

DALLAS HIGH SCHOOL

2026-2027 STUDENT/PARENT HANDBOOK



1250 SE Holman Avenue
Dallas, OR 97338
...
(503) 623-8336
...
www.dallashighschool.org

I matter
You matter
We matter



PURPOSE OF THIS HANDBOOK

This Student Handbook is intended to communicate general District information, policies, procedures, rules, and expectations to students and parents/guardians. It is not intended to create, expand, limit, or modify any Board policy, administrative regulation, collective bargaining agreement, or applicable law. In the event of a conflict, the applicable policy, regulation, agreement, or law will govern.

This Handbook is not a contract and does not create any contractual right or guarantee of enrollment for any specific duration. The District reserves the right to revise, amend, or discontinue information, rules, procedures, or other provisions contained in this Handbook as necessary.

Unless otherwise indicated, the term *parent* as used in this Handbook includes a student's parent, legal guardian, or other person legally authorized to act in a parental role. For students with disabilities, the term also includes individuals recognized as a parent under applicable state and federal special education laws.

The District does not discriminate on any basis protected by federal or state law in its educational programs, activities, or services. Information regarding discrimination, harassment, complaints, and designated District contacts is provided in the [Complaints](#) section of this Handbook.

District policies are available at <http://policy.osba.org/dallas>. Print copies are available upon request in the main office.



NONDISCRIMINATION AND CIVIL RIGHTS

Dallas School District complies with applicable federal and state nondiscrimination laws and provides equal access to District educational programs, activities, and services, including athletics and extracurricular activities. The District provides reasonable accommodations as required by law.

ADA AND SECTION 504

Section 504 and ADA Contact: Dr. Pam Lybarger, Director of Special Education. 111 SW Ash Street, Dallas, OR 97338 | (503) 623-5594

TITLE IX

The District prohibits sex discrimination, including sexual harassment, in any education program or activity it operates, including admission and employment.

Title IX Coordinator: Ron Snively, High School Athletic Director. 1250 SE Holman Ave., Dallas, OR 97338 | (503) 623-8336

Title IX inquiries may be directed to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

CIVIL RIGHTS

The District prohibits discrimination on any basis protected by law.

Civil Rights Coordinator: Dr. Sara LeRoy, Assistant Superintendent | (503) 623-5594

Questions regarding nondiscrimination, civil rights, disability accommodations, or Title IX may also be directed to **compliance.officer@dsd2.org**.

Complaint procedures and applicable Board policies are provided in the [Complaint Procedures](#) section of this Handbook and on the District website.

IMMIGRATION ENFORCEMENT

Dallas School District complies with state and federal laws governing immigration enforcement. Federal immigration authorities may not access nonpublic district facilities or records for immigration enforcement purposes without a judicially authorized warrant or court order. All requests must be referred to the district's immigration liaison and reviewed by the superintendent or designee.

If immigration enforcement activity is confirmed on school property, the district will notify affected parents or guardians, staff, students in grades 6 and above, and participating community-based service providers as quickly as possible through ParentSquare. Notifications will include the general location and any impact on school operations but will not disclose confidential, personally identifiable, or safety-sensitive information.



The district protects student records and personal information as required by law. The Whole Child Administrator, Todd Baughman, serves as the district's immigration liaison, and the Director of Teaching and Learning, Nick Ingalls, serves as the alternate liaison. The complete requirements are available in Board Policy KNA and KNA-AR.

Related Board Policies: AC – [Nondiscrimination and Civil Rights](#); JB – [Equal Educational Opportunity](#); [ACA – Americans with Disabilities Act](#); [JBAA – Section 504](#); [KNA- Immigration Enforcement](#); and [GBN/JBA – Title IX/Sexual Harassment](#)

TABLE OF CONTENTS

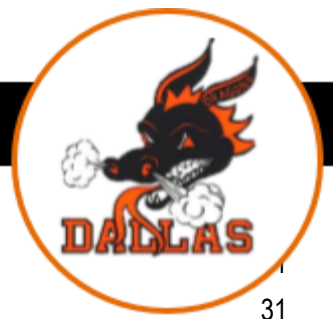
Table Of Contents

Letter From The Principal

5

8

▪ DALLAS HIGH SCHOOL STUDENT HANDBOOK ▪ 2026-2027 ▪



Our Mission	9	Fundraising	31
Our Vision	9	Insurance	31
Bell Schedules	10	Library	31
District Calendar 2026-2027	18	Lockers	31
Staff List	19	Lost and Found	31
Help Directory	21	Messages for Students & Student Phone Calls	32
Visitors & Volunteers	21	Lunch Program	32
General School Information	22	Open Campus and Food Deliveries	32
School Communications	22	Parking & Traffic Code	32
Advisory Group (AG)	22	Posters	35
Extended Lunch	22	Student Body Cards	35
Applied Learning, Intervention, & Enrichment (ALIE)	22	Attendance Expectations	36
Associated Student Body (Asb) / Student Council	23	Attendance, Grades, & Credit	36
Activity Stickers	23	Attendance Procedure	36
Dances & Social Events	23	Truancy	37
Exchange Students	24	Tardy Policy	37
Pledge of Allegiance	24	Automated Absence Notifications	38
Extracurricular Activities & Clubs	25	Pre-Arranged Absences	38
Participation Commitment: Activities & Athletic Events	25	Release time for Religious Instruction	38
Attendance at Activities & Athletic Events	26	Checking In & Out	38
Graduation Ceremony	26	Requesting Homework	38
Athletics	27	Academic Information	40
Athletic Programs	27	Grading & Evaluation	40
Academic Eligibility Requirements	28	Assessment Program	40
Athletic Participation Fees	28	Academic Integrity	40
Physicals	28	Graduation Requirements	41
Spectator Behavior at Athletic Events	28	Course Information	42
Admission Charges	28	Parent Teacher Conferences	43
Transportation of Athletes	29	Program Exemptions	44
Student Life	30	Health and Sexuality Education	44
Assemblies	30	Student Schedules	44
Assembly of Students	30	Dropping a Class	44
		Animal Dissection	45
Bicycles, Scooters, and Skateboards	30	Information For Seniors	45
Distribution of Materials	30	Early Graduation	45
Field Trips	31	Legal Name on Diploma	45



Rank in Class	45	Western Undergraduate Exchange	59
Valedictorians / Salutatorians / Honor Students	45	Myths About College	60
Class Meetings	45	Testing	61
Senior Pictures for the Yearbook	45	NCAA	62
Announcements, Caps, & Gowns	46	Financial Aid & Scholarships	62
Senior Awards Night	46	Student Rights & Responsibilities	64
Special Education	46	Safe, Inclusive, & Respectful Schools	64
Talented and Gifted Program	46	Restraint and Seclusion	65
Career and Technical Education (CTE)	47	Student Expression and Publications	65
Alternative Learning Options	47	Questioning of Students	66
Dragon Academy	47	Student Conduct and Discipline	67
Morrison Alternative School	47	Behavior Philosophy	67
Online/Distance Learning for Credit	47	Dragon PRIDE	67
GED Options	48	Good PRIDE Standing	68
Summer School	48	Classroom Expectations	69
Accelerated Learning Options	48	Dress and Grooming	69
Advanced Placement Courses	48	Gangs and Gang-Related Activity	70
College Credit Now Courses	48	Hazing, Harassment, Intimidation, Bullying, & Menacing	70
Willamette Promise Courses	49	Threats of Violence	71
Expanded Options	49	Physical Displays of Affection	71
DHS Honors Diploma	49	Technology, District Accounts & Dig Citizenship	71
Student Support Services	49	Personal Electronic Devices	73
School Counseling and Student Support	49	Respecting Property	74
Student Suicide Prevention	50	Tobacco, Vaping, Drugs & Alcohol	75
Students Experiencing Homelessness	50	Fighting and Assault	75
Student Education Records	51	Transportation	75
Requesting Transcripts	53	When and Where Rules Apply	76
Post-Secondary Planning	54	Discipline & Consequences	77
Technical Schools & Trade Schools	54	Discipline Levels	77
Military Service	55	Offenses That Disrupt The Learning Environment	77
Colleges & Universities	56	Safety Offenses	80
Community Colleges	57	Offenses Against Persons	82
		Property Offenses	83
4-Year Colleges & Universities	58	Discipline of Students with Disabilities	84
College Athletics	59	Law Enforcement	85
Financial Aid and Scholarships (athletics)	59	Search And Seizure	85



Lunch Detention	85
In School Suspension (ISS)	86
Suspension & Expulsion	86
Appeal Procedure	87
Complaint Procedures	87
Complaint Procedures	87
Discrimination and Civil Rights	86
Hazing, harassment, bullying, cyberbullying, etc	88
Bias Incidents and Symbols of Hate	88
Educational Standards, Instructional Materials etc.	88
Health, Safety & Emergency Info	89
Emergency & Safety Drills	89
Inclement Weather & Emergency School Closures	89
Communicable Diseases	89
Medications	90
Asbestos Management	90
Immunizations	91
Emergency Medical Care	91
Concussions and other Brain Injuries	91



LETTER FROM THE PRINCIPAL

Welcome to another fantastic school year!

Our goal is simple: every student will be known by name, by strength, and by need. We believe every student has gifts to share, challenges to work through, and the capacity to grow. Our job is to see students for who they are, build relationships that matter, and make sure no one has to navigate high school alone.

As a Dragon, we ask every student to live by three commitments:

Be Kind. Treat yourself and others with dignity, compassion, and respect.

Hold Yourself Accountable. Own your choices, learn from mistakes, and take responsibility for your growth.

Do Your Best. Your best may look different from day to day, but we expect you to keep showing up, keep learning, and keep moving forward.

This year, we will work together toward several important goals: keeping our 9th graders on track, increasing our graduation rate, supporting our 5th-year completers, and reaching our goal of 92% regular attendance. These numbers are important, but behind every number is a student, a story, and a future. We will use these goals to help us identify students who need additional support and celebrate those who are making progress.

We believe relationships come before results. When students feel seen, valued, safe, and supported, they are more likely to take risks, ask for help, persevere through challenges, and experience success.

