



Steve Spencer
Superintendent

Sara Leroy
Assistant Superintendent

**2025-2026
Board of Directors**

Tyler Ferrari
Deena Loughary
Rob Ogilvie
Zach Steele
Matt Woolsey

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
January 26, 2026
6:00 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 LaCreole PTC held a Minecraft Movie Night and raised about \$500 with their first event.
 - 3.2 LaCreole Middle School completed its inaugural Outward Leadership class.
 - 3.3 Malery Schleusner, kindergarten teacher at Oakdale Heights, was named Farmers Insurance Classroom of the month. She was nominated by principal Liz Postlewait. She skillfully differentiates instruction, celebrates growth, and models empathy, perseverance, and curiosity every day. Oakdale is fortunate to have Mrs. S. and the positive impact she makes on our students each day.
- 4.0 Student Report – Sofia Lozano**
- 5.0 Public Comment**
- 6.0 Announcements** 498
 - 6.1 January & February Calendars
 - 6.1.1 Next Board Meeting February 9, 2026 at 6:00 p.m.
 - 6.1.2 Long Range Facility Planning/Finance Committee Meeting February 19, 2026 at 5:30 p.m.
 - 6.1.3 Citizens Oversight Committee Meeting February 3, 2026 at 5:30 p.m.
- 7.0 Consent Agenda** 500
 - 7.1 Approval of the January 12, 2026 Board Minutes
 - 7.2 IF – Instructional Program
 - 7.3 IGBHD – Instructional Program Exemptions
 - 7.4 IIA – Instructional Materials
 - 7.5 IKF – Graduation Requirements
 - 7.6 LBEA – Denial for Virtual Public Charter School Student Enrollment
 - 7.7 DB – Budget Planning and Development
- 8.0 Whole Child Administrator Annual Report – Todd Baughman** 521
- 9.0 Executive Session per ORS 192.660**
 - (2)(f) Review of Confidential Information
 - (2)(i) To Evaluate the Employment-Related Performance of District Personnel

10.0 Action on Appeal Received in Executive Session (Board Action)

11.0 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

Sara Leroy, Assistant Superintendent

Board of Directors: Tyler Ferrari • Deena Loughary • Rob Ogilvie • Zach Steele • Matt Woolsey

- 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

JAN 2026

BOARD APPRECIATION MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
				01 Winter Break	02 Winter Break	03
04	05	06 Citizens Oversight Committee Meeting 5:30 p.m.	07	08	09	10
11	12 Board Work Session with Whitworth 2:45 p.m. Board Meeting 3:45 p.m.	13	14	15 LRFP/Finance Committee Meeting 5:30 p.m.	16	17
18	19 No School Holiday	20	21	22	23 No School Assessment Day	24
25	26 No School Planning Day Board Meeting 6:00 p.m.	27	28	29	30	31

FEB 2026

BLACK HISTORY MONTH

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

Draft Minutes
Work Session at Whitworth Elementary School – 2:45 p.m.
Board Meeting at District Office – 3:45 p.m.
January 12, 2026

<https://dsd2-org.zoom.us/j/84855147461>

Present: Rob Ogilvie, Zach Steele, Tyler Ferrari, Matt Woolsey, Deena Loughary, Steve Spencer, Juli Lichtenberger, Sean Johnson, Bob Archer, Todd Baughman, Nick Ingalls, Darrick Bruns, Sara LeRoy

Visitors: Whitworth Staff

Work Session with Whitworth Elementary School

- **Introductions**
 - Darrick Bruns, Whitworth Principal, welcomed the Board to the building.
- **Showcase your School**
 - Title I room has strong student engagement
 - Music and PE programs are strong
 - HOWL room changes this year have been successful
 - Commitment to Social Emotional Learning time
 - Developing stronger relationships with students
 - Strong classified staff
 - Walk to Read and Walk to Math program
 - Incredible growth of student learning
 - Data reflects improvement when students feel known and have a relationship
 - Special Education ILC model change this year has been managed and been successful
- **What are some challenges you face which the Board can help you overcome?**
 - Classes sizes are large and student needs are different than prior years
 - Student expectations are clear in the buiding but are not in the younger grades
 - Social media positivity and sharing information with the community
 - Gathering information as to why students are leaving the district
 - Third Party access to students training for staff
 - Longevity of the ILC Special Education model seems unsustainable
- **Discussion**
 - Board members thanked the staff for the work they do every day

Board Work Session adjourned at 3:31 p.m.

