

DALLAS SCHOOL DISTRICT #2

ELEMENTARY

HANDBOOK

2026-27



Dallas School District #2

2026-27 Elementary Handbook



Elementary School Calendar	4
Statement of Non-Discrimination	5
Alternative Education	5
Attendance/Tardies	6
Excused absences	6
Unexcused absences:	6
Bicycles/Scooters/Skateboards/Heelys	7
Classroom Read-Alouds	7
Communicable Disease Control Measures	7
Dental Screening	8
Equal Educational Opportunity	8
Field Trips	9
Grading and Curriculum	10
Health Services	10
Hearing Screening	10
Library	10
Marking Personal Property	10
Music	11
Parent Pick-Up	11
Parent/Teacher Club (PTC)	11
Parent/Teacher Conferences	11
Parties	12
Phones and Personal Electronic Devices	12
Registration	13
Release Time for Religious Instruction	13
Responsible Student's Guide	14
Restraint/Seclusion	14

School Lunch	14
School Dismissal	14
School Procedures for Administration of Medication at School	15
Search and Seizure	15
Student Dress Code	15
Student Insurance	18
Technology Fees	18
Tobacco Use	18
Toys	18
Vision Screening or Eye Examination	18
Visiting the School	18
Volunteer Parents Program	19
Wellness	19
AIDS, ARC, HIV, Hepatitis B Curriculum	19
Student Education Record	19
Requests for Education Records	20
Directory Information	20
Transfer of Records	21
Access/Release of Education Records	21
Review of Records/Challenge of Records	21
Social Security Number Disclosure Statement	21
Student Education Records Privacy	22
Custody Issues	23
Dallas School District K-12 Code of Conduct	
Content Directory	24
Introduction & Philosophy	25
Guiding Principles for Students, Staff, and Families	25
Safe and Welcoming Schools	26
Right to Attend	26
Proactive and Restorative Practices	26
Reentry Process	27
School Community Rights & Responsibilities	27
Managing Student Misconduct	29
Prevention	29
Intervention	29
Considerations for Disciplinary Decisions	32
Room Clear	32
Room Clear Protocol	33
Definitions	34

Discipline & Due Process	36
Special Education Protections	36



Dallas School District Academic Calendar 2026-2027

August 2026						
Student	0	Staff				
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Student	17	Staff				
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Student	21	Staff				
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2026	
31	District Inservice --No Students
September 2026	
1-4	District Inservice --No Students
7	Labor Day --Schools Closed
8	K-5 Orientation Day
	First Day of School for Grades 6 and 9 Only
9	All Grades In Session
October 2026	
9	Statewide Inservice - No Students
30	Inservice Day --No Students
November 2026	
6	District Assessment--No Students
11	Veteran's Day --Schools Closed
23-24	K-12 Conferences --No Students
25	Schools Closed
26	Thanksgiving -- Schools Closed
27	Schools Closed
December 2026	
21-31	Winter Break -- Schools Closed
January 2027	
1	Winter Break -- Schools Closed
4	Inservice Day --No Students
18	Dr. Martin Luther King, Jr. Day - Schools Closed
February 2027	
1	District Assessment -- No Students
2	District Planning -- No Students
12	District Inservice -- No Students
15	President's Day -- Schools Closed
March 2027	
17-18	K-12 Evening Conferences --Student School Day K-12
19	Schools Closed
22-26	Spring Break - Schools Closed
April 2027	
16	District Assessment -- No Students
May 2027	
28	Schools Closed
31	Memorial Day -- Schools Closed
June 2027	
9	Last Day for DHS Seniors
11	DHS Graduation
15	Grades K-5 Last Day of School--Half Day
	8th Grade Recognition
	Last Day of School 6-12--Half Day & K-5 Assessment --No K-5 Students
16	Morrison Graduation
17	District Assessment - No Students

November 2026						
Student	14	Staff				
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Student	14	Staff				
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Student	18	Staff				
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Student	16	Staff				
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Student	17	Staff				
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Student	21	Staff				
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Student	18	Staff				
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Student	11/12	Staff				
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Other Information	
Student Days: K-5: 167 & 6-12 = 168 190 Teacher Days	
Semester 1	83 Student Days
Semester 2	85 Student Days
The calendar is subject to change based on state funding or other emergency closures. Lost student instructional time will be made up within a semester, if possible. Lost professional development time will be added in June, if needed.	

	District Inservice - No Students
	District Assessment - No Students
	District Planning - No Students
	Weekly - Grades 6-12 Late Start

	Holiday - Schools Closed
	Schools Closed
	K-12 Conferences - No Students
	K-12 Evening Conferences, Student School Day K-12

SCHOOL HOURS

Whitworth Elementary

Doors Open	7:40 a.m.
Classes Begin	8:10 a.m.
TEAM Time (Fridays as announced)	8:10 a.m.
Mon. - Fri. Dismissal	2:25 p.m.

SCHOOL HOURS

Lyle and Oakdale Heights Elementary

Doors Open	7:40 a.m.
Classes Begin	8:00 a.m.
Mon. - Fri. Dismissal	2:10 p.m.

ELEMENTARY HANDBOOK – GENERAL INFORMATION

STATEMENT OF NON-DISCRIMINATION

Dallas School District No. 2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Please contact the compliance officer at compliance.officer@dsd2.org for additional information and/or compliance issues.

ALTERNATIVE EDUCATION

Alternative Education programs are available in the Dallas School District and will be considered should the following situations occur:

1. A second or any subsequent occurrence of a severe disciplinary problem within a three-year period;
2. The District finds a student's attendance pattern to be so erratic that the student is not benefiting from the educational process;
3. The District is considering expulsion as a disciplinary alternative;
4. A parent or legal guardian notifies the District of intent to withdraw a student from the educational program, or;
5. A student is expelled pursuant to subsection (#) of ORS 339.250.

Alternative Education programs might include:

1. Alternative Education classroom for remediation of basic skill, completion of regular course curriculum, or the pursuance of a G.E.D.
2. Home Instruction
3. Counseling
4. Vocational Training
5. Correspondence courses
6. Supervised independent study

The Alternative Education programs are provided under the Department of Special Education. If you feel your child may receive benefit from the special education services and programs offered by the Dallas School District, or wish to inquire about what is available, please do not hesitate to contact the Special Education office at 503-623-5594. Any inquiries will be treated with all due respect and confidentiality.

ATTENDANCE/TARDIES

- Oregon law (see [ORS 339.065 Estimates of Attendance](#)) allows the district to excuse up to 5 days per three-month term or 10 days per six-month term for absences that are caused by: 1) sickness, including the mental or behavioral health of the student or a member of the student's family, 2) an emergency, or 3) other reasons when satisfactory arrangements are made in advance. **In accordance with this law, the district will require additional documentation to excuse absences for the remainder of the year if your student's number of excused absences exceeds 5 days per three-month term or 10 days per six-month term, with an option to appeal to the school's Attendance Supervisor.** Each school's Attendance Supervisor may use their discretion to determine if additional absences will be excused.

Excused absences

(written or verbal notification of one of the specific reasons below is required):

- *Days when a student is ill
- *Serious family illness
- *Medical appointment which cannot be scheduled after school
- *Authorized religious holidays
- *Approved pre-arranged absences
- *Other absences approved by the district

Unexcused absences:

- *Those not falling in the excused category
- *Skipping school
- *Failure to bring a proper excuse
- *Baby-sitting younger brothers or sisters

If it is necessary for a child to remain indoors, a daily excuse is requested. For any period exceeding three days, a doctor's statement is expected. For absences due to a communicable disease, a permit from the doctor or County Health Department may be required.

