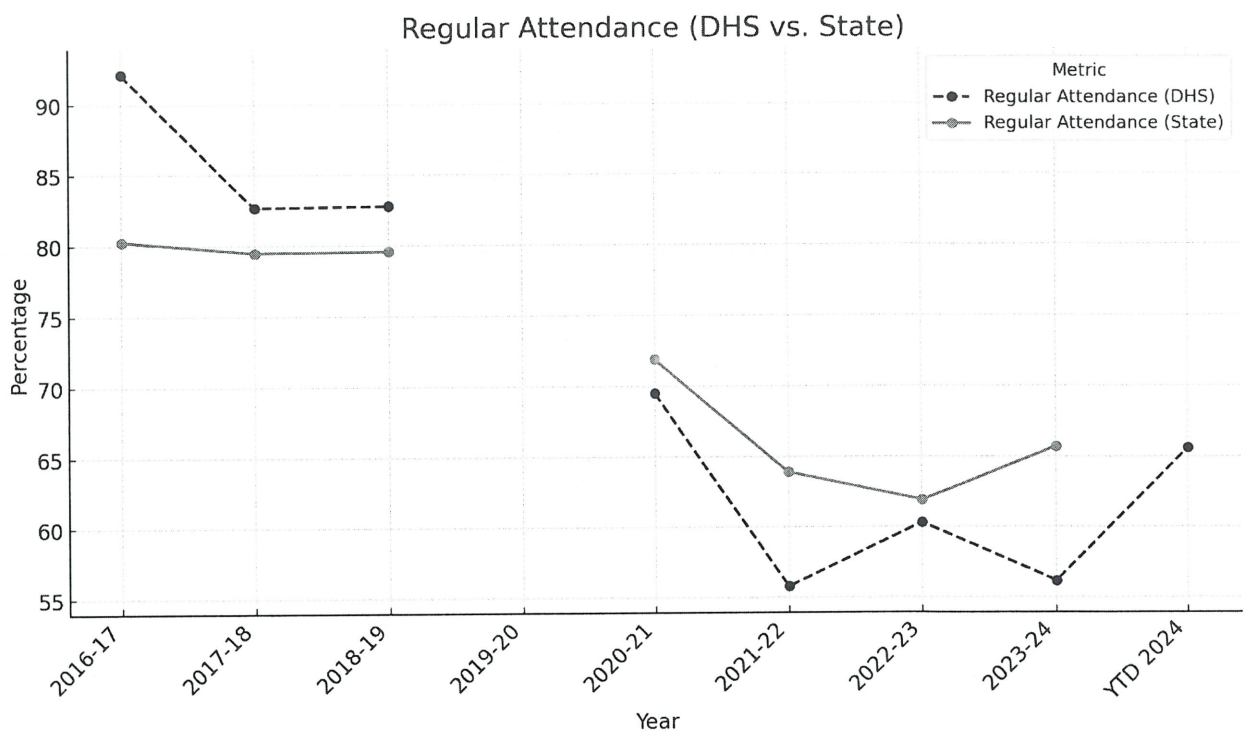
Areas for Improvement:

Chronic absenteeism continues to be a major barrier. Although the YTD data show improvement, DHS has not yet returned to pre-pandemic attendance norms, particularly for historically marginalized students.

Areas of Strength:

The 10-point gain from 2021-22 to 2023-24 YTD demonstrates that re-engagement strategies may be taking hold. Continued progress suggests that further investment in attendance-focused systems could yield strong returns.

Metric	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	YTD 2024
Regular Attendance (DHS)	92.1	82.7	82.8	No Data	69.5	55.8	60.3	56.18	65.6
Regular Attendance (State)	80.3	79.5	79.6	No Data	71.9	63.9	61.9	65.7	unreleased
Regular Attendance (Poverty)	88.8	77.1	77	No Data	69.9	55.9	57.5	unreleased	55.6
Regular Attendance (Hispanic)	91.8	79.1	81.9	No Data	61	46.4	55.9	46.4	52.2
Regular Attendance (Underserved Race)	90.6	80	80.4	No Data	57.5	45	54.5	47.3	51.2



4. OSAS (ELA, Math, Science):

Trends:

DHS continues to trail behind the state in all three tested subjects. In 2023-24, DHS ELA scores dropped to 39%, while Math remains critically low at 16%. Science scores also declined from 40% to 23%.