Regular Board Meeting called to order at 3:46 p.m.

Present: Rob Ogilvie, Zach Steele, Tyler Ferrari, Matt Woolsey, Deena Loughary, Steve Spencer, Juli Lichtenberger, Sean Johnson, Bob Archer, Todd Baughman, Nick Ingalls, Darrick Bruns, Sara LeRoy, Sofia Lozano, Tyler Lalack, Tim Larson, Tami Larson

Visitors: Jennifer Lenoue, Brooke Cross

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

Zach Steele moved to approve the Consent Agenda as printed, seconded by Deena Loughary. The motion passed unanimously by the Board members present; Rob Ogilvie, Zach Steele, Deena Loughary, Tyler Ferrari, and Matt Woolsey.

3.0 Good News

- 3.1 The Girls Wrestling team had strong tournament victories at the Northwest Duals and the Big John Tournament. They seem to be a top team in the state!
- 3.2 Oakdale held a virtual reading night in December with over 80 families participating.
- 3.3 Oakdale families sold \$26,750 in Dutch Bros. gift cards for a fundraiser. Dutch Bros donates 20% back to the school which helped fundraise \$5,300!
- 3.4 Lyle's library earned over \$3,300 in Scholastic dollars at the fall book fair to spend on library books.
Steve Spencer, Superintendent, shared good news.

4.0 Student Report – Sofia Lozano

Sofia Lozano, Student Representative, shared highlights of things happening at Dallas High School.

5.0 Public Comment

No public comment.

6.0 Announcements

- 6.1 January Calendar
 - 6.1.1 Next Board Meeting January 26, 2026 at 6:00 p.m.
 - 6.1.2 Long Range Facility Planning/Finance Committee Meeting January 15, 2026 at 5:30 p.m.
 - 6.1.3 Citizens Oversight Committee Meeting January 13, 2026 at 5:30 p.m.

7.0 Consent Agenda

- 7.1 Approval of the December 8, 2025 Board Minutes
- 7.2 Staffing Report
- 7.3 GCBD/GDBD – Sick Leave – Personal Illness and Injury Leave
- 7.4 GCBDE/GDBDE – Military Leave of Absence
- 7.5 JOA – Directory Information
- 7.6 Budget Calendar

Zach Steele moved to approve the Consent Agenda, seconded by Tyler Ferrari. The motion passed unanimously by the Board members present; Rob Ogilvie, Zach Steele, Deena Loughary, Tyler Ferrari, and Matt Woolsey.

8.0 Financial Report – Tami Larson

Tami Larson, Director of Fiscal Services, shared the financial report for month ending December 2025. The ending fund balance is projected at 7.53% to date.

9.0 Policies First Read – Sara LeRoy

- 9.1 IF – Instructional Program
- 9.2 IGBHD – Instructional Program Exemptions
- 9.3 IIA – Instructional Materials
- 9.4 IKF – Graduation Requirements
- 9.5 LBEA – Denial for Virtual Public Charter School Student Enrollment
- 9.6 DB – Budget Planning and Development

Sara LeRoy, Assistant Superintendent, shared highlights of the changes in the reviewed policies. Move to the Consent Agenda for the next meeting.