For prolonged (5 or more days) or chronic absences, a doctor's note may be required by an administrator in order to excuse absences. In addition, it may be required that the doctor's note include specific date(s) of absences to be excused. Once a student has accrued enough absences to require a staffing meeting with an administrator, a doctor's note will be required in order to excuse additional absences.

Parents who wish to have their children excused for private music lessons must comply with School Board Policy IKF-AR-2.

After children report to school, they need to sign out with parent permission through the office if they leave the grounds before the end of the school day.

Parents will be notified in writing when students have too many absences. Compulsory attendance is required of all children from ages 6 to 18 who have not completed grade 12 unless otherwise exempted by law. All children five years of age who have been enrolled in a public school are required to attend regularly the public school while enrolled in the public school. School staff will monitor and report violations of the state compulsory attendance law. Failure to send a student to school may result in contact with law enforcement and the local district attorney's office. Such failure to send a student to school is a class C misdemeanor and

may result in the issuance of a citation. Your cooperation in assuring regular attendance for your student is appreciated. If you have any concerns or questions, please contact the school office.

In addition to regular attendance, having your child arrive at school on time ready to begin class each day is very important. When your child misses the first instructions of the day, it can place an unnecessary burden on the child, the teacher and the other children in the classroom. Parents will be notified when tardies are becoming a problem and these may also be handled through the disciplinary process (Please see the District's Code of Conduct). Your child needs to be on time and remain through the whole day to have maximum benefit of academic instruction. Although appointments are sometimes necessary, it is helpful if these can be scheduled outside the school day. Checking your child out early too often can be disruptive to the rest of the instruction in the classroom and place an undue burden on staff. Please hold these kinds of interruptions to a minimum. Your cooperation is appreciated.

BICYCLES/SCOOTERS/SKATEBOARDS/HEELYS

During good weather, many children like to ride their bicycles to school. In order to have fewer difficulties concerning their use as well as teaching safety, we have the following regulations:

1. A bicycle that has been ridden to school will be parked and locked in the rack and left there until time to go home. Locking up your bike is strongly suggested.
2. A bicycle shall be ridden by the owner and no one else.
3. Bicycles, scooters, roller blades, Heelys or skateboards are not to be ridden on the school grounds or inside the buildings except during special specified times.
4. In riding to and from school, all traffic laws will be observed and monitored by local law enforcement agencies. (Dallas City Bicycle Registration forms are available at the school office to assist in security).
5. All students riding bicycles, scooters, or skateboards to and from school should wear helmets as required by law. Scooters and skateboards will be controlled, monitored or may be prohibited by in-building rules.
6. Electric bikes and scooters, per Oregon Law, require a minimum age of 16 until January 2027, and are not permitted as a form of student transportation. After January 2027 the minimum age is 14.

CLASSROOM READ-ALOUDS

Teachers often select additional materials to utilize in their classrooms that are beyond the district adopted resources. These materials specifically support, enhance, and/or enrich the approved and adopted curricula. Teachers choose these materials professionally by: 1) considering the relationship to district curricula and/or literary value; 2) assessing the appropriateness of the material for age and grade level and; 3) evaluating the content as it relates to the district's mission, philosophy, goals, including the Character Education program.

COMMUNICABLE DISEASE CONTROL MEASURES

Please do not send students with signs of any illness to school.

- Oral temperature "fever" of 100.4 or higher
 - Student may return when temperature is below 100.4 for at least 24 hours WITHOUT use of fever-reducing medications (Advil® [ibuprofen], Tylenol® [acetaminophen], aspirin)
- Vomiting (at least one episode that is unexplained)
 - Stay at home until vomiting has stopped for 24 hours
- Headache with stiff neck and fever (urgent care may be needed)

- Skin rash or open sores
- Acting differently without a reason
- Jaundice (yellow color of skin or eyes)
- Diarrhea
 - Stay home until diarrhea has stopped for 48 hours
- Red eyes with colored drainage.
- New cough or new difficulty breathing
- A need for care that is greater than school staff can safely provide
- Major health event

DENTAL SCREENING

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

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

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

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

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

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

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

EQUAL EDUCATIONAL OPPORTUNITY

Dallas School District provides equal educational opportunities for all students. A variety of resources and services are available to meet the specific educational needs of individual students and provide alternative educational programs.

The District has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 0-21 years of age and who fall within the District's jurisdiction. Students found eligible for special education services receive specially designed instruction to meet the individual's unique needs. When appropriate, students receiving special education services:

- Remain in the general education program with special education support, supplementary aids, or other special arrangements, if needed;
- Are educated to the maximum extent appropriate with students who are not receiving special education services;
- Are placed in an instructional arrangement as close as possible to the student's home;
- Are provided opportunities to participate in school activities on the same basis as students who are not receiving special education services, and
- Are offered an opportunity for interaction on a regular basis with students who are not receiving special education services.

For further information, please contact the Special Education Department at 503-623-5594. The Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities can be obtained from Autymn Galbraith, Special Education Director or at the Oregon Department of Education at <http://www.ode.state.or.us/pubs/proceduralsafeguards/>. Dallas School District School Board Policies are available at <http://policy.osba.org/dallas/>.

Notice: While parents have the option of placing their children in private schools or obtaining additional services from a private individual or organization, the District is not obligated to cover resulting tuition or costs. If a parent wishes the District to consider a publicly funded private placement or private services, the parent must provide written notice and the opportunity for the district to clarify options available within the public school system before the private placement or services are obtained. Therefore, for any regular education, 504 or IDEA student, a parent must give written notice either at the last IEP meeting prior to obtaining private services or in writing at least 20 business days prior to obtaining private services. The notice must include the parent's intent to obtain private services, the parent's reasons for the rejection of the educational program offered by the District, and the parent's request that the private services be funded by the District. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.

FIELD TRIPS

Field trips and excursions are available as a part of the child's learning. All such activities are carefully planned and organized, and approved by the principal. If transportation is required for out of town trips, school buses will be used (unless special arrangements are made and parent's permission is obtained). Parents will be notified where the child is going, at what time, and the approximate returning time. Parents will be notified of field trips within the district, but signed permission slips are not required. Parents are often asked to volunteer to accompany field trips to help supervise smaller groups of students. If you are able to help in this role (or even if you are just accompanying the trip in a non-supervisory role), please be aware that it is expected that your other children (pre-school or other grade levels) cannot be with you. Additionally, appropriate volunteer application, including criminal history verification will be required. The volunteer application may be completed at: www.helpcounter.net/dallasoregon

GRADING AND CURRICULUM

Progress is assessed to determine how well each student is doing in reaching required content and performance standards and curriculum goals in each course taken. Periodic assessments are recorded in the teacher grade book. Selected work samples from classroom assignments may be kept in a portfolio that follows the student to their next grade. Progress in each course is also reported to parents on the progress report issued two/three times a year. Progress may be reported informally to the parents at other times, such as conferences and/or at the end of a quarter.

Parents may make an appointment with the teacher or the building principal if they desire to find out what progress has been made on any of the course work used to determine grades. Instruction is related to the state content standards, program guides, and course goals. Standards documents for each subject area are available at each school for review.