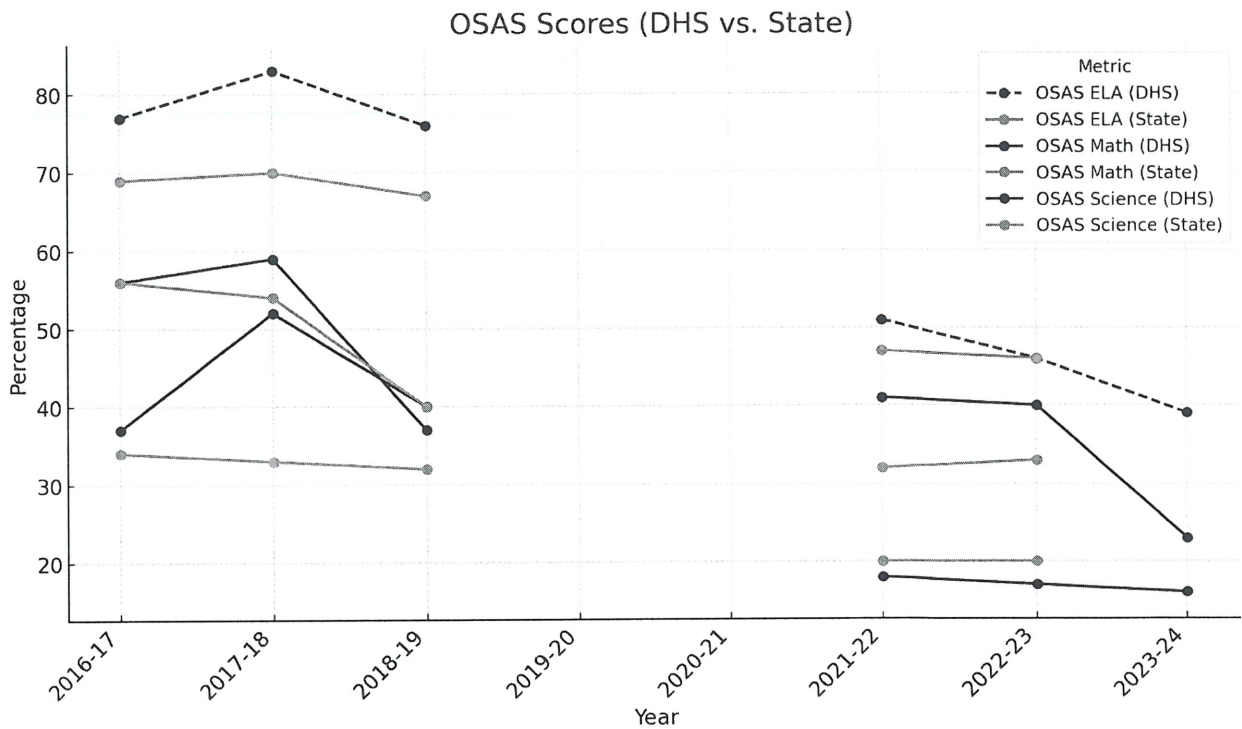
Areas for Improvement:

Math achievement remains a critical concern, with scores less than half the state average. The drop in Science also warrants attention, particularly as these subjects are foundational for graduation and post-secondary readiness.

Areas of Strength:

Despite underperformance, DHS's ELA scores remain within range of state results, and some students are meeting proficiency even in low-scoring areas. These anchor points can serve as a foundation for broader instructional shifts and targeted interventions.