10.0 Administrative Rules (Information Only)

- 10.1 IIA-AR (1) – Instructional Materials
- 10.2 IIA-AR (2) – Challenge of Instructional Material – Delete
- 10.3 IIA-AR (2) – Reconsideration of Core Instructional Materials
- 10.4 IIA-AR (3) – Reconsideration of Supplemental Instructional Materials
- 10.5 IIA-AR (4) – Reconsideration of Library Materials
- 10.6 IGBAB/JO – AR – Education Records/Records of Students with Disabilities Management

Sara LeRoy shared highlights of the changes reflected.

11.0 Reports

- 11.1 Enrollment Report
- 11.2 Charter School Enrollment Reports
- 11.3 Charter School Financial Reports
- 11.4 Charter School Minutes and Agendas

12.0 Adjourned at 4:03 p.m.

Board Chair / Rob Ogilvie

Date

Board Secretary / Juli Lichtenberger

Date

Dallas School District 2

Code: IF
 Adopted: 10/14/02
 Revised/Readopted: 2/27/23
 Orig. Code: IF

Instructional Program**

All curriculum adopted by the district shall be developed and implemented consistent with the requirements of Oregon Administrative Rules, Oregon Revised Statutes, the district's Mission and Goals for Learners, and the Strategic Plan.

Curriculum development shall reflect the professional expertise of administrators, teachers, and support specialists at all age/grade levels. Parents/legal guardians and patron input and involvement in curriculum development may be sought as appropriate.

The Board delegates and assigns the management of the approved instructional program process to the superintendent, district administrators and building administrators. Administrators are directed to provide leadership, direction and supervision for the instructional program to assure implementation by all teachers and other staff sharing this responsibility.

Teachers, specialists and other staff are directed to implement the approved curricula, to use the approved guides and instructional materials, and to maintain a management system which provides adequate records of student achievement and growth.

Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools, procedures and professional staff recommendations.

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

<u>ORS 243.650</u>	<u>ORS 659.850</u>	<u>QAR 581-022-2250</u>
<u>ORS 332.075(1)</u>	<u>QAR 581-021-0045</u>	<u>QAR 581-022-2300</u>
<u>ORS 336.035</u>	<u>QAR 581-021-0046</u>	<u>QAR 581-022-2305</u>
<u>ORS 336.067</u>	<u>QAR 581-022-2000</u>	<u>QAR 581-022-2310</u>
<u>ORS 337.260</u>	<u>QAR 581-022-2030</u>	<u>QAR 581-022-2315</u>

Senate Bill 1098 (2025)

Dallas School District 2

Code: IGBHD
 Adopted: 10/14/02
 Revised/Readopted: 6/12/23
 Orig. Code: IGBHD

Instructional Program Exemptions**

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

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

Requests for an exemption from a state program to accommodate a disability shall be administered through the individualized education program (IEP) process as described in the district *Special Education Handbook*.

Requests for approval of an exemption from an educational program to accommodate a religious belief shall be made to the principal. The principal shall act on the request within 10 days and notify all affected parties in writing. Parents or guardians may appeal the decision to the superintendent.

END OF POLICY

Legal Reference(s):

<u>ORS 336.035(2)</u>	<u>ORS 336.635</u>	<u>OAR 581-021-0071</u>
<u>ORS 336.465</u>		<u>OAR 581-022-2050</u>
<u>ORS 336.615</u>	<u>OAR 581-002-0035</u>	<u>OAR 581-022-2110</u>
<u>ORS 336.625</u>	<u>OAR 581-021-0009</u>	<u>OAR 581-022-2505</u>

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).

Dallas School District 2

Code: IIA
 Adopted: 9/08/14
 Revised/Readopted: 2/27/23; 4/28/25
 Orig. Code: IIA

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries. ~~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.~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request 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, and ~~school library materials made available in, and classroom or school libraries as defined below.~~ 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

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

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.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

~~“School library materials” means any collection of library materials which are kept in the school library for student selection and use made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. 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 any collection of library materials which are kept in the classroom for student selection and use or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. 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 adoption of textbooks by the Board and any committee shall be done in a manner compliant with ORS 337.260. 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. Decisions regarding

the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. 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. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). 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 Library Materials in a 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. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). 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 Library Materials in a of School or Classroom Library Materials.