A new standards-based report card will be implemented for the 2023-2024 school year. Grade-level proficiency will be measured based on progress toward end-of-year proficiency standards.

HEALTH SERVICES

Children who become ill or are injured at school will be cared for by the district nursing team or trained staff and the parent will be notified. If deemed appropriate, staff will notify 911 and administer first aid as necessary. The parent and principal will be notified immediately. **(Please keep your child's home phone, address, and emergency contacts up to date.)**

HEARING SCREENING

State law requires that all children in grades kindergarten, first, and second are screened for potential hearing loss. This process consists of an initial screening for all children in those grades during the months of September and October and follow up screenings for children who fail the initial screenings in November and December. The district will provide parents of children who fail either the initial or follow up screenings with information about obtaining a further evaluation. Permission will be obtained prior to any evaluation occurring beyond the initial and follow up evaluations. Hearing screening dates are set one year in advance and therefore it is important that parents who do not wish to have their child screened contact the building principal within the first two weeks of the new school year. If you have questions about this service, please contact the Director of Special Education at the Dallas School District Office 503-623-5594.

LIBRARY

The library is open every day. All students get instruction in how to use the library. Good books are available for all grade levels. Parents are asked to encourage their children to read library books, as this improves reading efficiency and adds to their general knowledge.

MARKING PERSONAL PROPERTY

Every year the school is confronted with the problems of locating and identifying objects, especially clothing, that have been lost by students. To aid in solving this problem, please mark first initial and last name on all clothing and school related items. The school district has no responsibility for lost objects, so it is recommended that valuable objects be left at home. The school office maintains a lost and found department

and children are asked to call at the office for missing articles. Unclaimed articles are given to local charities. It is recommended that parent insurance provide protection for lost or damaged property.

Music

All schools offer general music classes. Music appreciation in general and the skills in performing are emphasized through a variety of mediums, including singing, rhythm instruments, and movement. The music taught and performed is carefully selected to focus on all the historical and cultural aspects of our world. Dallas School District policy "supports the inclusion of religious literature, music, drama and the arts in curriculum and in-school activities, provided it is intrinsic to the learning experience in the various fields of study, and is presented objectively." Pursuant to this policy, and in order to provide students with a diverse exposure to a wide variety of musical languages, styles and experiences, musical selections may include songs having a religious theme or text. Students who do not wish to rehearse or perform religious selections will not be required to do so and will be provided with appropriate alternative assignments.

PARENT PICK-UP

Some parents prefer to make arrangements for transporting their children privately. Please make sure that the office has all the correct and most current information about who is allowed to pick up your child. We are very concerned about safety and supervision. If a situation should change on a temporary or permanent basis, the school needs to be informed. All private or unauthorized vehicles need to follow the posted restrictions regarding parking, bus lanes, loading and unloading zones, etc. Please do not block other vehicles and use designated areas and routes for dropping off and/or picking up students at school. The safety of your children is one of our greatest concerns. Courtesy and following the established routines will ensure that students are safe and arrive and depart the school efficiently.

If you need to change your child's transportation option, please do so at least 30 minutes in advance of your school's scheduled dismissal time.

PARENT/TEACHER CLUB (PTC)

Each of the schools has a group where parents can become involved in supporting the schools with extra projects and activities that cannot be funded through the regular budget. These groups sponsor a variety of fun activities for families and the community that raise funds for the school and/or promote positive involvement in the school. Joining and attending the meetings is a good way for parents to find out more about the school. Meeting times and frequency can vary at each school (please check at the office). Supervised childcare is usually available. These support groups do various fundraisers to help the schools get computers, playground equipment, support student field trips, staff appreciation and special events. The meetings include staff from the school and the principal. You are encouraged to attend and volunteer in these groups' activities.

PARENT/TEACHER CONFERENCES

Parent-Teacher Conferences for goal setting and progress review are scheduled in the fall and spring. Parents are notified of the time of their conference, and it is hoped that you will take this opportunity to spend a few minutes with your child's teacher. The school believes this time is valuable to the parent and the teacher alike. The first conference of the year is largely for reviewing and assessing where the child is academically and

setting goals for the year. The second conference is to review progress made for the year and what areas, if any, still need attention.

PARTIES

School parties are limited to three per year. Commercially prepared birthday treats may be provided. Communicate with your classroom teacher regarding your school's specific procedures. **(Department of Health regulations prohibit homemade items.)**

PHONES AND PERSONAL ELECTRONIC DEVICES

School Phones: Phones located in the office are for school business, emergency calls, and necessary parent/guardian contact.

Cell Phone Policy

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

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

- **Personal electronic devices must be silenced or turned off and put away.** Students are expected to follow school expectations for proper storage of personal electronic devices. Furthermore, cell phones should not be used while on campus before school starts or during dismissal.
- Personal electronic devices are not to be stored on the student's person or in the student's clothing.
- If a message needs to be delivered to your student, please call the school office.

Smart Watches

- Smart watches should have their volume silenced.
- Students should not use them to communicate during school hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

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

- Parents should refrain from sending messages during the day. Messages should be sent through our school office to refrain from distractions/disruptions in classrooms.
- If a message needs to be delivered to your student, please call the school office or use the ParentSquare app.

Students in violation of this policy will be subject to disciplinary action.:

- 1st warning/1st week of School only/Student will be asked to put the phone away.
- 2nd warning/Phone will be securely stored in the front office for the remainder of the day. Students may pick it up at the end of the day.
- 3rd warning/Phone will be securely stored in the front office and a parent phone call will be made.
- 4th warning/Phone will be securely stored in the front office. Parent pickup will be required. Student will be placed on a phone contract. Student must leave their phone at home or store it in the front office at the beginning of the day.

The district will not be liable for theft or damage to personal electronic devices brought to district property and district-sponsored activities.

This policy is in compliance with [ORS.336.840 Section 7](#) and EO 25-09. EO-25-09

REGISTRATION

When a child enters a Dallas School, the parents or guardian must be present to register the child. This helps assist each child's transition and gives the school valuable information for our permanent and emergency files. Any child who is five years of age on or before September 1st may enter kindergarten. Registration requirements include proof of the student's birth date (a birth certificate, a hospital record or a baptismal record), proof of the student's district residency (Oregon Driver's License or other proof of address), immunization records, dental and vision screening or eye examination certification as required by law. The school office has forms available to help in obtaining the child's birth certificate. State law requires that a student must be fully immunized against certain diseases. If you would like a nonmedical exemption for your child, turn in two forms to the school office: Certificate of Immunization Status **and** Vaccine Education Certificate. For more information, go to **www.healthoregon.org/vaccineexemption**. Proof of immunization may be personal records from a licensed physician or public health clinic. Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for the exclusion. A hearing will be afforded upon request.