We are glad you are part of the Dallas High School community. Let's reconnect, refocus, and reengage and make this a year of growth, belonging, and opportunity for every Dragon.

It's a great day to be a Dragon!

Sincerely,

TIM LARSON

DHS Principal



Dallas School District Vision

- ★ Each student at DHS is known by name, strength and need and graduates ready for college, career, and community.

Dallas High School Mission

- ★ Our mission is to help others to grow in capacity and confidence.

DHS YEARLY EMPHASIS

- ★ Care→ Challenge→ Grow→🐦

I Matter, You Matter, We Matter!



BELL SCHEDULES

MON/THUR/FRI BELL SCHEDULE

Time	Period
8:30-9:20am	1st Period
9:25-10:15am	2nd Period
10:20-11:10am	3rd Period
11:15-12:05pm	4th Period
12:05-12:45pm	LUNCH
12:50-1:40pm	5th Period
1:45-2:35pm	6th Period
2:40-3:30pm	7th Period



TUESDAY/EVEN BELL SCHEDULE

Time	Period
8:30-9:30am	LATE START
9:30-10:35am	2nd Period
10:40-11:35am	Advisory Period
11:35-12:05pm	LUNCH
12:10-1:15pm	4th Period
1:20-2:25pm	6th Period
2:30-2:35pm	ALIE Check-In
2:35-3:25pm	ALIE ONE
3:25-3:30pm	ALIE Check-out



WEDNESDAY/ODD BELL SCHEDULE

Time	Period
8:30-9:35am	1st Period
9:40-10:45am	3rd Period
10:50-11:35am	Advisory Period
11:35-12:05pm	LUNCH
12:10-1:15pm	5th Period
1:20-2:25pm	7th Period
2:30-2:35pm	ALIE Check-In
2:35-3:25pm	ALIE TWO
3:25-3:30pm	ALIE Check-out



MON/THUR/FRI 2HR DELAY SCHEDULE

Time	Period
10:30-11:05am	1st Period
11:10-11:45am	2nd Period
11:50-12:25pm	3rd Period
12:25-12:55pm	LUNCH
1:00-1:35pm	4th Period
1:40-2:05pm	5th Period
2:10-2:45pm	6th Period
2:50-3:25pm	7th Period



TUESDAY/EVEN 2HR DELAY SCHEDULE

Time	Period
10:30-11:35am	2nd Period
11:40-12:35pm	Advisory Period
12:35-1:05pm	LUNCH
1:10-2:15pm	4th Period
2:20-3:25pm	6th Period



WEDNESDAY/ODD 2HR DELAY SCHEDULE

Time	Period
10:30-11:25am	1st Period
11:30-12:00pm	Advisory Period
12:00-12:30pm	LUNCH
12:35-1:30pm	3rd Period
1:35-2:30pm	5th Period
2:35-3:30pm	7th Period



ASSEMBLY SCHEDULE

Time	Period
8:30-9:15am	1st Period
9:20-10:05am	2nd Period
10:10-10:55am	3rd Period
11:00-11:45am	4th Period
11:45-12:25pm	LUNCH
12:30-1:15pm	5th Period
1:20-2:05pm	6th Period
2:05-2:45pm	ASSEMBLY
2:45-3:30pm	7th Period



END OF DAY ASSEMBLY SCHEDULE

Time	Period
8:30-9:10am	1st Period
9:15-9:55am	2nd Period
10:00-10:40am	3rd Period
10:45-11:25am	4th Period
11:25-11:55am	LUNCH
12:00-12:40pm	5th Period
12:45-1:25pm	6th Period
1:30-2:10pm	7th Period
2:15-3:30	Assembly



Calendario académico del Distrito Escolar de Dallas

Agosto de 2026 Estudiante 0 Personal 1 D L Ma Mi J V 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	Septiembre de 2026 Estudiante 17 Personal 21 D L Ma Mi J V S 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	Octubre de 2026 Estudiante 21 Personal 22 D L Ma Mi J V S 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	31 1-4 7 8 9 9 30 6 11 23-24 25 26 27 21-31 1 4 18 1 2 12 15 17-18 19 22-26 16 28 31 9 11 15 16
Noviembre de 2026 Estudiante 14 Personal 18 D L Ma Mi J V 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	Diciembre de 2026 Estudiante 14 Personal 14 D L Ma Mi J V S 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	Enero de 2027 Estudiante 18 Personal 19 D L Ma Mi J V S 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	
Febrero de 2027 Estudiante 16 Personal 19 D L Ma Mi J V S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Marzo de 2027 Estudiante 17 Personal 18 D L Ma Mi J V S 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	Abril de 2027 Estudiante 21 Personal 22 D L Ma Mi J V S 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	
Mayo de 2027 Estudiante 18 Personal 19 D L Ma Mi J V S 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	Junio de 2027 Estudiante 11/12 Personal 13 D L Ma Mi J V S 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	Otra información Días escolares: de kindergarten a 5.º grado: 167 y de 6.º a 12.º grado: 168 Días laborales para docentes: 190 Semestre 1 83 días escolares Semestre 2 85 días escolares El calendario está sujeto a cambios según los niveles de financiación u otros cierres por situaciones de emergencia. Si se perdiera tiempo de enseñanza para los estudiantes, se recuperará dentro del semestre, en caso de que sea posible. Si se perdiera tiempo de desarrollo profesional, se agregará en junio, si es necesario.	
Preparación profesional del distrito: sin estudiantes Evaluación del distrito: sin estudiantes Planificación del distrito: sin estudiantes Semanalmente: inicio tardío para 6.º a 12.º grado	Día festivo: escuelas cerradas Escuelas cerradas Reuniones de kindergarten a 12.º grado: sin estudiantes Reuniones por la noche de kindergarten a 12.º grado, jornada escolar para estos estudiantes		

*Updates to the calendar can be accessed at [Dallas School District Calendars](#).



2026-2027 STAFF

Administration

Tim Larson, Principal
Shannon Ritter, Assistant Principal
Erica Wiebelhaus, Assistant Principal
Ron Snively, Athletic Director

Office Staff

Bryan Huber (Behavior Specialist)
Janice Crowe (Attendance Secretary)
Jennie White (Grad Coach/DA)
Jennifer Krug (Athletic Trainer)
Tristan Thompson (School Resource Officer)
Julanne Courtney (Records Manager)
Megan Dunkin (Office Manager)
Micki Fregosi (Athletic Secretary)
Wendy Latta (Receptionist)

Counseling

Alexis Page (Counseling Secretary)
Bill Masei (College & Career/CTE)
Dennis Misner (Last Name P-Z)
Hillary Combs (Last Name H-O)
Kayla Ferris (Last Name A-G)
Rachel Gillins (Registrar)
Chloe Faiman (Polk County MH)

Educational Assistants

Amber Rowden (DLC)
Cindy Read-Keen (ERC)
Heather Baker (DLC)
Holly Bratley (New Options)
Jaime Perryman (ERC)
Jessica Nielson (New Options)
Kristine Blanchard (DC)

Linda Brown (DLC)
Michelle Basey (New Options)
Noel Chancery (DLC)
Sarah Hernandez-Nolasco (DLC)
Tammy Salois (DLC)
Tony Blosser (DA)

Food Service

Damiana Gil
Lindsay Button
Robert Hantke (Program Manager)
Stephanie Burtis
TBD

Maintenance & Facilities

Carl Earhart
Carolyn Cameron
Chris Mann
Gabe Hayes (Building Engineer)
Thelma Wallis

Electives

Benjamin Shown (Leadership)
Brandi Jackson (Health Occ/CTE)
Blair Cromwell (Theater)
Charlotte Vidrio (ELD)
Danielle Bull (Agricultural Sciences)
Katy Garvin (Choir)
Kristen Huff (Ceramics/Art)
Kurt Woolner (Spanish)
Michelle Zelenka (Business/CTE) (Chair)
Riley Woolner (Spanish)
Rory Lassetter (Yearbook)
Ruby Garland (Media Services)
Ryan Rowley (Agricultural Sciences)
Stephen Burroughs (Band)
Trent Schwartz (Leadership)
Yvette Geissinger (Theater Manager)

Special Education

Amber Stone (ERC)
Dustin Pires (ERC)
Micah Faulkner (New Options)
Shana Lavier (DLC) (Chair)

Mathematics

Anna Tally
Brittney Hill
Kyler Zach (Chair)
John Jones

PE & Health

Andy Jackson
Brandi Jackson
Brodie Unger (Chair)
Julia Shinkle

Science

Austin Markee (Chair)
Brandy Dickerson
David Flugum
Tony Olliff

Social Sciences

Benjamin Shown (Chair)
James Moran
Roger Shafer
Trent Schwartz

Language Arts

Aaron Fawcett
Jack Davis
Natalie Shreve (Chair)
Rory Lassetter



HELP DIRECTORY

DHS Contacts		Community Contacts	
Athletics	503-831-1976	District Office	503-623-5594
Attendance	503-831-1974	Morrison Campus	503-623-8480
Counseling Center	503-831-1975	Bus Barn	503-623-7245
Fax	503-623-4669	Chemeketa - Dallas	503-623-5567
Kitchen	503-623-8996	Jostens	503-255-7120
Reception	503-623-8336	PADTC	503-623-5588
Special Ed. Records	503-917-4269	Weekday Bible	971-444-9030

The DHS office is generally open from 7:30 a.m. to 4:00 p.m. Office hours may vary due to school schedules, holidays, or special events. Please call ahead to confirm availability and check the school's official social media pages for updates and announcements.

How to Contact a Teacher

We do not interrupt class time for phone calls or messages. We ask that you email teachers rather than calling.



STAFF EMAIL ADDRESSES
Staff email addresses follow the following pattern:
firstname.lastname@dsd2.org

VISITORS & VOLUNTEERS

Parents, guardians, and other visitors are welcome at Dallas High School. While we do not allow students to bring student visitors during the school day, we encourage families and community members to connect with our school. For the safety of our students, all visitors are asked to sign in at the main office upon arrival. Requests to visit classrooms will be reviewed and approved by the principal as appropriate, and school tours can be arranged through the office.