END OF POLICY

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 337.150</u>	<u>QAR 581-021-0045</u>
<u>ORS 332.107</u>	<u>ORS 337.260</u>	<u>QAR 581-021-0046</u>
<u>ORS 336.035</u>	<u>ORS 337.511</u>	<u>QAR 581-022-2310</u>
<u>ORS 336.082</u>	<u>ORS 339.155</u>	<u>QAR 581-022-2340</u>
<u>ORS 336.840</u>	<u>ORS 659.850</u>	<u>QAR 581-022-2350</u>
<u>ORS 337.120</u>		<u>QAR 581-022-2355</u>
<u>ORS 337.141</u>	<u>QAR 581-011-0050 - 0117</u>	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

Dallas School District 2

Code: IKF
 Adopted: 9/11/18
 Revised/Readopted: 2/27/23; 5/12/25
 Orig. Code: IKF

Graduation Requirements**

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

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

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

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
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.

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

Diploma

¹ "Foster child" is defined in ORS 30.297.

² 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 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 or a hospital identified in ORS 343.261.

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (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 civics⁶ 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 ⁷financial literacy);
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-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 languages¹⁰ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined above, a student must:

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;

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ 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.

⁸ 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).

⁹ 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).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

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

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 a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student 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 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;
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;

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

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.

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, 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 assessment.

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

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

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

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, extended 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.

{¹⁵} **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

¹⁵ {OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year. Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

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

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 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.

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, extended 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.

Certificate of Attendance

A certificate of attendance¹⁶ will be awarded to students who:

1. Have maintained regular full-time attendance 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:

1. Information about the availability of high school diplomas, modified diplomas, extended 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, modified diplomas, and extended diplomas 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, for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of 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 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 a certificate of attendance in the later of 4 years after starting 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 the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance 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

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.

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 a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. 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 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, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or 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 by completing the Oregon Department of Education's Opt-out Form¹⁷ and submitting the form to the district.

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

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

ORS 329.007
ORS 329.045

ORS 329.451
ORS 329.479

ORS 332.107
ORS 332.114

¹⁷ Oregon Department of Education page for: [30-day notice and opt-out form](#)

ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015

OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

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

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

Dallas School District 2

Code: LBEA
 Adopted: 9/25/23
 Revised/Readopted: 10/14/24

~~Resident Student Denial for Virtual Public Charter School Attendance~~ **Student Enrollment****

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated ~~established~~ percentage is more than three percent, the district will not approve a student's ~~additional student~~ enrollment to such a virtual public charter school.

A parent¹ must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receiving notice from a parent and must include:

1. ~~The notice the student is denied for enrollment to the virtual public charter school;~~
2. ~~The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district~~ recent calculations;
3. ~~The right to appeal the decision to the State Board of Education;~~
4. ~~3.~~ A list of two or more other online options available to the student; and
5. ~~4.~~ A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, ~~the~~ the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

¹ "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students ~~residing who reside~~ in the district and who have registered with ~~an~~ the educational service district; and
5. The number of students ~~residing who reside~~ in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal the district's denial ~~for a decision of a district to not approve~~ a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 338.125

OAR 581-026-0305
OAR 581-026-0310

Dallas School District 2

Code: DB
 Adopted: 5/11/21
 Revised/Readopted: 10/10/22
 Orig. Code(s): DB(1)

Budget Planning and Development

The superintendent shall serve as the budget officer for the Board. As budget officer, this person shall work with the director of fiscal services to formulate a tentative budget for the budget period based on the needs of the educational program as identified by the district planning efforts, staff and on the interests of parents/legal guardians and patrons for qualitative change in the educational program.