Metric	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
OSAS ELA (DHS)	77	83	76	No Data	No Data	51	46	39
OSAS ELA (State)	69	70	67	No Data	No Data	47	46	unreleased
OSAS Math (DHS)	37	52	40	No Data	No Data	18	17	16
OSAS Math (State)	34	33	32	No Data	No Data	20	20	unreleased
OSAS Science (DHS)	56	59	37	No Data	No Data	41	40	23
OSAS Science (State)	56	54	40	No Data	No Data	32	33	unreleased





2024-2025
April 24, 2025

	2024-2025 (as of 4/24/25)	2023-2024
Credits earned/Credits attempted	92%	77%
Students "on track" to graduate (earning 5 credits or more in semester and/or having 5 or fewer credits remaining to graduate)	78% (includes 15 new students who just started at MCAP this session)	90%
4-year Graduates	28 (1 early graduate)	26 (1 early graduate)
5-year + Graduates	4	10
Other Completion	1	N/A
Regular Attenders (Percent of students attending 90% or more of classes)	68% (Composite school-wide attendance rate is 84%.)	33%
Discipline Information	3 suspensions (harassment, fighting)	8 suspensions (vaping)
Continuous Improvement Plan	<p>MCAP Goal: All Morrison students will complete and/or graduate high school. MCAP contributes to the Dallas High School student achievement goal for student 4-year graduation rate. MCAP also contributes to student achievement of 5th-year graduation and high school completion.</p> <p>Metrics for Progress Monitoring:</p> <ul style="list-style-type: none"> • Credits needed at student entry • Individual credits earned/attempted • Individual Student Attendance <p>Actions Leading to Goal Achievement:</p> <ul style="list-style-type: none"> • Student attendance self-tracking (daily) • Student transcript review (monthly) • Advisory groups (daily) • MORR intervention time (daily/monthly) • PLC review of student data and concerns (weekly) • Positive Behavior Supports (ongoing) • Mental and physical health supports (ongoing) 	

**DALLAS SCHOOL DISTRICT #2
RESOLUTION NO. #24-25-08**

**RECOGNIZING TEACHER APPRECIATION WEEK
May 5-9, 2025**

Whereas:

1. Teachers mold future citizens through guidance and education.
2. Teachers encounter students of widely differing backgrounds.
3. Our country's future depends upon providing quality education to all students.
4. Teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service.
5. Our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors proclaims May 5-9, 2025, to be Teacher Appreciation Week and strongly encourages all members of our community to join with them in personally expressing appreciation to our teachers for their dedication and devotion to their work

ADOPTED by the Board of Directors of the Dallas School District No. 2, Polk County, Oregon April 28, 2025.

DALLAS SCHOOL DISTRICT NO. 2
POLK COUNTY, OREGON

By: _____
Chair, Board of Directors

ATTEST:

By: _____
Superintendent

4/23/25, 11:10 AM

Dallas School District 2 Mail - Fwd: Leave of Absence



Juli Lichtenberger <juli.lichtenberger@dsd2.org>

Fwd: Leave of Absence

1 message

Rachel Alpert <rachel.alpert@dsd2.org>
 To: Juli Lichtenberger <juli.lichtenberger@dsd2.org>

Wed, Apr 23, 2025 at 9:20 AM

Keeton's LOA request for board packet.

----- Forwarded message -----

From: **Keeton Luther** <keeton.luther@dsd2.org>
 Date: Wed, Apr 23, 2025 at 9:09 AM
 Subject: Leave of Absence
 To: Rachel Alpert <rachel.alpert@dsd2.org>, Steven Spencer <steve.spencer@dsd2.org>

Good Morning,

I am requesting a leave of absence for the 2025-26 school year in accordance with Article 12 section B in the DEA contract. The reason for this leave of absence is for family connection and mental health. Looking at different options that better suit my family's needs.

Thank you,

Keeton

--



Keeton Luther
 5th Grade Teacher
 Dallas High School Baseball Coach

keeton.luther@dsd2.org | (503) 623-8351

Whitworth Elementary School
 1151 SE Miller Avenue
 Dallas, OR 97338
<https://dallas.k12.or.us>

Ask yourself, "Is it good for kids?"

--



Rachel Alpert, MAT
 Assistant Superintendent
 she/her

rachel.alpert@dsd2.org | 503-623-5594, x1007

Dallas School District #2
 111 SW Ash Street
 Dallas, OR 97338
<https://dallas.k12.or.us>

Ask yourself, "Is it good for kids?"