RELEASE TIME FOR RELIGIOUS INSTRUCTION

Students may be released from the regular school program for one hour per week to participate in the Religious Instruction program. Parents must make written requests for such released time in advance. Permission forms are available from the Weekday School of the Bible. **Please note: Students may not attend Weekday School of the Bible without parent permission. Additionally, students will not be allowed to withdraw from Weekday School of the Bible without written parent permission.**

RESPONSIBLE STUDENT'S GUIDE

Responsible students:

1. Show respect towards others (teachers, assistants, and fellow students).
2. Exhibit good sportsmanship and citizenship.
3. Arrive no earlier than 7:30 a.m. (Lyle and Oakdale Heights) or 7:35 a.m. (Whitworth) each day if you walk or ride with your parents.
4. When arriving at school, you must do one of the following:
 - Go to the designated supervised play area immediately upon arrival at school.
 - If you eat breakfast at school, report directly to the breakfast area.
 - If you need to turn in anything to the office, please do so and then go directly to the playground.
5. Keep clear of exit doors when outside.
6. Avoid unsafe games.
7. Play games in those areas authorized by staff on duty.
8. Play games with rules that are fair to all.
9. Use playground equipment wisely and according to established rules.
10. Work to keep the school's appearance neat.
11. Obtain permission through the office before leaving the school grounds.
12. Make arrangements before coming to school so that using the office telephone is not necessary except in case of emergencies.
13. Follow all bus riding rules.
14. Complete classroom and homework assignments.
15. Check with the classroom teacher for any additional responsibilities or explanations.

RESTRAINT/SECLUSION

HB 2939 revised current Restraint/Seclusion regulations and procedures that went into effect on July 1, 2012. Dallas School District was well equipped to absorb these new regulations. Changes were made throughout the District in the areas of practice and reporting requirements regarding restraint and seclusion. These reports can be found on the Dallas School District website under the category of Special Education.

On June 6, 2019, Senate Bill 963 was signed into law by Governor Brown. This legislation changes the restraint and seclusion laws in Oregon public education programs. Its effective date is July 1, 2019. Dallas School District policy and administrative rules on restraint/seclusion can be found at <http://policy.osba.org/dallas/J/JGAB%20G1.PDF> and <http://policy.osba.org/dallas/J/JGAB%20R%20G1.PDF>.

SCHOOL LUNCH

School breakfast and lunch are free in the Dallas School District in all Elementary Schools this year.

SCHOOL DISMISSAL

If you find it necessary to pick up your student before the regular dismissal time, please come directly to the school office to sign them out. Office staff will call the class to excuse your student to come to the office to meet you. **Please Note: While it is sometimes necessary for a child to be excused prior to the regular**

dismissal time, for appointments or other family matters, it is extremely disruptive if parents routinely pick their child up a few minutes before dismissal just for convenience. We ask your cooperation in keeping these disruptions to a minimum.

All children are expected to go home immediately after school is dismissed unless retained for special help. Students will not be kept after regular school hours unless parents have been notified in advance. Bus children are supervised in assigned areas until departure time.

All children who for some reason do not go home as usual are to bring a written explanation signed by a parent or guardian. **Please Note: For your child's safety, we will continue to dismiss your child according to your original instructions, unless we receive other instructions from the parent or authorized guardian in writing or by phone.** When giving us your instructions for dismissal, or if you are making changes, please be specific about the duration of the change.

The closing of school because of extremely bad weather or other severe emergencies will be announced on the locally received radio and television channels and on our school district website at www.dallas.k12.or.us. (Information is sent home with each child in the fall.)

SCHOOL PROCEDURES FOR ADMINISTRATION OF MEDICATION AT SCHOOL

1. All prescription medications must be in their original container. All prescription medications must have a physician's order or the pharmacy label containing the following information:
 - * Student name
 - * Medication name
 - * Dosage
 - * The time medication is to be given
 - * How the medicine is to be administered and any special instructions.It is the parent's responsibility to maintain an adequate supply of medication at the school for the duration of the student's dosage requirements.
2. All non-prescription medications (over-the-counter drugs) must be in their **original** container, *must have the student's name affixed to the label* and be accompanied by written and signed instructions from the parent/guardian. **NO phone instructions or tablets in a "baggy" will be accepted.** All instructions for non-prescription medications must include:
 - * Student name
 - * Medication name
 - * Dosage
 - * The time medication is to be given
 - * How the medicine is to be administered and any special instructions.
3. It is against state law to transfer medications from one bottle to another; therefore, please bring medications in an appropriately labeled container prepared by your pharmacist with the number of tablets as stated on the pharmacy label. It may be a good idea to ask your pharmacist to put your prescription in two separate containers, one for school and one for home.
4. Inhalers must have the prescription label affixed to either the inhaler itself or the original box in which the inhaler was dispensed. Inhalers must be kept in the office and be accompanied by a "Medication Form" that needs to be completed by a parent or guardian of the student. Students

are allowed access to their inhaler anytime that they need it as it complies with the dosage prescribed.

5. **Parents/guardians must personally bring medications into the school. Please do NOT send them in with your child.**
6. These rules apply to all medications, including creams such as Neosporin, Calamine Lotion, etc., as well as cough suppressants and cough drops. Please remember that no alcohol-based medications that are to be taken internally will be accepted.
7. Only trained designated school personnel may administer medications in the school.
8. Certain medications in tablet form, such as: stimulants, sedatives, barbiturates (anti-convulsant), narcotic analgesics and psychotropic drugs must be counted when brought to the school.
9. Any non-prescription medication instructions, which differ from the manufacturer's recommended dosage(s), must have a physician's prescription.
10. Any student in grades 5-12 deemed developmentally and behaviorally responsible, may self-administer medications. A self-medication agreement must be completed yearly and signed by the student, the parent/guardian, an administrator, and the school district RN. : These students may carry only enough medication for one (1) school day. If medication is required for longer than ten (10) school days, a written request from the parent/guardian must be on file.
11. If your child needs half a tablet, please split the tablet before the medication comes to school; or, if the tablet needs to be crushed, please bring a "pill crusher" to the school. These can usually be obtained at your local pharmacy. Only students with feeding tubes should have crushed medications and additional training is needed. Students who cannot swallow pills should have a liquid or chewable formulation.
12. If your child is to take an elixir, syrup or suspension, please bring a dosage spoon, cup, or syringe to school. Most of the local pharmacies will have these in stock.
13. All medications not picked up at the end of the school year, or five days thereafter, will be disposed of per district policy.

These regulations have been adopted with your child's safety in mind. Please help school district personnel to implement these policies as smoothly as possible. If you have any questions regarding these rules, please feel free to contact the Dallas School District Nursing Team at dsd.nursing@dsd2.org or 503-623-3612.

SEARCH AND SEIZURE

A search of a student's person or personal property by School District personnel shall be authorized when there are reasonable grounds to suspect that the search will disclose evidence that the student has violated or is violating a Federal, State or Municipal law or ordinance or rules of the Dallas School District.

STUDENT DRESS CODE

Main Principle

To support the equitable administration of this student dress code, certain body parts must be covered for all students at all times. Clothes must be worn in a way such that buttocks, genitals, breasts and nipples are fully covered with non-see-through clothing fabric. All items listed in the "must wear" and "may wear" categories below must meet this main principle.

Adjustments to the dress code may be made on a case by case basis for a student's IEP plan or 504 plan.

Administering this student dress code in an elementary school (K-5) is different than in a secondary school (6-12). All concerns regarding student dress issues need to refer concern to a building administrator. Administrators take all referrals into reasonable, equitable consideration and reserve administrative discretion. Administrator discretion may occur based upon the equitable needs of the student and the context of those needs. Anything that disrupts the learning environment is taken into account.

These dress code guidelines shall apply to regular school days (whether on school property or through Distance Learning) and summer school days, as well as any school related events and activities, such as graduation ceremonies, dances and prom.