We also value the contributions of our volunteers in supporting students and staff. To ensure a safe and positive experience for everyone, **all volunteers must complete a Volunteer Packet and receive prior approval from the Dallas School District before volunteering in our schools.** The packet and additional information are available here: [Dallas School District Volunteer Information](#).



GENERAL INFORMATION

SCHOOL COMMUNICATIONS

Dallas High School communicates with students and parents through a variety of platforms. ParentSquare is the District's primary communication platform for important school and District announcements, notices, reminders,

and other information requiring broad or timely communication. Parents are encouraged to maintain current contact information and regularly review ParentSquare communications.

General school information, calendars, resources, and links are also available on the [Dallas High School website](#).

Dallas High School and many school programs, clubs, activities, and organizations also maintain social media accounts, including Facebook and Instagram, to share events, performances, activities, accomplishments, and other program information. These accounts supplement, but do not replace, official District communications.

Information regarding athletic schedules and events is provided in the Athletics section of this Handbook.

ADVISORY GROUP (AG)

Students are assigned to an AG class as freshmen and stay with the same class throughout their time at Dallas High School. The bond between students and their AG teacher begins when they start their high school career and concludes at graduation, when their AG teacher hands them their high school diploma. In addition to care and connection, AG provides students with multiple opportunities for academic preparation, future planning, and self-discovery, all while fulfilling the Higher Education and Career Pathways credit that is required for graduation. Students complete weekly grade checks and conversations with their AG teacher to support their success in all of their classes.

EXTENDED LUNCH

The purpose of Extended Lunch is to encourage positive behaviors. Students can earn "Extended Lunch" two days a week each week for the following week (Monday-Friday) by earning [Good Pride Standing](#)/meeting the following criteria during the week:

- No unexcused absences
- No more than one unexcused tardy
- Attend ALIE and make satisfactory academic progress/growth as determined by their AG teachers

APPLIED LEARNING, INTERVENTION, & ENRICHMENT (ALIE)

Applied Learning, Intervention, and Enrichment (ALIE) is a mandatory class that will take place on Tuesday and Wednesdays. The goal of ALIE is to provide opportunities for students to (1) receive direct support from individual teachers, (2) receive targeted and individualized academic interventions, and (3) participate in clubs and activities that enrich each student's experience at Dallas High School.



On ALIE days, all students are required to report to their Advisory Group (AG) teacher for attendance. During this time, students will work with their AG teacher to develop a plan for how they will utilize the two scheduled ALIE periods. After students have attended both ALIE periods, they check in with their AG teacher regarding what they accomplished during ALIE. Attendance will be taken again when students return to AG each day. If students follow the plan and have good attendance and behavior during the week, they can achieve [Good Pride Standing](#)

ASSOCIATED STUDENT BODY (ASB) / STUDENT COUNCIL

The organization known as the Associated Student Body (ASB) includes all Dallas High School students. Student Council is a governing body within the ASB that is comprised of student officers from each grade. Dallas High School is a member of the National Association of Student Councils and participates in the Mid-Willamette Conference of Student Councils. The Student Council operates within a constitution and its officers and student representatives are elected by popular vote. The Student Council works with the school administration and faculty for the benefit of every student and the school. The final authority of the Student Council is vested in the administration of the school and all decisions must receive approval from this body. More information regarding the ASB and the Student Council is available in the front office or contact Benjamin Shown at benjamin.shown@dsd2.org.

ACTIVITY STICKERS

The ASB sticker is purchased for \$30 and, in addition to ASB membership, entitles a student to free admission to all regularly scheduled home games and price reductions to after-game dances and other school activities. Activity/ASB stickers are not transferable. More information is available in the front office.

DANCES & SOCIAL EVENTS

Student Body Cards are required for admittance into all dances. School rules concerning general conduct, dress, appropriate physical contact while dancing, and use of controlled substances shall be enforced at all times. A breathalyzer will be present at all school dances and may be used if there is reasonable suspicion of alcohol influence. If a student is dressed inappropriately, they will be asked to change clothes or cover up. Students are expected to dance in a respectable manner. Dancing that is inappropriate, overtly sexual in nature, or creates unsafe conditions is not allowed. Vulgar/provocative dancing, such as grinding, will not be allowed. Couples should be face to face when dancing. School officials reserve the right to make decisions on suitable dancing. Individuals who engage in the above-mentioned behaviors will be removed from the dance and parents/guardians will be notified.

By purchasing or presenting a ticket for admission to a school dance, students agree to comply with all school rules, behavioral expectations, and event procedures.

Eligibility to purchase or attend a school dance may be restricted based on attendance and behavioral expectations. To remain eligible, students must have no behavioral referrals during the two (2) weeks preceding the dance, no unexcused absences during the school week preceding the dance, and no more than one (1) unexcused tardy during that same period. Attendance and tardy expectations apply to individual class periods.



Students attending a dance must arrive within 30 minutes of the scheduled start time. Late arrivals may be denied entry. Students may leave the dance at any time; however, re-entry will not be permitted. Unless otherwise announced, all school dances will conclude at 10:00 p.m.

Guest Passes

DHS students enrolled at the time of the dance may bring one guest if the following conditions are met:

- Guest is currently enrolled in high school and is not over the age of 20 (middle school students are not permitted).
- Guest is in good standing with the administration at their school.
- Guest presents valid photo identification at the door.

All guest pass paperwork must be completed and submitted by the stated deadline. Forms are available in the main office.

For more information regarding conduct and dress expectations, please refer to the [District's K-12 Code of Conduct](#) and [Student Dress and Grooming Policy](#).

EXCHANGE STUDENTS

Dallas High School welcomes eligible international exchange students through exchange programs approved by the District. Exchange students are expected to follow the same school rules, attendance expectations, and student conduct requirements as other DHS students.

Enrollment, placement, course requirements, tuition when applicable, and eligibility for a diploma or other recognition are determined in accordance with applicable law and District policy.

For additional information, see [Board Policy JECBA – Exchange Students](#) and [its accompanying administrative regulation](#).

PLEDGE OF ALLEGIANCE

Students will be provided an opportunity to recite the Pledge of Allegiance at least once each week during the school year.

Participation is voluntary. Students who choose not to participate are expected to remain respectful and not disrupt the opportunity for others to participate.

For additional information, see [Board Policy INDB – Flag Displays and Salutes](#)



EXTRACURRICULAR ACTIVITIES & CLUBS

All students, regardless of ability level, are encouraged to take part in extracurricular activities. In addition to the Athletic Programs offered, DHS students can letter in the following activities:

- ASB (Advisor: Benjamin Shown)
 - BAND* (Advisor: Stephen Burroughs)
 - National Honor Society (Advisor: Brandy Dickerson)
 - Oregon High School Equestrian Teams (OHSET) (Advisor: TBD)
 - Future Farmers of America (FFA) (Advisor: Ryan Rowley)
 - Junior Reserve Officers Training Corps. (JROTC): (Advisor: Roger Shafer)
 - Thespians (Advisor: Blair Cromwell)
- *OSAA sanctioned

Dallas School District will charge a pay-to-participate fee for various activities and certain elective courses. [See this link](#) or the Bookkeeper for specifics. Some courses such as ceramics, woods, and foods require a class fee to participate.

OSAA activities may establish rules of conduct—and consequences for misconduct—that are stricter than those for students in general. If a violation also violates the K-12 Code of Conduct the consequences specified by the district shall apply in addition to any consequences specified by the organization.

Students can form clubs by obtaining student signatures on the Club Petition of Interest form, finding a staff member who is willing to serve as an adviser, filling out an Application for Charter that states the purpose of the club and the activities and fundraisers that the founders intend to engage in, and submitting forms to the Student Council for approval. Some previous/former clubs include the following:

- Art Club
- International Club
- Bowling Club
- Magic the Gathering Club
- Interact/Rotary

ACTIVITIES AND ATHLETICS

Eligibility and Participation

Students participating in school-sponsored activities and athletics must meet applicable District and OSAA eligibility requirements. Under OSAA requirements, students must be enrolled and attending school regularly, have passed the required number of classes during the preceding semester, and be making satisfactory progress toward graduation. Additional eligibility requirements may apply. See the **Athletics** section of this Handbook for more information.

Students participating in an activity, club, or athletic team are expected to demonstrate good citizenship, regular attendance, and appropriate conduct. Coaches and advisors may establish additional participation expectations specific to their programs. Students are responsible for understanding and following applicable team, club, or activity expectations.



ATTENDANCE AT ACTIVITIES AND ATHLETIC EVENTS

When admission is charged and/or entry to an activity is controlled, students who have entered once will not be allowed to re-enter after they leave the event. All DHS students and fans will display sportsmanship in accordance with [OSAA standards](#) and conduct themselves appropriately at all activities.

GRADUATION CEREMONY

Participation in the graduation ceremony is optional and is limited to students who have satisfied applicable State and District graduation requirements. Participation is a privilege and may be denied based on disciplinary action or other applicable District requirements. Information regarding exceptions or special circumstances is available through the Counseling Center



ATHLETICS

Athletics play an important role at Dallas High School. More than 40% of our student population actively participates on one or more of the school's athletic teams. To be eligible to compete in an athletic program during the current school year a participating student will be responsible for paying the participation fee for the sports program they are participating in. In addition, athletes must have completed the online registration, have a current physical on file, a current ImPact test, and meet [OSAA academic eligibility standards](#).

ATHLETIC PROGRAMS

Fall: Volleyball, Football, Cross Country, Soccer, Cheerleading
Winter: Basketball, Wrestling, Swimming, Cheerleading, Dance
Spring: Softball, Baseball, Track, Tennis, Golf

Online registration is available at www.dhsdragonsathletics.org

You can register by clicking the Final Forms link at the top of the site. Parents will need to create the account with their information first. Once you've completed this, you will be directed to a different portal to start your student's registration. If your student is a returning athlete from last year, you will use the same log-in and password. If you have misplaced your information, please contact the Athletic office at 503-831-1976.

Please visit the [Dallas Dragons Athletics](#) site for more information on the teams available and see the game schedules on the Athletic Website or the OSAA Website.