4/21/25, 2:59 PM

Dallas School District 2 Mail - Request for One-Year Leave of Absence



Rachel Alpert <rachel.alpert@dsd2.org>

Request for One-Year Leave of Absence

Michele Fast <michele.fast@dsd2.org>

Fri, Apr 18, 2025 at 3:11 PM

To: Steven Spencer <steve.spencer@dsd2.org>

Cc: Rachel Alpert <rachel.alpert@dsd2.org>

Dear Mr. Spencer,

I hope this email finds you well. I am writing to formally request a one-year leave of absence from my position as a fourth-grade teacher at Whitworth Elementary for the 2025-2026 school year.

This decision was not made lightly, as I have greatly valued being a part of the Whitworth community and working with our incredible staff and students. However, I believe that this time away will allow me to reflect and regroup after a very challenging year.

Thank you for considering my request. Please let me know if any further information or documentation is required.

Warm regards,
Michele Fast

--

Michele Fast, M.A.T.
Fourth Grade Teacher

michele.fast@dsd2.org | (503) 623-8351

Whitworth Elementary School
1151 SE Miller Avenue
Dallas, OR 97338
<https://dallas.k12.or.us>

*Ask yourself, "Is it good for kids?"*

Dallas School District 2

Code: IKF
 Adopted: 9/11/18
 Revised/Readopted: 2/27/23
 Orig. Code: IKF

Graduation Requirements**

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

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

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

1. ~~A~~In foster care~~child~~¹;
2. Experiencing houselessness²;
3. ~~Homeless~~;
- 4.~~3.~~ A runaway;
- 5.~~4.~~ A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
- 6.~~5.~~ A child of a migrant worker;~~or~~
- 7.~~6.~~ Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
- 8.~~7.~~ ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" isAs defined in ORS 30.297.

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

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

The district's Honors Diploma requirements are outlined in administrative regulation IKF-AR(1) – Honors Diploma Requirements.

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁵ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁶financial literacy);
5. ⁷One-half credit of higher education and career path skills;
6. ⁸One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages⁹ (units shall be earned in any one or a combination).

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

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961~~962~~ or a hospital identified in ORS 343.261.

⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁶ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁷ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁸ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ "World languages~~language~~" includes sign language, heritage languages~~language~~ and languages other than a student's primary language.

To receive a diploma, in addition to credit requirements outlined above in OAR 581-022-2000, a student must¹⁰:

1. ¹¹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

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

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to~~which~~ ~~shall~~ include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹²One-half credit in personal financial education;

¹⁰ ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

6. ¹³One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, ~~construct, learning expectations, construct, or content that is to be measured, grade level standard,~~ or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if ~~that~~ a student ~~will~~ ~~should~~ work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~6 six~~ credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Alternative Certificates

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

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

Certificate of Attendance

A {¹⁵} certificate of attendance¹⁶ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁷ for at least four years beginning in grade nine. Regular full-time attendance is defined as not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences will not be counted against a student;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history. “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

For students with a documented history as defined above, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

¹⁵ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s *Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*.}

¹⁶ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

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

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above 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 above modified diploma 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 an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district ~~must~~ 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 of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

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

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

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

school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics ~~Smarter Balanced or alternate Oregon Extended Assessment~~ by completing the Oregon Department of Education's Opt-out Form¹⁸ and submitting the form to the district.

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

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety ~~will~~ may 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.

END OF POLICY

Legal Reference(s):

<u>ORS 329.007</u>	<u>ORS 339.115</u>	<u>OAR 581-022-2010</u>
<u>ORS 329.045</u>	<u>ORS 339.505</u>	<u>OAR 581-022-2015</u>
<u>ORS 329.451</u>	<u>ORS 343.295</u>	<u>OAR 581-022-2020</u>
<u>ORS 329.479</u>		<u>OAR 581-022-2025</u>
<u>ORS 332.107</u>	<u>OAR 581-021-0009</u>	<u>OAR 581-022-2030</u>
<u>ORS 332.114</u>	<u>OAR 581-022-0102</u>	<u>OAR 581-022-2115</u>
<u>ORS 336.585</u>	<u>OAR 581-022-2000</u>	<u>OAR 581-022-2120</u>
<u>ORS 336.590</u>	<u>OAR 581-022-2005</u>	<u>OAR 581-022-2505</u>

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.