Students Must Wear (while following the main principle, stated above)

- A Shirt/covering (with fabric in the front, back, and on the side under the arms), AND
- Pants/jeans or the equivalent (example: shorts, a dress, leggings, a skirt, sweatpants), AND
- Footwear. (example: shoes, boots, sandals, footwear that generally protects feet)

Note: Courses that include attire as part of the curriculum (example: professionalism, public speaking, job readiness) may include assignment specific dress, but should not focus on covering bodies in a particular way or promoting culturally specific attire. Activity-specific shoe requirements are permitted (example: athletic footwear for PE).

Students May Wear (as long as they don't violate the main principle, stated above)

- Religious headwear.
- Religious head coverings.
- Hats. (Hats must allow staff to see the face of the student and not interfere with the line of sight or any student or staff)
- Fitted pants, including non-see through leggings, yoga pants, and "skinny jeans."
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops.
- Hoodie sweatshirts are allowed; however, hoods may not cover the head indoors.

Students May Not Wear

- Gang-affiliated clothing.
- Any clothing that reveals visible undergarments. (visible waistbands and visible straps are allowed).
- Swimsuits. (except those required in class or athletic practice).
- Clothing and accessories that could be considered dangerous or could be used as a weapon.
- Clothing and accessories that display hate speech, profanity, pornography.
- Clothing and accessories that display violent language or images.
- Clothing and accessories that display images or language depicting drugs or alcohol (or any illegal activity).

- Clothing and accessories that display images, language or clothing that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- No sunglasses indoors.

STUDENT INSURANCE

Student accident insurance may be purchased through the school for all students whose parents desire such a service. Details of the plan will be sent home during the first week of school. No physical examination is necessary. You are urged to examine the material carefully to know the exact nature of coverage and protection. **Please Note: The district does not carry special insurance that covers typical student accidents that may occur on the playground or in P.E. classes. The district only carries insurance for situations where the district is legally liable because of negligence. If you do not have medical insurance of some kind, you are strongly urged to look into the purchase of school insurance or some other kind of coverage for your child.**

TECHNOLOGY FEES

Dallas School District values the use of technology in the classroom. Students in grades K-5 are assigned an iPad for use in the classroom.

If a student damages a district-owned device, parents will be responsible for covering the cost of the repairs or replacement. It is important to remind students to handle technology with care in order to avoid any accidental damage. If an iPad is damaged, the school will assess the situation and provide an estimate of the repair or replacement cost. The payment will need to be made by the parents to ensure that the student can continue using the device.

TOBACCO USE

Dallas School District recognizes that tobacco use may create a health hazard for nonusers as well as users. Tobacco use is defined as the smoking of any kind of lighted pipe, cigar, cigarette, or any other lighted smoking equipment or materials, or the chewing or sniffing of a tobacco product. Tobacco use is prohibited on school property and in District-owned, chartered, or rental vehicles.

TOYS

No toys are to be brought to school.

VISION SCREENING OR EYE EXAMINATION

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

1. A vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

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

1. The student submitted a certification to a prior education provider; or

2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parents or guardian of the student.

VISITING THE SCHOOL

Parents are encouraged to visit school during special events, mealtimes, student recognition events and other scheduled events.

Any other visits should be scheduled in advance through your classroom teacher.

It is suggested that this time not be used for conferences with the teacher. They are responsible for their classroom and a more appropriate time can be arranged.

Visiting by a brother, sister, other relative or friend is not permitted.

All visitors must sign in the office upon entering the building and receive a visitor/volunteer badge.

Parents and guardians are welcome to visit school during student meal times, however, parents are not permitted on the playground at recess.

VOLUNTEER PARENTS PROGRAM

Our school is proud of its Volunteer Parents Program. Each year parents have helped in this way to enhance your child's education. It is a rewarding experience for both you and your child. If you are available for an hour one or more days a week, please contact the school. We look forward to meeting with you. **Please Note: Volunteers who work in our schools must have a current volunteer application on file and criminal history verification. Volunteers may apply online at www.helpcounter.net/dallasoregon.**

WELLNESS

Foods offered in classrooms or school-sponsored activities and food and beverages sold as part of approved school fund-raising events shall be nutritious foods as determined by the school's or district's nutrition committee.

AIDS, ARC, HIV, HEPATITIS B CURRICULUM

Oregon statutes require school districts to provide instruction about infectious diseases, including Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC), Human Immunodeficiency Virus (HIV), and Hepatitis B as a part of students' health education curriculum. This instruction is required in all grade levels. In order to comply, the District formed a Parent Advisory Committee which developed several lessons. If you do not wish to have your child participate in this portion of the health instruction, please call the school and let them know. We believe this instruction is age-appropriate, and vital in helping to prevent the spread of these deadly diseases. If you have further need for clarification, call the Dallas School District office at 503-623-5594.

STUDENT EDUCATION RECORD

The information contained below shall serve as the District's annual notice to parents of minors and eligible students (if 18 or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

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

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

Education records are maintained in a minimum one-hour, fire-safe place in the school office by the principal.

Permanent records shall include:

1. Full legal name of student;
2. Name of school;
3. Student birth date;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school(s) previously attended;
7. Subjects taken;
8. Marks received;
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Social Security Number;
13. Other information (i.e.; psychological test information, anecdotal records, records of conversations, discipline records, IEPs, etc.)

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

Requests for Education Records

The District shall, within ten (10) days of a student seeking enrollment in or services from the District, notify the public or private school, education service district, state institution, private agency or youth care center in which the student was formerly enrolled and shall request the student's education record. The District will transfer all requested student education records to an educational agency no later than ten (10) days after receipt of a request from the new educational agency.

Directory Information

Parents and students should be aware that Directory Information may be released for use in local school publications, other media, and for such purposes as deemed appropriate by the principal.

Certain personally identifiable information is considered directory information and is generally not considered harmful or an invasion of privacy if released to the public. Directory information includes, but is not limited to: the student's name, address, telephone listing, photograph (including video tape), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

Parents of students who object to the release of any or all directory information should notify the school principal within fifteen (15) days from the date this handbook was issued. Hearing no objection, the directory information may be released for use in local school publications, other media, to appropriate governmental agencies and for such other purposes as deemed appropriate by the principal.

Transfer of Records

When a student is going to withdraw or transfer to another school, the parent or guardian should inform the school of the date of the intended withdrawal and the new location of the student's school attendance. When your child is enrolled at the new school, that school will request records. All requested records will be sent within ten (10) days of receipt of the request as required by law.

Access/Release of Education Records

The Education Amendments of 1974 and Family Rights and Privacy Act, 1988, provide that certain state and federal agencies may inspect student records without written consent but require that a record be maintained indicating specifically the legitimate educational or other interest that a person, agency or organization has in seeking this information. This statement is to become a permanent part of the record only for inspection by the parents or students over 18 and the school official who is responsible for the custody of such records.

Records transferred to third parties shall be clearly stamped with the statement, "These records may not be transferred except as provided for under Public Law 93-380 as amended. "By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 unless the District is provided evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 or older), may inspect and review education records during regular District hours.

Review of Records/Challenge of Records

Parents of a minor, or eligible student (if 18 or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the contents of the records, the parent or eligible student has the right to a hearing under the provisions of Policy and Administrative Rule JO and JO~AR. A copy of this Policy and Administrative Rule shall be provided to the parent or eligible student upon request.