ACADEMIC ELIGIBILITY REQUIREMENTS

Minimum Satisfactory Progress Requirements:

- OSAA credits required prior to Year 2: 4.5
- OSAA credits required prior to Year 3: 10.0
- OSAA credits required prior to Year 4: 17.0
- Note: This is not sufficient to graduate. Students need a minimum of 24 credits to graduate as outlined in the [Graduation Requirements Section](#) of this handbook.

All returning students who do not meet the Minimum Satisfactory Progress Requirements shown above need to enroll in and complete a credit recovery program during the summer in order to regain (or attempt to regain) their eligibility.

Students who are not "on track" to graduate are not eligible to participate in athletics during that school year.

Student-athletes who fall below the [OSAA academic eligibility standards](#) can have their eligibility revoked. The athlete may return to competition once they demonstrate they are passing five classes.



For more information, please visit the [Dallas Dragons Athletics](#) site.

ATHLETIC PARTICIPATION FEES

- Cheer: \$80 per season
- All other sports: \$160 per sport per season with a maximum of \$320 per individual student and \$480 per family
- Note: The fee for students on free or reduced-price lunches is reduced to \$35 per sport. Students must bring their free or reduced-price lunch award letters to the athletic office when registering.
- [Click here](#) for a link to all student fees (athletics, activities and electives included)

PHYSICALS

In accordance with state law, student athletes must complete a sports physical and ImPact test every 2 years. This generally includes Freshmen, Juniors, and all new athletes to the district. Students participating in a preseason activity connected to school-sponsored athletics should get a physical during the summer if they have not had one in the last two years. Should a physical expire during a season, the athlete must renew their physical prior to the start of that season.

The sports physical can be completed for free by a family doctor as part of an annual wellness visit or for a small fee at a variety of clinics. Please have the doctor complete the [OSAA School Sports Pre-Participation Examination Form](#) and turn it into the Athletic Office before the beginning of the sports season the student is participating in. **We cannot accept any other form!**

The ImPact test can be conducted online by going to the [ImPact website](#) and entering the following passcode: 46QHKP9XHT. Print out the email confirmation and return it to the Athletic Office.

SPECTATOR BEHAVIOR AT ATHLETIC EVENTS

OSAA Sportsmanship Statement: Interscholastic activities are an integral part of the educational curriculum and experience. High school activities promote the character development of participants, enhance the educational mission and promote civility in society. Therefore, student-athletes, coaches, spectators and all others associated with high school activities, programs, and events should adhere to the fundamental values of respect, fairness, honesty, and responsibility. Please visit the [OSAA site](#) for more information on Spectator Conduct.

ADMISSION CHARGES

- Adults: \$5
- Students: \$4
- Dallas HS students with a valid student body card: Free to home events (excludes league and state playoff games)
- Senior Citizens (60+): Free
- Children (6 & under): Free



TRANSPORTATION OF ATHLETES

Arrangements for all athletic travel will be made by the Athletic Director. School buses or activity buses will be used for team travel. Under no circumstances will students drive themselves or other participants. All athletes will travel to and from the contests on the team vehicle. Any exceptions must be approved in advance by the coach and the Athletic Director.



STUDENT LIFE

ASSEMBLIES

Student conduct during assemblies must meet the same standards as in the classroom. A student who does not abide by the [K-12 Code of Conduct](#) during an assembly will be subject to disciplinary action. Attendance at all assemblies is required unless prior administrative approval to leave school has been given.

ASSEMBLY OF STUDENTS

Dallas High School recognizes students' rights to assemble and express their views in accordance with Board policy and applicable law. Student demonstrations, assemblies, and gatherings conducted on school property must be scheduled and approved in advance by school administration and may not substantially disrupt the educational process, interfere with school operations, or create a threat to the safety of students, staff, or property.

Requests for student assemblies or demonstrations must be submitted to the principal or designee in advance and include any information requested regarding supervision, location, timing, and safety considerations. Students will be notified of the school's decision within a reasonable period of time. Please review policy [JFI Student Demonstrations and Petitions](#) with any questions.

BICYCLES, SCOOTERS, AND SKATEBOARDS

Students may use bicycles, electric bicycles (e-bikes), scooters, and electric scooters (e-scooters) for transportation to and from school in accordance with applicable state and local laws.

Bicycles and e-bikes must be parked in designated areas on school grounds. Bike racks are available for student use, and students are responsible for properly securing their bicycle or e-bike. Scooters and e-scooters must be secured or stored in a locker or a location designated or approved by the school.

For the safety of students, staff, and visitors, bicycles, e-bikes, scooters, e-scooters, skateboards, and similar recreational or transportation devices may not be ridden on school grounds during the school day or in areas or at

times designated by the school. Skateboards and other portable devices used for transportation to and from school must be stored in a locker during the school day.

Students are responsible for their personal transportation devices and for complying with applicable Oregon and local laws when traveling to and from school.

DISTRIBUTION OF MATERIALS

All aspects of school-sponsored publications, including newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. All non-school publications must be approved by a school administrator.



FIELD TRIPS

Field trips may be scheduled for educational, cultural, or other extra-curricular purposes. All students are considered “in school” while participating in district-sponsored field trips and will follow all school rules and regulations.

FUNDRAISING

Student organizations, clubs, or classes, athletic teams, outside organizations, and/or parent groups may occasionally be allowed to conduct fundraising drives. An application for permission must be submitted to building administrators before the event. Additional information is available from the main office.

INSURANCE

The district will make available to students a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is wanted) and for submitting claims through the district office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.

Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must have either purchased the student accident insurance or show proof of insurance.

LIBRARY

The library is open 24/7 [online](#)! The physical space is open from 7:30 a.m. to 4:00 p.m.. The library carries print books, eBooks, video, internet access, and subscription databases for research and leisure reading.

LOCKERS

Lockers will be issued when requested by students. If you would like to sign up for a locker, please contact Wendy Latta in the Main Office at Wendy.Latta@dsd2.org

Students should keep their locker combinations confidential. The lockers are the responsibility of the student to whom they are assigned and should be kept clean and free from inappropriate signs, pictures, slogans or anything which would damage them. Lockers must be emptied before leaving school for the summer. Although lockers are provided for the student’s personal storage, lockers may be searched at any time. For more information, please see the [Search and Seizure Section](#) of this handbook.

LOST AND FOUND

The “lost and found” is located in Cross Hall, near Room 103. Small items and items of high value will be stored in the main office. Anything left unclaimed after ten school days may be disposed of or donated to a non-profit



organization.

MESSAGES FOR STUDENTS & STUDENT PHONE CALLS

Messages for students from anyone but parents or guardians will not be accepted. Students who need to make outgoing calls can use the student phone in the attendance office or another office phone with permission.

LUNCH PROGRAM

Dallas School District is pleased to continue with our participation in National School Lunch and School Breakfast Programs called the Community Eligibility Provision(CEP) for the 2026-2027 school year. This means all enrolled students of DHS are eligible to receive a healthy breakfast and a healthy lunch at school at no charge to your household each day of the 2026-2027 school year.

For more information, please contact Robert Hantke at robert.hantke@dsd2.org

OPEN CAMPUS & FOOD DELIVERY

DHS has an open campus during lunch for students in grades 10–12. Freshmen must remain on campus during lunch. Open-campus privileges may be restricted or withdrawn by an administrator or at a parent's request.

Students who leave campus are expected to return on time and be prepared for their next class.

Third-party food deliveries (e.g., DoorDash) may only be received by students during lunch. Students may not leave class to receive a food delivery, and the school office or other staff will not accept or hold food deliveries for students.

Food deliveries must be arranged for **student pickup near the flagpole**. Students are responsible for meeting the delivery driver at that location during lunch. Delivery drivers should not enter the building or leave student orders at the school office or other locations on campus.

PARKING & TRAFFIC CODE

The Dallas High School Traffic Code sets forth regulations providing for the registration of vehicles, designation and posting of parking areas, and the assessment of reasonable fees for parking permits.

Enforcement will be through administrative and disciplinary sanctions including, but not limited to: progressive discipline such as detention, suspension, or expulsion in some cases. Staff, faculty, students, guests and visitors of the District are responsible for complying with the Traffic Code. They will be responsible for any violation of the Traffic Code in which a vehicle in their possession is involved, regardless of who the operator may be.

The District has entered into agreement to allow enforcement on campus premises of the current Oregon Vehicle Code and the Dallas High School Traffic Code by local and state law enforcement officers in the local circuit, justice or municipal courts ([ORS 332.445](#)).



Citations or warnings for violations of the Dallas High School Traffic Code may be issued on a form approved by the Superintendent, or designee, or on a form approved for enforcement in local, circuit, justice, or municipal courts. Citations issued for a violation of the Oregon Vehicle Code will be on a form approved for such purposes under [Chapter 153](#) of the Oregon Revised Statutes.

All students who drive vehicles to school are subject to parking and driving rules developed by school administration. Dallas High School administration requires all students parking vehicles on the High School campus to show evidence of the following when applying for a parking permit:

- That the student driving the vehicle holds a valid driver's license;
- That the vehicle is currently registered through the Oregon Department of Motor Vehicles;
- That the student driving the vehicle is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the State and;
- That the vehicle is in compliance with school rules by displaying the appropriate vehicle information sticker or permit as applicable.

Parking Permits

- Permits are required in all parking lots on campus Monday through Friday 7:00 AM through 4:30 PM.
- Parking permits are for one academic year (September through June) and are typically non-refundable; however, fees have been waived this year.
- Parking permits may be requested in the office. Students should request a permit only if they plan to use the parking space regularly as parking spaces are limited.
- Permits are required to be hung from the rearview mirror.
- Permit holders are responsible for knowing and obeying the regulations contained in the Dallas High School Parking & Traffic Code.
- Parking permits are issued to a vehicle. The vehicle owner is responsible for any parking violation regardless of who is operating the vehicle.

Manner of Parking

Parking of student vehicles is allowed only in areas designated as student parking by striping, signing or marking. Student parking in areas designated as "Staff" parking space is prohibited. The lack of an appropriate parking space is not an excuse for parking in violation of the Dallas High School. Vehicles shall not be parked in areas identified as restricted parking by signs, striping or marking, e.g., fire lanes, red zones, bus only, except with an appropriate permit. Vehicles shall be parked with the front of the vehicle facing the curb or other terminus of a parking space ('head-in' parking only, vehicles may not be 'backed-in').