The district's expenditure plan is based on district planning priorities, an assessment of educational program needs and available resources to adequately support the level of funding for personnel, services, materials, supplies, equipment, and facilities.

The principal of each building is responsible for facilitating a process in the building to identify programs' needs and make recommendations to the district administration regarding the portions of the district budget applicable to the specific building. The principal shall review, analyze and evaluate building level budget requests for adequacy and reasonableness based upon district planning priorities.

The budget development process shall be based upon an annual budget calendar prepared by the superintendent and adopted by the Board. The budget calendar shall identify an approximate budget development time line and shall specify dates when required actions or decisions must be finalized to meet the requirements of the budget law.

Budget Document

The budget officer shall develop and publish a Proposed Budget Document for the budget period. This document shall be distributed to the Budget Committee and shall be made available for inspection by the public.

The Proposed Budget Document shall present the expenditure plan for the operation of the school system and the sources of revenue anticipated. Significant changes in budgetary requirements for specific programs from the preceding year shall be explained.

The Proposed Budget Document shall contain:

1. The Board adopted budget calendar;
2. A listing of Budget Committee members;
3. Detailed budget resources;
4. Summary of expenditures by object and/or function;
5. Proposed operating contingency;

6. Debt service fund requirements;
7. Financial summary;
8. Detailed budget worksheets;
9. Such other information as the budget officer deems necessary to explain budget needs or as requested by the Board or Budget Committee.

Budget Process Responsibility

The responsibility for meeting all specific legal requirements in the budget development and approval process shall reside with the superintendent or designee. The responsibilities include, but are not limited to, budget publication, giving proper notice of meetings and the public hearing, causing all required notices to be published in a timely manner, and delivery of the budget message and budget document.

Budget Committee

As provided for under ORS 294.414, a Budget Committee shall be convened to consider the budget document submitted by the designated budget officer and to approve the budget document as submitted or as changed to the extent deemed necessary by the committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. The committee is charged primarily with a fiscal evaluation of programs.

The Budget Committee shall consist of the five members of the Board and five qualified electors of the district appointed by the Board. At least one member of the budget committee must be a member of the district's educational equity advisory committee.

Appointive members of the Budget Committee will be appointed to terms of three years. No more than two members regular terms shall end in one year.

The Budget Committee shall elect a presiding officer from among its members at its first meeting each budget period.

The members of the Budget Committee shall receive no compensation for their services on the committee.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action.

The Budget Committee shall make such modifications in the tentative budget as it deems necessary to meet the district planning priorities and for the efficient operation of the school system.

The Budget Committee shall recommend such proposed budget to the Board for adoption. After approval of the original or revised district budget document, the budget committee's duties cease. The hearing on the approved district budget is held by the Board.

Budget Basis for Spending Plan

Upon adoption by the Board, the budget shall be considered as a controlled spending plan for the budget period. The fiscal year will extend from July 1 to June 30 inclusive.

The superintendent is authorized to make expenditures and commitments in accordance with the approved budget and in conformance with the specific policies of the Board relating to the purchasing of goods and services.

The superintendent shall be authorized to make emergency purchases of goods from the contingency fund and/or services required for the continued operation of the system or to protect the property of the district.

END OF POLICY

Legal Reference(s):

ORS 294.305 - 294.565

ORS 174.130

ORS 433.835 - 433.875

ORS 328.542 - 328.565

ORS 192.610 - 192.695

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

OR DEP'T OF REVENUE, LOCAL BUDGETING MANUAL.