Social Security Number Disclosure Statement

The Dallas School District is required by law to inform you about our use of student Social Security Numbers. The following is provided for your information.

Providing your social security number (SSN) is voluntary. If you provide it, the District will use your SSN for record-keeping, research, and reporting purposes only. The District will not use your SSN to make any decision

directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Providing your SSN means that you consent to the use of your SSN in the manner described. OAR 581-21-225 authorizes school districts to ask you to provide your social security number (SSN). Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.

The District and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as cited above. State and federal law protects the privacy of your records.

Student Education Records Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. FERPA gives parents and students certain rights with respect to their child's educational records. When a student reaches the age of eighteen or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

- 1) To inspect and review the student's educational records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. If you wish to seek access to your child's educational records, please direct your written request to the school principal.
- 2) To request that the school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. If you wish to request an amendment to your child's record, please contact the school.

- 3) To control the disclosure of their child's personally identifiable information from their educational record. Parents may request that the school, with certain exceptions, obtain their written consent prior to the disclosure of student information. FERPA allows school to disclose those records without consent to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or a lawfully issued subpoena; appropriate officials in case of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.
- 4) You may file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Dallas School District has a comprehensive board policy and administrative rule related to education records (JO and JO~AR) that can be obtained from the Superintendent's office, school principal or downloaded from <http://policy.osba.org/dallas/>.

CUSTODY ISSUES

The courts must handle custody disputes. **The school has NO LEGAL JURISDICTION to refuse a biological parent access to their child and/or school records.** The only exception is when **signed restraining orders or proper divorce papers, specifically stating court ordered visitation and/or limitations are on file in the school office.** Should any such situation become a disruption to the school, the Police Department will be contacted and an Officer will be requested to intervene.

PARENTS ARE ASKED TO NOT INVOLVE THE SCHOOL SITE IN CUSTODY MATTERS.

The school will make every attempt to reach the custodial parent when another parent or any person not listed on the May Pick-up/May Not Pick-up form attempts to pick-up the child.

Student Code of Conduct

I matter, you matter, we matter!



Content Directory

Introduction & Philosophy

Guiding Principles for Students, Staff and Families

Successful disciplinary practices should have the following characteristics

Safe and Welcoming Schools

Right to Attend

Restorative Practices

Reentry Process

Rights and Responsibilities

Managing Student Misconduct

Prevention

Intervention

Tier 1

Tier 2

Tier 3

Consideration for Disciplinary Decision

Room Clear

Definitions

Introduction & Philosophy

The Dallas School District is committed to partnering with parents, guardians, families, and the broader school community to provide safe, inclusive, and effective learning environments where all students can succeed. The District believes that meaningful engagement with students, families, and community members strengthens relationships, builds understanding, and honors the diversity of our school communities.

District policies and procedures are designed to:

- Ensure students experience safe, respectful learning environments and are treated fairly, consistently, and without discrimination.
- Foster authentic partnerships with families to support student success and confidence in school safety and climate.
- Support administrators, teachers, and staff in creating effective teaching and learning environments.

A safe and supportive school depends on the shared responsibility of students, staff, administrators, families, and community members to treat one another with respect. This handbook outlines the expectations, responsibilities, and rights of all members of the school community and is intended to promote clarity, alignment, and transparency regarding behavior expectations and responses.

The District expects and encourages students to make safe and healthy choices. When students make poor decisions, responses will be developmentally appropriate, consider the student's individual needs, and use evidence-based interventions whenever possible. The Code of Conduct applies to student behavior on District property, at school-sponsored activities, while traveling to and from school, and in off-campus situations when conduct significantly impacts school safety or climate. All student conduct policies will be enforced consistently, fairly, and without bias.

Guiding Principles for Students, Staff, and Families

The Code of Conduct is grounded in shared expectations for behavior at school and school-related activities:

- Treat myself and others with respect and seek peaceful ways to resolve conflict.

- Seek assistance from school staff when conflicts cannot be resolved independently.
- Build and repair positive relationships within the school community.

Effective discipline practices:

- Are a shared responsibility among students, families, and staff.
- Address the needs of those involved in and affected by misconduct, as well as the broader school community.
- Are clear, timely, fair, consistent, and developmentally appropriate.
- Use a range of prevention and intervention strategies.
- Respond to individual differences with care and sensitivity.
- Maintain students' access to education.

Families play a vital role in school success and bring valuable knowledge of students' cultural backgrounds that supports inclusive, student-centered learning environments.

Safe and Welcoming Schools

Dallas School District schools are welcoming environments for all students regardless of race, gender identity, sexual orientation, immigration status, country of origin, disability, or family circumstances. Every student is entitled to academic success and the support necessary to achieve it. Discipline practices are designed to keep students engaged in learning while holding them meaningfully accountable and supporting growth.

Right to Attend

Students have the right to attend their neighborhood school and access a full school day of quality instruction and educational services (ORS 343 or 338). Students are expected to participate in the full instructional day unless a shortened or abbreviated schedule is determined necessary through an individualized process, such as an IEP team decision, medical need, or parent-requested adjustment approved by the school.

Alternative placements are considered only in rare and specific situations, which may include the expulsion process or IEP placement when a student's behavior significantly disrupts learning, poses a safety concern, or requires additional supports that cannot reasonably be provided in the current setting.

Proactive and Restorative Practices

Schools prioritize proactive approaches by building strong relationships, reinforcing positive behavior, and addressing student needs early. Restorative practices focus on repairing harm and restoring relationships rather than solely responding to rule violations. When implemented effectively, restorative practices strengthen community and promote meaningful accountability.

Restorative practices are guided by these principles:

- **Community:** Relationships are central to a healthy school environment and must be intentionally built and restored.
- **Social-Emotional Learning:** Students need skills such as self-management, empathy, and responsible decision-making to succeed in school and life.
- **Accountability:** Accountability occurs when students understand the impact of their actions, take responsibility, and work to repair harm, supported by high expectations and strong relationships.
- **Repairing Harm:** Effective responses identify needs, address root causes, and provide opportunities for reflection, healing, and growth.

Reentry Process

Reentry is the process of supporting students as they return to school following exclusionary discipline or placement outside their home school. Individual circumstances may require a reentry meeting after an out-of-school suspension, prior to the conclusion of an expulsion, or when a student returns from a special education or juvenile justice placement. Reentry processes should be developmentally appropriate and reflect the differing needs of elementary and secondary students.

Reentry meetings may include:

- Identifying student strengths
- Reviewing school and student concerns
- Developing a support plan to promote success and prevent future exclusionary discipline

School Community Rights & Responsibilities

Rights	
All Community Members • Safe, orderly, welcoming, inclusive environment	Students • High-quality instruction with clear goals • Recognition for positive behavior

• Respectful and dignified treatment • Fair and consistent rules and due process • Access to help and problem-solving • Ability to raise concerns	• Culturally responsive support • Equitable access to classes and activities • Opportunities to repair harm
Families • Timely communication on academics, attendance, and behavior • Translation and interpretation services • Participation in conferences and problem-solving	Staff • Equitable professional processes • Ongoing professional learning • Instructional resources
Administrators • Collaboration from staff • Authority to uphold academic and equity standards	

Responsibilities	
All Community Members • Model respectful behavior • Follow schoolwide expectations • Participate in problem-solving • Report safety concerns	Students • Take responsibility for learning and behavior • Attend school on time and prepared
Families • Ensure regular attendance and punctuality • Communicate absences and update contact information • Attend conferences and support cultural respect	Staff • Teach and reinforce expectations • Communicate regularly with families • Support students needing additional help • Engage in collaboration and professional learning
Administrators • Lead with equity and inclusion	

- Address bias and discrimination
- Support staff growth and improvement
- Ensure clear processes for concerns and PBIS implementation

Managing Student Misconduct

Schools within the Dallas School District use a variety of prevention, intervention, and disciplinary responses to manage student behaviors while at school and while attending school functions. The following information is intended to assist school staff in addressing student behavior issues in a way that aligns practices within and across the district.