- Vehicles may not be parked or driven on grass.
- Vehicles shall only park within the boundaries of a single parking space.
- Parking is permitted only in the designated parking spaces. Do not park in spaces designated "Reserved", "Visitor", or Chemeketa parking.



Parking for the Disabled

Only vehicles displaying a valid permanent or temporary disabled parking placard or permit, issued by a state Motor Vehicles Division, may park in a space designated by signs and/or marking as reserved for disabled persons. Parking in a van accessible aisle adjacent to a disabled parking space is prohibited. Citations may be issued at any time for violation of disabled parking regulations.

Violations

Vehicles parked in violation of the Traffic Code are subject to a citation or warning, in addition to progressive discipline when applicable. The citation may be issued on a form approved by Dallas High School or on a form by the state for local, justice or municipal court adjudications. Drivers of vehicles being operated in violation of the Oregon Vehicle Code may be issued citations that are processed through a local or state court. Vehicles parked in a manner that impedes the normal flow of traffic may be towed at the owner's expense. Vehicles abandoned on District property may be towed under [ORS 98.830](#). Students with 3+ violations are subject to having their parking privileges revoked and forfeiture of parking permit fee.

The origin of the citation form shall govern the applicable bail and enforcement mechanism. The bail for violations of the Oregon Vehicle Code, including a citation issued under [ORS Chapter 811](#) for unlawfully parking in a disabled parking space, is established by the state. Such citations, when issued on a state-approved form, are subject to enforcement in a local, circuit, justice or municipal court. The bail for Citations issued on approved Dallas High School forms will be \$10.00.

Miscellaneous

Riding bicycles is restricted to roadways and parking lots. Bicycles may not be ridden in pedestrian areas, except by Public Safety or law enforcement officers. The use of skates, roller blades, non-motorized scooters and skateboards are not permitted in pedestrian areas of the campus. Motorized wheelchairs and motor assisted scooters are allowed in pedestrian areas of campus, when operated in compliance with the Oregon Vehicle Code.

Vehicle Searches

Vehicles parked on District property are subject to applicable District rules regarding searches. When school officials have reasonable suspicion that a vehicle contains evidence of a violation of law, Board policy, or school rules, the vehicle and its contents may be searched consistent with applicable law and Board policy. See [Board Policy JFG-AR – Student Searches](#) for more information.

Appeals

Appeals of citations issued on a state-approved form are governed by the local or state court process. Appeals of citations issued on a Dallas High School approved form must be tendered in writing to the assistant principal's office.

For more information, please see the District's [Vehicle Use on District Property](#) and [Suspension of Driving Privileges](#) policies.



POSTERS

Before any posters, signs, etc. are hung in the building or on school property, permission must be obtained from a school administrator.

STUDENT BODY CARDS

A student body card will be given to each student on picture day. A \$30 charge for the ASB sticker is charged to obtain the ASB pass into events. This student body card must be carried during school hours and at all school activities. The card is to be surrendered to a member of the DHS staff when requested.



Attendance Expectations

ATTENDANCE, GRADES, AND CREDIT

Regular and punctual attendance supports academic success. Attendance and class participation may be considered when they are connected to the instructional goals and requirements of a course; however, attendance alone will not be used as the sole basis for reducing a grade or denying credit.

Grade reduction or credit denial based on attendance will not result from absences related to religious reasons, a student's disability, or excused absences as provided by District policy.

Teachers will communicate how attendance and participation relate to the instructional goals and grading expectations of their courses. Students whose grade is reduced or credit is denied because of attendance rather than academic performance will be provided applicable due process.

For additional information, see [Board Policy IKAD – Grade Reduction/Credit Denial](#).

ATTENDANCE PROCEDURE

Dallas High School students are expected to attend school regularly and to be on time to their classes. If a student is unable to attend school on a particular day, a parent/guardian is expected to notify the school by calling the attendance office at 503-831-1974 or by emailing the attendance secretary at: dhs.attendance@dsd2.org. If the student's parent/guardian does not notify the school, the student's parent must communicate with the attendance office within the next **three** school days to excuse the student's absence.

Examples of Excused Absences:

- Illness of the student
- Illness of an immediate family member
- Emergency situations that require the student's absence
- Field trips and school-approved activities
- Medical and dental appointments
- Religious observance
- Mental & behavioral health days (limited)
- Armed service dependent (may receive 7 days of excused absences if the member is on active duty or is called into active duty).

Examples of Unexcused Absences:

- Oversleeping/running late
- Missing the bus
- Senior Skip Day
- Personal grooming appointments (hair, nails, tanning, etc...)
- Vacations



Oregon law (ORS 339.065) sets limits on the number of days a school district can excuse a student's absences.

- **Excused absences** may be allowed for:
 - Illness, including mental or behavioral health needs of the student or a member of their family
 - Emergencies
 - Other reasons approved in advance by the school (examples above)
- **Maximum excused absences allowed:**
 - **Up to 5 days** (or 35 class periods) in a 3-month term
 - **Up to 10 days** (or 70 class periods) in a 6-month term

Once your student reaches these limits, **additional absences will only be excused if you provide additional documentation** (such as a doctor's note). You may request an appeal to a school administrator, who will decide whether more absences can be excused.

Important: The "10-Day Drop Rule"

If a student has **10 consecutive full-day absences**- regardless if excused or unexcused, Oregon law requires the school to withdraw them from enrollment. This means your student would no longer be considered enrolled and would need to be re-registered to attend.

Regular attendance is key to your student's success—please communicate with the school whenever your child is absent so we can support them in staying on track.

TRUANCY

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action such as detention, suspension, exclusion from extracurricular privileges, and/or closed campus.

When is a student / parent in violation?

- Unexcused Absences: Eight (8) unexcused one-half day absences or 28 period absences in any four-week period during which the school is in session.
- Excused Absences: Five (5) days or 35 period absences per 3-month term or ten (10) days or 70 period absences per 6-month term without pre-approval by an administrator. Absences beyond these limits will be considered and marked as unexcused.

For more information, please see the District's [Compulsory School Attendance](#) policy. For more information regarding discipline, please see the [Discipline Section](#) of this handbook.

TARDY POLICY

Students are required to be in class on time every day. When students are late to class, they must first go to the attendance office to get a tardy slip before reporting to class. Students who are frequently tardy will be subject to disciplinary action including detention, suspension, and exclusion from extracurricular privileges.



AUTOMATED ABSENCE NOTIFICATION SYSTEM

Automated phone calls for student absences go out twice each day. Data is entered into our system as soon as possible; however, we are not always able to process the large volume of absences prior to attendance call cutoff times. Therefore, you may receive an attendance call even though you have already reported an absence. All absences will be processed by the end of the day. Please check PowerSchool the day following the absence to confirm that the absence was marked correctly.

Please also note that teachers have until **the end of the period** to update attendance. When a student is tardy to class, teachers have often already taken roll prior to the student's arrival and attendance calls may have already gone out before a teacher has a chance to update the student's attendance. If you believe there is an error in attendance, please check PowerSchool and contact the classroom teacher to clarify any attendance issues.

PRE-ARRANGED ABSENCES

Prearranged absences should be coordinated through the attendance office. Please call 503-831-1974 or email dhs.attendance@dsd2.org to arrange this, especially if you plan to be gone longer than 10 consecutive school days.

RELEASE TIME FOR RELIGIOUS INSTRUCTION

Students in grades 9–12 may be excused from school to participate in religious instruction for up to **five hours during any school week**, as provided by Oregon law and District policy.

Students participating in religious release time must follow established school procedures for parent/guardian authorization, release from school, and return to campus. Students remain responsible for completing coursework and assignments missed during the release period.

For additional information, see [Board Policy JEF – Release Time for Religious Instruction](#).

CHECKING IN & OUT

Students who arrive late to school must check in at the attendance office, located in the main office. Students who must leave school during the day due to illness or other reasons must first report to the main office and check out with the attendance secretary. Parents/guardians may check their student out by phone, email, or in person at the main office.

REQUESTING HOMEWORK

Students who know in advance that they will be absent for non-school-related reasons should communicate with their teachers and make arrangements for missed assignments. Students are responsible for checking Canvas and communicating with teachers regarding assignments, deadlines, and other work missed during an absence.



Students will be provided a reasonable opportunity to make up work missed during an excused absence. Absence alone will not be used as the sole basis for reducing a student's grade. Work missed because of an unexcused absence will be addressed consistent with District policy and teacher/classroom expectations.

When a student will be absent for an extended period and is unable to coordinate directly with teachers, a parent may contact the attendance office for assistance collecting assignments. Please allow at least 24 hours for staff to coordinate requested work.

For students who are unable to attend school for more than two school days due to a school-imposed behavioral or disciplinary consequence, the attendance office will assist in coordinating access to assignments and missed schoolwork.



Academics

GRADING & EVALUATION

The following grading scales will be used to calculate a student's course grades and grade point average:

Course Grades will be calculated using the following scale:	Grade Point Averages (GPAs) will be calculated using the following scale:	GPAs for Advanced Placement courses will be calculated using the following scale:
A 90-100%	A (4.0)	A (5.0)
B 80-89%	B (3.0)	B (4.0)
C 70-79%	C (2.0)	C (3.0)
D 60-69%	D (1.0)	D (2.0)
F 0-59%	F (0)	F (0)

ASSESSMENT PROGRAM

Dallas School District administers state and local assessments to measure student progress, identify individual learning needs, and evaluate school and District programs.

As provided by Oregon law, students may annually opt out of statewide summative assessments. The District will provide students and parents with required notices, opt-out forms, and information regarding applicable deadlines. Students excused from participating will be provided supervised study time during testing.

Students are expected to follow all testing procedures and directions. Conduct that compromises the security, validity, or integrity of an assessment is prohibited and may result in disciplinary action.

For additional information, see [Board Policy IL – Assessment Program](#).

ACADEMIC INTEGRITY

Dallas High School values honesty, integrity, and the learning and skill development that occur through classroom assignments, research, assessments, projects, and other academic work. Students are expected to submit their own work, appropriately acknowledge information and ideas obtained from other sources, and follow teacher expectations regarding collaboration and the use of outside resources.