Cross Reference(s):

BC/BCA - Board Organization/Board Organizational Meeting

Whole Child Administrator

Annual Board Report

January 2026

Morrison Campus Alternative Program

Morrison is in its 28th year of providing alternative education for high school students. We have expanded services to include second-semester 9th graders, now serving grades 9-12 with prioritization of juniors and seniors. To date this school year, Morrison has served 82 students:

- Freshmen–6
- Sophomores–22
- Juniors–25
- Seniors–29

Morrison will continue to be a key program in how DSD meets the learning needs of students and ensures students reach the goal of graduation. Morrison provides:

- a voluntary program, one that students and families choose to participate in
- a regular DSD diploma program
- in-person instruction
- smaller class sizes
- core curriculum and electives that include guitar, PE, art, foods, jobs experience, and more
- special education support for those eligible

Improving Morrison student attendance has been a shared goal this year. Staff and students have engaged in tracking attendance, communicating regularly about attendance, and creating plans for improvement of attendance. Regular attender rates, students with 90% or better attendance, by session to date have been:

- Session 1 65%
- Session 2 75%
- Session 3 51%
- Session 4 58%

We are proud of our graduating class of 2026. The fact that we anticipate graduating about 39 students in June is an indicator of student effort and success and staff work to support students.

Talented and Gifted (TAG) Education

In 2025-26, our TAG program focus is on implementing the training and guidance provided by ODE, shifting identification practices from using 97th percentile or higher scores on standardized tests to local norms using a variety of formative assessment data. Our child-find process continues to include NNAT3 testing (a group cognitive assessment) for all second and sixth grade students. School teams are reviewing formative assessments (STAR Reading and Math and curriculum assessments) to identify students who score highly relative to peers locally. We have identified 21 new TAG students to date this school year. TAG identification is an ongoing process; we are continually reviewing formative assessment data for students who are scoring high and adding them to “watch lists,” monitoring their performance. For identified TAG students, instructional plans are developed to meet each student’s rate and level of learning, with family input.

Title III Program–English Language Learners

74 students in the district are receiving Title III/English Language Development services. 17 additional English language learners are on waivers as a family choice but test annually with the state’s English Language Proficiency Assessment (ELPA). We also have 23 students who are monitored for their continued success for 4 years after passing their ELPA testing standards.

Currently, we are pulling out K-5 EL students from their classrooms for systematic English Language Development instruction. At grades 6-12, a teacher with license endorsements for teaching English to Speakers of Other Languages (ESOL) supports students in their classes and consults with classroom teachers. This push-in support and consultation model allows English learners to have full access to electives like their peers. This model has been supported by professional training and community of practice meetings through Willamette Education Service District (WESD) and through in-district Professional Learning Community (PLC) work. We continue to support teacher professional development with Constructing Meaning (CM) implementation support K-5 and SIOP training for 6-12 teachers.

Translation and Interpreting Services

We are currently utilizing a service provider for many translation and interpretation services. The service is called Linguava.

Linguava provides real time, on demand services over the phone in many languages. Dallas School District can request Linguava to translate documents into almost any language. Linguava also can assist with interpretation at video-conference meetings, such as Zoom or Google meetings. We have utilized these services for our parent-teacher conferences, 504 meetings, and IEP meetings throughout the school year at various school buildings.

Our 2 bilingual Education Assistants support impromptu communication needs that come to the elementary buildings, when they are accessible, but their primary role is with English Language Development instruction and student support. Our Bilingual Assistants frequently interpret for after-school meetings and have completed additional professional development this year to support them in this work.

Tutoring Services

Our tutoring services program has supported 6 students to date this school year, with all of them being from middle- and high-school levels.

We are primarily operating with on-site, in-person tutoring, with occasional virtual tutoring if a health need or safety plan warrants that.

Expulsion Hearings

This school year, so far, we have had 6 student expulsion hearings.

Grades 6-8:

3 students expelled, all with provision for an early return.

Grades 9-12:

3 students expelled, all with provision for an early return.

The offenses that have led to expulsion hearings this school year include bullying/harassment, fighting/assault, persistent insubordination, threats/intimidation, property damage/vandalism, and tobacco/inhalant policy violations.

Transportation

Dallas School District partners with Mid-Columbia Bus Company for student transportation services. 1,371 students ride our buses to and from school. This includes general transportation, special education transportation, and McKinney Vento (homeless) transportation services. Additionally, our buses support field trips and athletics.