Prevention

Schools are expected to implement **school-wide positive behavior support systems** that promote consistent expectations, reinforce positive behavior, and address student needs proactively.

ELEMENTARY (GRADES K- 5)	SECONDARY (GRADES 6 -12)
• RULER • HMH SEL CURRICULUM • PYRAMID OF SUCCESS (K-3) • MANDT prevention and De-escalation strategies	• SEL lessons and grading scale • School-wide positive behavior supports • Supportive measures for students • MANDT prevention and De-escalation strategies

Intervention

Student behaviors are divided into three tiers based on the severity of the behavior:

Tier 1 – Minor Behaviors and 1st Time Offenses;

Tier 2 – Intermediate Level Behaviors and Repeated Minor Behaviors;

Tier 3 – Major offenses or persistent failure to comply with expectations.

Each tier differs in the interventions and disciplinary responses used to address the behavior. The chart below lists elementary and secondary examples of behaviors and interventions for each behavior tier, along with the expected staff response.

1	MINOR BEHAVIORS AND 1ST TIME OFFENSES Response: Handle within the Classroom	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)

	<u>Tier 1 Behaviors:</u> • Lack of preparation for class • Lack of participation in class • Minor misuse of technology • Loud and disruptive behaviors • Rude, mean, or unkind comments • Inappropriate joking • Low-level profanity or language that refers to an individual's identity in a negative way when NOT directed toward an individual • Rough housing, play fighting, and horseplay	<u>Tier 1 Behaviors:</u> • Minor attendance issues • Lack of preparation or participation in class • Minor misuse of technology • Loud and disruptive behaviors • Rude, mean, or unkind comments • Inappropriate joking • Low-level profanity or language that refers to an individual's identity in a negative way when NOT directed toward an individual • Rough housing, play fighting, and horseplay • Unintentional damage to property under \$25 • Plagiarism, copying, & cheating • Minor dress code violations • Inappropriate public displays of affection
	<u>Tier 1 Interventions:</u> • Use of classroom calm down corner • Classroom system of positive reinforcement • Reteaching, reminder, redirection • Proximity • Seat change • Teacher/student conference • Parent conversation • Device check-in • Restorative conversation • Crisis Cycle	<u>Tier 1 Interventions:</u> • Teacher/student conference • Parent or guardian contact • Daily progress sheet on behavior • Buddy teacher system (6-8) • De-escalation strategies (e.g., mindfulness, reflection break) • Restorative conversation • Crisis Cycle

2	INTERMEDIATE LEVEL BEHAVIORS OR REPEATED MINOR BEHAVIORS Response: Refer to Behavior Support Team	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)
	<u>Tier 2 Behaviors:</u> • Repeated Tier 1 behaviors • Aggressive behavior that does not result in physical injuries • Profanity directed towards another student or staff member • Dishonesty • Repeated Refusal to follow staff requests • Repeated inappropriate use of an electronic device • Reckless or intentional property damage • Theft or possession of stolen property • Intermediate level threats to harm self or others • Leaving the designated area	<u>Tier 2 Behaviors:</u> • Repeated Tier 1 behaviors • Aggressive behavior that does not result in physical injuries or significant distress • Harassment or intimidation in response to a specific incident • Profanity directed towards another student or the use of any high-level profanity • Dishonesty • Dress code violations involving the exposure of prohibited body parts • Possession of unsafe materials without the intention to harm • Suspicion of possession or use of illegal substances/devices • Refusal to follow staff requests • Use of an electronic device to access or

		send inappropriate material • Possession, display, or attempts to access or create material that promotes illegal substances or sexually explicit images or objects • Reckless or intentional property damage valued at less than \$50 • Theft or possession of stolen property • Intermediate-level threats that do not cause significant distress. • Trespassing into unauthorized locations during school hours • Gang-related activity • Parking in unauthorized locations • Disruption with a vehicle (9-12)
	<u>Tier 2 Interventions:</u> • Parent or guardian notification required • Restorative conversation • Conflict resolution with appropriate parties • Loss of privileges related to the offense • Service-based restitution • Discussion with the appropriate administrator • Social skills groups • Collecting behavioral data • Safety/supervision plan • Functional Behavior Assessment (FBA)/Behavior Support Plan (BSP)	<u>Tier 2 Interventions:</u> • Informal Behavior Plan • Loss of privileges related to the offense • In-School Suspension(s) • Detention (lunch/recess, after school w/ parent notification) • Teaming for student support (e.g., teacher team, counselors, MTSS, etc.) • Safety/supervision plan • Consultation with IEP/504 team when applicable • Functional Behavior Assessment (FBA)/Behavior Support Plan (BSP)

3	MAJOR OFFENSES OR PERSISTENT FAILURE TO COMPLY WITH EXPECTATIONS Response: Refer to Administration	
	ELEMENTARY (GRADES K -5)	SECONDARY (GRADES 6 - 12)
	<u>Tier 3 Behaviors:</u> • Persistent failure to comply with expectations • Repetitive harassment, includes a power differential, and causes the targeted student(s) to change their routines • Malicious statements, images, or posts about DSD2 staff/agents • Touching or striking another person, intentionally causing bodily harm • Mutual physical altercations/fighting • Intimidation and/or serious threats of violence or damage to district property, students, or staff • Possession or use of weapons • False accusations and reports, including fire alarms & bomb threats • Consumption, transportation, or possession	<u>Tier 3 Behaviors:</u> • Persistent failure to comply with expectations • Profanity or offensive language directed towards a staff member • Harassment that is repetitive, includes a power differential, and causes the targeted student(s) to change their routines • Malicious statements, images, or posts about DSD2 staff/agents • Touching or striking another person, intentionally causing bodily harm • Mutual physical altercations/fighting • Intimidation and/or serious threats of violence or damage to district property, students, or staff • Possession or use of weapons • Recklessly mishandling incendiary devices or dangerous chemicals • Intentionally damaging property, starting a fire, creating

	of controlled substances • Attempts to purchase, cultivate, manufacture, or sell controlled substances • Accessing, displaying, or creating offensive or discriminatory materials, including hate symbols • Unwelcome sexual advances and/or offenses that create an intimidating, hostile, or offensive environment • Suspicion of possession or use of illegal substances/devices	an explosion, or bringing unsafe materials to school with the intent to do harm • False accusations and reports, including fire alarms & bomb threats • Promotion of gang membership or engagement in gang activities • Consumption, transportation, or possession of controlled substances • Attempts to purchase, cultivate, manufacture, or sell controlled substances • Accessing, displaying, or creating offensive or discriminatory materials, including hate symbols • Unwelcome sexual advances and/or offenses that create an intimidating, hostile, or offensive environment • Misuse of electronics
	<u>Tier 3 Interventions:</u> • Parent or guardian notification required • Restorative practice methods, including restorative conversations or a conference • Development of or revision to Functional Behavior Assessment/Behavior Support Plan • Behavior Agreement (contract) • Safety/Supervision plan • Utilize teaming for student support (SIT Team, behavior support, principal, school counselor) • Notify case manager / counselor / specialist as appropriate • Revision to IEP or 504 plan as needed	<u>Tier 3 Interventions:</u> • Referral to an appropriate community organization (e.g., mentoring programs) • Referral to substance abuse counseling if applicable • Compliance with IDEA/504 for students with disabilities: • Consultation with IEP/504 team when applicable • Development of Functional Behavior Assessment and/or Behavior Support Plan • IEP team or 504 team meet for manifestation determination • Revision to IEP or 504 plan as needed • Out of school suspension or up to expulsion • Discussion of alternative education options • No contact agreements