ARTIFICIAL INTELLIGENCE (AI)

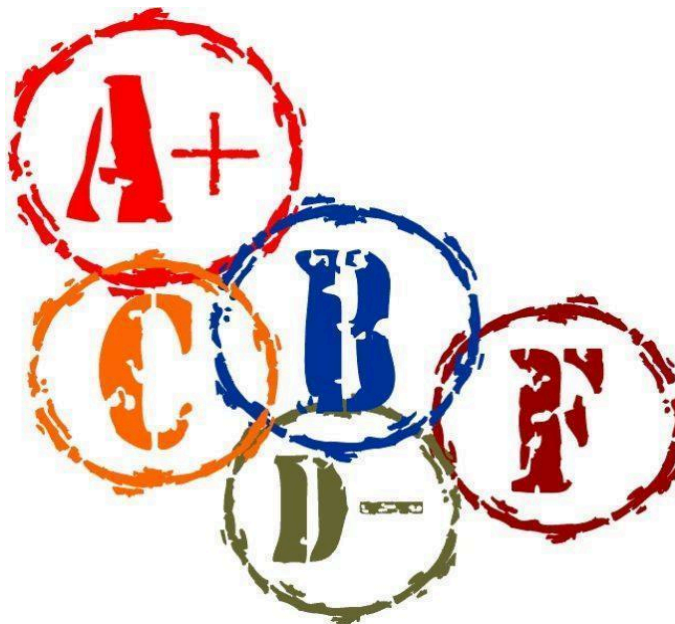
Artificial intelligence (AI) may be used to support learning when permitted by the teacher or as part of an approved curriculum. Teachers will establish expectations for whether and how AI may be used for an assignment. **If AI use is not expressly permitted, students should assume it is prohibited for that assignment.**

When AI use is permitted, students must follow teacher directions for acknowledging or documenting its use. AI should supplement a student's learning, not replace the student's own knowledge, understanding, and effort. Students remain responsible for the accuracy, originality, and appropriateness of all work they submit.

Using AI to cheat, complete work without authorization, circumvent learning, or generate content that is submitted or represented as the student's own work is a violation of academic integrity.

Violations of academic integrity, including unauthorized or inappropriate use of AI, may result in academic and/or disciplinary consequences consistent with the Student Code of Conduct and District policy.

For complete expectations regarding the use of artificial intelligence, see [Administrative Regulation IKJ-AR – Artificial Intelligence](#).



GRADUATION REQUIREMENTS

To earn a Dallas High School diploma, students must earn a minimum of 24 credits and satisfy all applicable State of Oregon and Dallas School District diploma requirements. Counselors and Advisory teachers are available to review transcripts, assist with academic planning, and help students remain on track for graduation. Students are responsible for monitoring their progress and successfully completing the requirements for their diploma.



Credit Requirements include:

STANDARD DIPLOMA	HONORS DIPLOMA	MODIFIED DIPLOMA
4 credits English 3 credits Social Science 3 credits Math – Algebra 1 and above 3 credits Science ½ credit Careers 2 ½ credits Applied Arts, Tech Ed, OR Second Language + 1 credit Health 1 credit Physical Education 6 credits Electives 24 credits - Standard Diploma	4 credits English 3 credits Social Science 3 credits Math – Algebra 1 and above 3 credits Science ½ credit Careers 2 ½ credits Applied Arts, Tech Ed, OR Second Language + 1 credit Health 1 credit Physical Education 8 credits Electives 26 credits – Honors Diploma	3 credits English – any level 2 credits Social Science – any level 2 credits Math – any level 2 credits Science 1 credit Applied Arts/Second Language/ Careers 1 credit Health 1 credit Physical Education 12 credits Electives 24 credits - Modified Diploma
Important Notes: *Beginning with the class of 2028 there will be different elective credit requirements which will include Personal Finance Education *The requirements for acceptance into the vast majority of 4-year colleges are above and beyond high school graduation requirements. Students need to plan carefully.	Additional Requirements: ▪ Specific course requirements (AP) ▪ 3.5 Cumulative GPA through 7th semester ▪ Education Plan and Profile ▪ College and Scholarship applications ▪ ACT, SAT, ASVAB, Compass or Asset exam	Additional Requirements: -IEP/504 Team meeting required

*Other Options:

- Extended Diploma - 12 Credits - IEP Students Only

Personalized Learning Requirements:

In addition to earning the required credits, Oregon students must complete the state's Personalized Learning Requirements. These include:

- **Education Plan and Profile** – an ongoing plan that helps students identify educational, career, and post-high-school goals;
- **Career-Related Learning Experiences** – experiences that connect classroom learning with career-related knowledge and skills; and
- **Extended Application** – an opportunity for students to apply and demonstrate knowledge and skills related to their educational and career interests.

Students complete these requirements throughout high school with support from school staff.



Essential Skills

Oregon identifies Essential Skills that students develop throughout their K–12 education. **The State Board of Education has suspended the requirement** that students separately demonstrate proficiency in the Essential Skills for purposes of earning a diploma through the 2027–28 school year. Students must continue to meet all other applicable graduation requirements.

Graduation requirements are established by the State of Oregon and Dallas School District and are subject to change. Students and parents are encouraged to review graduation progress regularly with their school counselor.

Current information about Oregon diploma requirements is available through the [Oregon Department of Education's Oregon Diploma website](#).

COURSE INFORMATION

Dallas High School offers a variety of courses and academic programs designed to support graduation requirements, college and career preparation, and individual student interests and goals.

The **DHS Course Catalog** provides current information regarding course offerings, descriptions, prerequisites, graduation requirements, academic pathways, and other course-specific information. Students are encouraged to review the Course Catalog and work with their counselor when planning their academic program.

Course offerings are subject to enrollment, staffing, scheduling, and other program considerations and may change from year to year.

Some courses may have associated fees for materials, activities, or other course-specific expenses. Current course fee information is available through the **DHS Course Fee Schedule**.

- [DHS Course Catalog](#)
- [DHS Course Fee Schedule](#)

PARENT/TEACHER CONFERENCES

Dallas High School provides opportunities for parent/teacher conferences during both the fall and spring. Conference dates are identified on the [District Calendar](#), which is shown in this Handbook.

Teachers will communicate with families regarding conference scheduling, and parents/guardians may schedule individual conferences with teachers as desired. Conference attendance is strongly encouraged when a student is earning a D or F, experiencing academic difficulty, or when there are other concerns about the student's progress.

Parents/guardians do not need to wait for scheduled conference dates to connect with school staff. Teachers, counselors, and administrators may be contacted throughout the school year through ParentSquare or by contacting the school.



PROGRAM EXEMPTIONS

The District may excuse a student from a state-required program or learning activity when necessary to accommodate a disability, religious belief, or for other reasons deemed appropriate by the District.

Requests must be made in writing and include the reason for the request and a proposed alternative learning activity that addresses the goals of the program, activity, or course. Requests may be submitted by a student's parent/guardian or by a student who is 18 years of age or older or is an emancipated minor. The District will determine whether credit will be granted for an alternative activity.

Requests related to a student's disability are addressed through the student's IEP process. Requests based on a religious belief should be submitted to the principal. The principal will act on the request within 10 days and notify affected parties in writing. A parent/guardian may appeal the principal's decision to the superintendent.

For additional information, see [Board Policy IGBHD – Instructional Program Exemptions](#).

HEALTH AND SEXUALITY EDUCATION

The District provides age-appropriate health and sexuality education in accordance with Oregon law and District curriculum. Instruction includes topics related to human sexuality, HIV/AIDS, sexually transmitted infections, and child sexual abuse prevention.

Parents may request that their student be excused from applicable portions of this instruction as provided by Oregon law. Parents should contact the school for information regarding curriculum, exemption procedures, and alternative learning activities.

For additional information, see [Board Policy IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education](#).

STUDENT SCHEDULES

Student schedules are available through the PowerSchool [Parent Portal](#) and on the Mobile App ([Apple](#) / [Android](#)). If you need assistance with your login information please contact Alexis Page in the Counseling Center at 503-831-1975 or by email at: alexis.page@dsd2.org. Once a complete schedule of classes has been assigned to a student, schedules will not be changed. If you need a schedule change for a missing period, computer error, or incorrect level placement, please contact the Counseling Center. New students may stop by the front office and pick up an enrollment packet anytime. Once we receive records from your previous school, we will contact you to schedule an appointment with a counselor.

DROPPING A CLASS

Students who drop or are removed from a class after the first ten (10) school days in a semester will be held responsible for the earned grade. Exceptions to this policy may be granted by an administration after consultation with the teacher for reasons such as inappropriate placement. Information on dropping a class is available in the Counseling Center.



ANIMAL DISSECTION

In courses that include animal dissection, a student or parent may request an alternative activity in place of participating in the dissection of an animal. The District will provide alternative materials and methods for learning the applicable course content, and a student will not be penalized for choosing an alternative.

For additional information, see [Board Policy INI – Animal Dissection](#).

INFORMATION FOR SENIORS

Early Graduation

You **MUST apply** to become an early graduate. See your counselor for an application and requirements before the end of your Sophomore year.

Legal Name on Diploma

The name on your diploma must be your legal name. Your transcript and diploma are legal documents, so names and spelling must be correct. See the registrar in the Counseling Center if a change needs to be made.

Rank in Class

Colleges want to know your rank. Your rank is where your GPA places you in relation to all other students in the same graduating class.

Valedictorians / Salutatorians / Honor Students

At the end of the 7th semester, Valedictorians, Salutatorians & honor students are determined through an internal process. Honor cords are given to DHS students who have a 3.50 (or better) and are presented at Senior Awards Night. Valedictorians and Salutatorians must maintain their GPA through the 12th week of their last semester. Salutatorians have an accumulative G.P.A. of 4.00. Valedictorians have an accumulative G.P.A. of 4.01 or higher.

Class Meetings

Senior class meetings are used to share important information, coordinate graduation-related activities, order caps and gowns, and make decisions about senior traditions such as the class motto and song. Seniors are expected to attend class meetings and participate in the planning process.