I am also representing our district in the city's Transportation System Advisory Committee. A presentation of that plan by Dallas and ODOT is scheduled for January 21, 2026, at the civic center.

Homeless Services/McKinney Vento Services

To date this school year, the district has served or is serving 41 students through homeless services. Last school year, the district served 59 students by the end of the school year.

In most cases, homeless services support students' consistent access to their education and their school building, even when their housing situation is currently unstable.

If a staff member becomes aware of a student being in a homeless situation, the district may need to set up transportation services so they could remain a student in Dallas and have consistency with their education program and social group.

We collaborate with MidCo Bus and other school districts in our region to transport students as needed to maintain continuity of schooling. This year, we have partnered with Central and Salem-Keizer School Districts.

Foster Care Liaison

Dallas School District immediately enrolls all students placed in the district for foster care for whom Dallas schools are their “best interest finding.” We also coordinate transportation for those placed in Dallas whose “best interest” is to attend the school they were enrolled in prior to being placed in foster care. We collaborate with Oregon Department of Human Services case managers and with foster parents to meet the service needs of students in their care.

Pregnant and Parenting Students

When our students need support, we work together with our School-based Mental Health Team, Service Integration partners, Polk County Family and Community Outreach, Mid-Valley Parenting, and Salem Child Development Center to meet needs. Those needs may include things like diapers, food, parent education, and childcare.

Dallas Service Integration Team (SIT)

The Dallas Service Integration Team, organized and led by Polk County Family and Community Outreach, exists to facilitate collaboration among community partners to provide coordinated resources and information for individuals and families. The team consists of Polk County Family and Community Outreach, six school districts, 200+ partnering organizations, agencies, and individuals throughout the county. They meet once per month to network, share resources, and local needs.

Title VI Program

Dallas School District belongs to a Title VI Consortium, organized through Willamette Education Service District (WESD). The focus of the consortium is to support Native American/Alaskan Native students and families. This federal program requires families to complete the federal ED506 registration form for their student(s). 15 students are currently registered, and the registration remains open. In fall 2025, students and families were provided resources for celebrating *Rock Your Mocs*, and an event for making fry bread. Rock Your Mocs is a yearly Native American and Indigenous Peoples unity event that began in 2011. It’s held during National Native American Heritage Month each November and is celebrated both online and through local gatherings. Participants wear moccasins (“mocs”) — traditional Indigenous footwear — throughout their day. They take photos or videos, share them on social media, and use the hashtag #ROCKYOURMOCS to show pride in Indigenous identity and heritage. With

each event, and periodically, all families identifying Native American/Alaskan Native ethnicity are invited to register and join in the enrichment programs.

Summer Learning Programs

In August 2025, 49 students participated in the Kindergarten Jump Start program. In Dallas School District #2 (Oregon), the kindergarten Jump Start program is a summer transition opportunity for incoming kindergarten students to meet their teachers, get to know their school, practice classroom routines, and begin building the skills and confidence they need before the regular school year starts. All required assessment and reporting for ODE was completed.

Early Entrance Process

The 'Early Entrance Process' exists to provide access to underage children who may qualify to begin kindergarten early.

The student has to complete assessment(s) and earn a qualifying score(s) in order to begin their K-12 career early.

For the 2025-26 school year, the district received 2 early entry applications, and both students were approved to join kindergarten.

Title I Program

In addition to submitting budget narratives for our Title I programs, reporting program comparability for each of our elementary schools, and documenting time certifications for staff paid from Title I funds, we continued use of our annual Title I family presentations as recorded videos in multiple languages. These presentations inform families of how Title I services support student learning and provide family engagement opportunities. The presentations also inform families about how to contact staff at their school to address their child's learning needs.

Equitable Services

Annually, DSD administrators meet with private school directors, informing them of their rights to access federally funded education services for their students. Equitable service visits with all area private schools were completed in September 2025.