Considerations for Disciplinary Decisions

In determining the appropriate response to student misconduct, the District shall consider the totality of the circumstances surrounding the incident. Factors considered may include, but are not limited to:

- The student's disciplinary record and history, including the nature, frequency, and severity of prior misconduct and the effectiveness of previously implemented interventions;
- The student's age, developmental level, skill level, cultural background, and maturity;
- The nature, severity, and scope of the behavior;
- The impact of the behavior, including the degree of harm caused and the needs of individuals affected;
- The context and circumstances in which the behavior occurred;
- The frequency and duration of the behavior;
- The social-emotional needs of all individuals involved; and
- The requirements of the student's Individualized Education Program (IEP), Behavior Support Plan (BSP), and/or Section 504 Plan, when applicable.

Room Clear

A *room clear* is a safety procedure used in elementary settings when a student's behavior presents a significant and immediate risk to the safety of the student, peers, or staff. This procedure involves temporarily relocating other students from the classroom to allow staff to safely support and de-escalate the student in crisis while minimizing risk and disruption.

When appropriate and safe to do so, supporting the student in crisis to leave the classroom with assistance is the preferred first response. A full room clear should be used only when necessary to ensure the safety and well-being of all individuals involved.

ROOM CLEAR PROTOCOL

Staff response	Steps with student	Communication
• Staff will take necessary steps to keep other students safe (room clear or have student removed if possible) • Necessary staff (behavior room or other MANDT trained staff) will follow MANDT procedures and crisis cycle (BSP) to safely remove the student &/or de-escalate student. • Ensure ready-to-go materials are available for the remainder of the class.	Escorted to alternate space If appropriate to go back to class: • When student and teacher are ready – teacher and student engage in a restorative conversation IF a student is not ready to do an activity or go back to class as directed by Behavior Support Specialist or SpEd team member will provide other activities/time/de-escalation tasks to help students calm down. • Frequent check-ins to get them back to base-line, if needed give more time • Connect with staff (Collaborative Problem Solving/restorative practices) • Work through the Crisis Cycle • Once calm, work with student	• If room clear, when possible, hold class meeting with building principal, Mental Health Therapist, or Behavior Specialist (See script/guide) • Complete tracker/referral (behavior staff/teacher/admin) • Inform all parties of any modifications and/or changes to child's day • Parent phone call by admin or behavior room after debrief with teacher • Enter data into Tie-Net or PowerSchool • Give the referral to secretary • Mailing home if applicable • Develop Crisis Cycle Plan or FBA/BSP/student readiness plan, if needed • If a student is on an IEP or BSP - Follow the protocol outlined in plan • Meeting ◦ Re-entry meeting - for more severe behaviors, which would entail a plan for safety

		• Fill out necessary forms: Injury report Work shouldn't hurt log, Seclusion/restraint Debrief with involved staff Admin discretion for OSS or ISS as per Oregon law.
--	--	--

Definitions:

Aggressive Behavior

Unsafe physical contact (e.g., grabbing, pushing, shoving). Includes mutual fights without injury.

Assault

Intentional physical contact that causes bodily harm.

Attendance Violations

Unexcused absence from class, including tardiness, early departure, skipping class, or prolonged absence during the school day.

Bias / Hate-Related Behavior

Actions, language, or materials that target an individual or group based on identity or protected class.

Alcohol, Drugs, Tobacco & Controlled Substances

Use, possession, influence, sale, distribution, or intent to possess alcohol, drugs, prescription medication, tobacco, vaping devices, look-alikes, or paraphernalia on school grounds, during school activities, or when conduct impacts school safety or welfare.

Selling / Distributing Substances

Sharing, selling, trading, or distributing alcohol, drugs, or paraphernalia. Subject to immediate suspension and possible expulsion.

Dishonesty

Lying, cheating, forgery, plagiarism, false reporting, or providing misleading information (including threats or hoaxes).

Disorderly Conduct

Behavior that disrupts the learning environment, school activities, or staff duties.

Dress Code Violations

Clothing or accessories that are unsafe, reveal undergarments, promote gangs, drugs, alcohol, violence, hate, or create a hostile environment.

Fire, Fire Setting & Dangerous Chemicals

Possession, misuse, or attempted use of fire-starting devices or hazardous chemicals.

Gang-Related Activity

Promoting, representing, recruiting, or engaging in gang activity (affiliation alone is not discipline-worthy).

Harassment, Intimidation & Bullying (Non-Sexual)

Written, verbal, or physical behavior that demeans, threatens, intimidates, or harms another person, including cyberbullying.

Insubordination

Refusal to follow reasonable staff directions or behavior that disrespects staff authority.

Misuse of Technology

Inappropriate or unauthorized use of devices, accounts, networks, or digital content.

Lack of Participation / Preparation

Failure to engage in class or arrive prepared with required materials or appropriate attire.

Offensive or Inappropriate Materials

Possession, viewing, or display of pornographic, racist, sexist, sexually explicit, or drug-related content, including banned hate symbols.

Parking & Driving Violations

Unsafe, reckless, or disruptive use of vehicles on school grounds.

Profanity & Offensive Language

Use of vulgar, demeaning, or identity-based slurs or language.

Property Damage & Vandalism

Intentional or reckless damage to school or personal property.

Public Displays of Affection

Inappropriate physical contact (e.g., kissing, groping, prolonged hugging).

Sexually Inappropriate or Sexual Violence Behaviors

Unwelcome sexual conduct, exposure, sexual harassment, sexual assault, or exploitation.

Threats

Verbal, written, or physical threats against people, property, or school activities, including bomb threats and threatening pranks.

Theft / Robbery

Stealing, attempted theft, possession of stolen property, or theft involving force or threat.

Trespassing

Entering restricted or prohibited school areas without permission.

Weapons

Possession, display, use, or threat of use of any weapon or look-alike weapon capable of causing harm.

Discipline & Due Process

- **Suspension:** Temporary removal (in-school or out-of-school) for up to 10 school days.
- **Expulsion:** Removal from school for up to one calendar year; recommended by the principal.
- **Elementary OSS/Expulsion:** Limited to serious harm, safety threats, or when required by law.
- **Appeals:** Available for suspensions of 4–10 days and expulsion decisions.

Special Education Protections

- A **Manifestation Determination** must occur within 10 school days when discipline changes placement.
- If behavior **is a manifestation**, the IEP team revises supports and placement.
- If **not a manifestation**, discipline may proceed with required services continuing.