Senior Pictures for the Yearbook

Seniors may submit a professional or personal photograph for inclusion in the yearbook. If a photo is not submitted, the student's school picture will be used.



Senior photos must:

- Be submitted by **February 1**;
- Clearly show the student's face;
- Be portrait-oriented and approximately **2 inches wide by 3 inches tall**;
- Have a minimum resolution of **300 dpi**;
- Not include props; and
- Not contain inappropriate images, language, messages, or other content on clothing or in the background.

Photos that do not meet these requirements may not be accepted for publication. For any questions or more information, reach out to our yearbook advisor at Rory.Lassetter@dsd2.org

Announcements, Caps, & Gowns

Jostens will take orders in the Fall. A cap and gown are required to participate in the ceremony in June, but students do NOT have to buy announcements. The approximate cost for a cap and gown is between \$30-\$60.

YOU MUST ORDER ON TIME! [Order online](#) or contact Jostens at 503-723-8006. The counseling center has a limited number of graduation gowns available for rent if you cannot purchase a gown. Please see the counseling center for more information.

Senior Awards Night

This is held on an evening in May for seniors and parents where scholarships and honor cords (3.5 GPA) are presented. DHS Graduates routinely earn impressive amounts of scholarship and recognition each year. Valedictorians and students who have earned Honor Diplomas, music awards, athletic awards, and/or participated in OSAA activities are recognized. Additionally, attendance is required for all local scholarship recipients.

SPECIAL EDUCATION

Dallas School District has a special education program for students who have a learning disability and are falling behind in their academic progress. If you have questions about whether you or your child qualify for this special program, or if you have an I.E.P. and feel you or your child is not being served well, contact the building principal,

Tim Larson at 503-623-8336 or tim.larson@dsd2.org or Pam Lybarger, Director of Special Education, at 503-623-5594 or pam.lybarger@dsd2.org

For more information regarding special education, please see the District's [Special Services](#) site. For information about the District's use of Restraint and Seclusion, please see the District's [Use of Restraint and Seclusion policy](#) and [Use of Restraint and Seclusion Administrative Rule](#).



TALENTED AND GIFTED PROGRAM

To serve academically talented and intellectually gifted (TAG) students in grades 9 -12, an identification process is conducted annually. Parents, students, and teachers who have concerns or questions should contact the DSD TAG Coordinator, Todd Baughman, at todd.baughman@dsd2.org.

For more information regarding the Talented and Gifted program, please see the District's [Special Services](#) site.

CAREER AND TECHNICAL EDUCATION (CTE)

Dallas School District No. 2 offers Career and Technical Education (CTE) Programs in Agriculture Science and Technology and Engineering Technology. Admission to these programs is based on availability of classes. It is the policy of Dallas School District No. 2 not to discriminate on the basis of race, color, national origin, sex or handicap in its CTE programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

ALTERNATIVE LEARNING OPTIONS

Several [alternative education](#) programs are available to help students successfully complete their high school education. A summary of each option is provided below and more information is available in the Counseling Center.

Dragon Academy

Dragon Academy is a voluntary alternative program that allows students to work at their own pace through one or more courses in an alternative setting. Classes are loaded on Edmentum, our online learning platform. Edmentum has a course catalog that broadly aligns with the DHS Course Catalog. Students can be scheduled into Dragon Academy for any number of periods. Dragon Academy students maintain access to all the services offered at DHS, including comprehensive school counseling and elective courses.

Morrison Alternative School

Morrison Alternative School is a diploma program for students in grades 10-12, with considerations made for second semester freshmen, who are credit deficient or who need an alternative learning environment. Applications are available on the Morrison campus and at DHS. It is recommended that students who wish to attend Morrison bring a good attendance record and some high school credits. For more information, please contact the Morrison campus at 503-623-8480 or your DHS school counselor.

Correspondence Courses/Online/Distance Learning for Credit

If your goal is to make up credits for classes that you have failed or simply to earn as much credit as possible in a shorter amount of time, there are many accredited organizations that offer high school credit through classes done online or through the mail. This credit will be at the student's own expense. Dallas High School will accept



credit earned through accredited learning institutions only. The student must provide the Counselor with an official transcript and proof of accreditation.

GED Options

Students must be at least 16 years old, have parent/guardian permission, and possess a government-issued photo ID to pursue a GED. Students may complete GED preparation courses through Edmentum, the district's online learning platform. While the preparation courses are available through the district, students are responsible for paying all GED testing fees. An earned GED may translate into credits for students who return to high school to work toward a diploma.

Summer School

DHS often offers a program of credit recovery during a limited time span in the summer. Students can access the online program from their home and in-person sessions are often offered as well. There may be a tuition cost. Contact the Counseling Center for more information and availability.

ACCELERATED LEARNING OPTIONS

DHS offers an Honors Diploma, Advanced Placement courses, College Credit Now through Chemeketa Community College, and the Willamette Promise dual credit program to provide opportunities for accelerated learning and advanced coursework. A summary of each option is provided below. More information is available in the [DHS Course Catalog](#) and the Counseling Center.

Advanced Placement Courses

DHS offers Advanced Placement (AP) courses that allow college credit to be earned at Oregon University System schools after achieving a 3 or above on the AP exam that is offered each spring. Please note that private colleges accept community college credit and AP test scores at their discretion. Teacher approval is required to take AP courses. [A fee is required to take each AP exam.](#)

College Credit Now Courses

Students can earn high school and college credits simultaneously (dual credit) through a partnership with Chemeketa Community College (CCC). Students pay a fee to receive college credit for courses taken at the high school. Be aware that community college is based on quarters rather than semesters; therefore, the grading periods are different for CCC than they are at DHS. The college grade, which **permanently** appears on the college transcript, may be different from the DHS semester grade.

To take a class at Chemeketa Community College (CCC), students must be 16 years old with a GPA of 3.0 or higher and have parent and counselor signatures on the CCC Release Form. The Release Form is in the Counseling Center. Registration forms are available from the class instructors. For more information, contact our Counseling Center or CCC at one of the following phone numbers:

- Chemeketa Dallas Campus.....503-623-5567
- Chemeketa Salem Campus.....503-399-5206



Willamette Promise Courses

Students can earn high school and college credits simultaneously (dual credit) through a partnership with Willamette Promise. Students pay a one-time yearly fee of \$30 to receive college credit from Western Oregon University for courses taken at DHS. A copy of your transcript and a letter of recommendation from a teacher or counselor may be required. More information is available in the Counseling Center.

Expanded Options:

The Expanded Options Program allows eligible Dallas High School juniors and seniors to take approved Chemeketa Community College courses while remaining enrolled at DHS. Through the program, tuition, books, and required materials are covered for qualifying courses that support a student's graduation requirements, educational goals, or career interests. Participation requires students to meet eligibility, placement, and approval requirements, and applications must be completed each term. Students interested in exploring Expanded Options should meet with their school counselor to discuss whether the program is a good fit and to obtain application materials.

DHS Honors Diploma

The Honors Diploma is a 26-credit diploma earned through a planned program of study that exceeds the State of Oregon's standards. A portfolio and 3.5 GPA are required to qualify. See the Counseling Center for more information.

Student Support Services

SCHOOL COUNSELING AND STUDENT SUPPORT

Dallas High School counselors support students with academic planning, graduation requirements, course selection, postsecondary planning, and personal or social concerns. Students and parents are encouraged to work with counselors throughout high school to review progress toward graduation and explore educational, career, and training opportunities after high school.

Counselors can assist students with:

- Course planning and graduation requirements;
- College, university, trade, apprenticeship, military, and career exploration;
- Postsecondary applications, financial aid, scholarships, and testing information;
- Academic concerns and school-related problem solving;
- Social, emotional, family, or personal concerns; and
- Connecting students and families with appropriate school or community resources.



SCHOOL-BASED MENTAL HEALTH SERVICES

Through a partnership with **Polk County**, Dallas High School provides access to a school-based mental health therapist on campus several days each week. This partnership provides students with additional access to mental health support beyond the services provided by school counselors.

Students or parents interested in learning more about school-based mental health services, including availability and how to access services, should contact the Counseling Center.

Counseling and mental health information is handled in accordance with applicable law, professional responsibilities, and student safety requirements. Confidentiality may be limited when disclosure is required by law or necessary to protect the safety of the student or others.

For additional information about the District's school counseling program, see [Board Policy IJ – School Counseling Program](#).

STUDENT SUICIDE PREVENTION

Dallas School District maintains a comprehensive [Student Suicide Prevention, Intervention, and Postvention Plan](#) to support student safety and well-being. The plan establishes District procedures for prevention, identifying and responding to students who may be at risk, connecting students and families with appropriate supports, and responding following a suicide or suicide attempt.

Students who are concerned about themselves or another student are encouraged to tell a school counselor, administrator, or other trusted staff member as soon as possible. DHS staff are trained to connect students with appropriate school and community supports. The District's plan specifically provides that staff who reasonably believe a student may be at risk report the concern to designated staff or an administrator.

The District's [Student Suicide Prevention, Intervention, and Postvention Plan](#) is available on the District website and upon request from the school or District office.

For additional information, see [Board Policy JHH – Student Suicide Prevention](#).

STUDENTS EXPERIENCING HOUSELESSNESS

Dallas School District provides students experiencing houselessness full and equal access to education and school services in accordance with the McKinney-Vento Homeless Assistance Act, Oregon law, and District policy.

Eligible students have the right to **immediate enrollment**, even when academic records, medical or immunization records, proof of residency, or other documents normally required for enrollment are not immediately available.

Depending on the student's circumstances and best interests, a student may have the right to remain enrolled in their **school of origin** and receive transportation to that school. Students experiencing houselessness are also entitled to access educational programs and services for which they are otherwise eligible.



Students and families experiencing temporary or unstable housing—including staying with others because of loss of housing or economic hardship, or living in a motel, shelter, vehicle, campground, or other temporary setting—are encouraged to contact the District's McKinney-Vento Liaison, Todd Baughman, at Todd.baughman@dsd2.org, for assistance with enrollment, transportation, school stability, and access to educational and community resources.

Students and families also have rights when there is a disagreement regarding eligibility, enrollment, or school placement. The District's McKinney-Vento Liaison can provide information and assistance with the dispute-resolution process.

For additional information, contact the District's McKinney-Vento Liaison or see [Board Policy JECBD – Students Experiencing Homelessness](#) and [Administrative Regulation JECBD-AR](#).

STUDENT EDUCATION RECORDS

Student education records are records directly related to a student and maintained by the District. Education records are confidential and protected from unauthorized access, inspection, or disclosure. Access to and release of education records will be handled in accordance with state and federal law and District policy.

Personally identifiable information from a student's education records will not be disclosed without authorization from the parent/guardian or eligible student, except when disclosure is permitted or required by law.

ACCESS TO EDUCATION RECORDS

Parents/guardians of students under age 18 generally have the right to inspect and review their student's education records. These rights transfer to the student when the student turns 18 or otherwise becomes an eligible student as provided by law.

Both parents generally retain access to the education records of a student under age 18 unless the District has been provided with a court order, parenting plan, state law, or other legally binding document that specifically limits those rights.

Parents/guardians and eligible students may request to inspect or obtain copies of education records in accordance with District procedures.

PERMANENT RECORDS

A student's permanent education record includes information required by state law, including:

- Student's full legal name;
- Name and address of the educational agency or institution;
- Student's date of birth;
- Name of parent(s)/guardian(s);
- Date of entry into school;



- School(s) previously attended;
- Courses taken and grades received;
- Information documenting progress toward state academic standards, including applicable Oregon State Assessment results;
- Credits earned;
- Attendance; and
- Date of withdrawal from school.

Personal working notes or memory aids maintained solely by an individual staff member and not shared with others are generally not considered part of the student's education record as provided by law.

DIRECTORY INFORMATION

Certain information contained in a student's education record is designated by the District as directory information and may be released without prior written consent when permitted by law and District policy.

Dallas School District designates the following as directory information:

- Student's name;
- Student's photograph;
- Major field of study;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Dates of attendance; and
- Degrees, diplomas, honors, or awards received.

Parents/guardians, students age 18 or older, and emancipated students may request that the District withhold any or all designated directory information. A written request must be submitted to the principal **within 15 days of the District's annual public notice**.

Federal law also requires the District, upon request, to provide certain information about secondary students to military recruiters and institutions of higher education unless the parent/guardian or eligible student has requested that the information be withheld. Requests to withhold this information must also be submitted in writing to the principal within 15 days of the annual public notice.

A student's Social Security number and student identification number are **not** directory information. In accordance with state law, the District will not disclose personal information for the purpose of enforcement of federal immigration laws.

For additional information, see [Board Policy JOA – Directory Information](#).

SOCIAL SECURITY NUMBERS

Providing a student's Social Security number is voluntary. When the District requests a Social Security number, the parent/guardian or eligible student will be informed of the purpose for which it will be used. A student will not be denied educational rights or services for declining to provide a Social Security number.



REVIEW AND CORRECTION OF RECORDS

Parents/guardians and eligible students may request correction of an education record they believe is inaccurate, misleading, or otherwise violates the student's privacy or other rights.

If the District declines to amend the record, the parent/guardian or eligible student may request a hearing in accordance with District procedures. Additional appeal and complaint rights may apply, including the right to file a complaint regarding an alleged violation of the **Family Educational Rights and Privacy Act (FERPA)** with the U.S. Department of Education's Student Privacy Policy Office.

TRANSFER OF EDUCATION RECORDS

When a student enrolls in another educational agency or institution, the District will transfer requested education records as permitted or required by law. The District will also request records from a student's previous educational agency when the student enrolls in Dallas School District.

Parents/guardians should notify the school when a student is withdrawing or transferring to another school so that enrollment and records-transfer procedures can be completed.

For additional information, see [Board Policy JO/IGBAB – Education Records/Records of Students with Disabilities](#) and [its accompanying administrative regulation](#).

REQUESTING TRANSCRIPTS

To request your transcript, please fill out a Transcript Request Form and return it by mail, email, or in-person to the Counseling Secretary, Alexis Page (alexis.page@dsd2.org). You can find the form [here](#) or in the counseling center.



Post-Secondary Planning

TECHNICAL SCHOOLS & TRADE SCHOOLS

Career & Technical Education

A career and technology-based education (CTE) helps students achieve more than an academic education. CTE can give students what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE courses help students see how their school experience applies to the needs of employers. Our goal for every CTE student at Dallas High School is to graduate with meaningful skills and competencies that allow them to enter the workforce immediately upon graduation in the most sought-after technical career fields. Dallas High School has eight approved CTE Concentrator programs of study: Agriculture, Culinary, Media Arts, Health Sciences, Engineering, Business Management, Education, and Theatre Tech. We also offer the opportunity for advanced industry certification and internships, as well as memberships in professional student organizations. See the [DHS Course Catalog](#) for more information.

Private institutions (Examples: [Northwest Culinary Academy](#), [Northwest Nanny Institute](#), [Pilchuck Glass-Blowing School](#), [Phagans' Beauty School](#), [BCTI Business College](#), [Airline Pilot Training Flight School](#) etc...)

- Generally, private technical schools and trade schools are more expensive than community college, but are often completed in a shorter amount of time.
- These schools primarily offer certificate programs that lead to a trade, business, or technical career (although sometimes an associate or a bachelor's degree is available).
- Usually take course work focused only on the area of interest.
- Generally, cannot transfer credits or programs to a 4-year institution.
- Generally, a smaller campus with fewer activities and fewer numbers of programs offered; often no housing provided.
- State and federal financial aid is sometimes available and FAFSA is often accepted, but not always. Often the school offers its own loan programs.
- Tutoring, remedial or special education help is sometimes available. In general, there are fewer services and supports available.
- Generally strong placement services; often there are direct ties to the industry. Many times, it is advertised that job placement is "guaranteed".
- Fill out application online (don't forget to fill out the school's scholarship & financial aid applications)
 - o Meet with representative
 - o Take placement test if required
 - o Many require portfolios, work samples or auditions

Apprenticeship Programs

Apprenticeship programs combine paid on-the-job training with classroom instruction to prepare workers for highly-skilled careers. For more information on the apprenticeship opportunities available in Oregon, see the [Bureau of Labor & Industries \(BOLI\)](#) site.



MILITARY SERVICE

Military service may provide opportunities for career and technical training, education, leadership development, travel, and other benefits. Opportunities and benefits vary by branch, component (Active Duty, Reserve, or National Guard), occupation, length of service, and individual eligibility.

Depending on the pathway selected, opportunities and benefits may include:

- Career, technical, and professional training;
- College tuition assistance and education benefits, including GI Bill benefits for eligible service members and veterans;
- Industry-recognized credentials, certifications, and apprenticeship opportunities;
- Opportunities to earn college degrees while serving or following military service;
- Officer commissioning opportunities through ROTC, a service academy, or other officer training programs;
- Military pay and opportunities for advancement;
- Health and dental benefits;
- Paid leave for active-duty service members;
- Retirement savings and, for qualifying career service members, military retired pay;
- VA home loan benefits for eligible service members and veterans; and
- Travel and assignments in locations throughout the United States and abroad.

Benefits and service commitments vary considerably. Students considering military service are encouraged to research individual service branches, speak with recruiters, and discuss their plans with a school counselor and parent.

FEDERAL SERVICE ACADEMIES

The federal service academies provide highly selective undergraduate education and prepare students to serve as commissioned officers. Admission requirements and service commitments vary by academy.

- **U.S. Military Academy (West Point)** – West Point, New York
- **U.S. Naval Academy** – Annapolis, Maryland
- **U.S. Air Force Academy** – Colorado Springs, Colorado
- **U.S. Coast Guard Academy** – New London, Connecticut
- **U.S. Merchant Marine Academy** – Kings Point, New York

Most service academies require applicants to obtain a nomination from an authorized nominating source. **The U.S. Coast Guard Academy does not require a congressional nomination.** Students interested in a service academy should begin researching admission requirements early in high school.

CONSIDERING MILITARY SERVICE

Military service involves a significant commitment. Students considering enlistment are encouraged to learn about multiple branches and career options, ask questions, understand the terms of any commitment, and carefully review documents before signing.



Students under age 18 generally need parent/guardian consent to enlist. Students and families are encouraged to participate together in conversations with military recruiters.

ASVAB

The **Armed Services Vocational Aptitude Battery (ASVAB)** is used by the military as part of determining enlistment eligibility and qualification for military occupations and training. ASVAB scores are one of several factors that may affect the opportunities available to an applicant.

The ASVAB is offered at DHS. For information about upcoming testing opportunities, contact **CTE Coordinator Bill Masei** at bill.masei@dsd2.org or speak with a military recruiter.

EDUCATION AND COMMISSIONING OPPORTUNITIES

A variety of military education programs may be available, including tuition assistance, GI Bill benefits, ROTC programs and scholarships, service academies, and other education and training opportunities. Some programs provide educational assistance in exchange for a future military service commitment.

Eligibility, financial benefits, and service obligations vary considerably by program and branch. Students should carefully review the requirements of any program they are considering.

Ask questions. Compare options. Understand your service commitment. Get important promises or guarantees in writing before signing an enlistment or service agreement.

COLLEGES & UNIVERSITIES

COMMUNITY COLLEGES

Community colleges offer a variety of pathways after high school, including transfer programs, associate degrees, career and technical education, certificates, apprenticeships, and other workforce training.

Oregon community colleges include **Chemeketa Community College, Linn-Benton Community College, Lane Community College, Central Oregon Community College**, and others. Students may also choose to attend community colleges outside Oregon.

WHY CONSIDER A COMMUNITY COLLEGE?

Community colleges may offer:

- Lower tuition and overall costs than many four-year colleges and universities;
- Associate degree and certificate programs;
- Career and technical programs that prepare students for employment in specific fields;
- Apprenticeship and other workforce-training opportunities;
- Courses and degrees designed for transfer to four-year colleges and universities;

▪ DALLAS HIGH SCHOOL STUDENT HANDBOOK ▪ 2026-2027 ▪



- Smaller classes and access to academic and student support services; and
- Flexible scheduling, including online, evening, and part-time options at many institutions.

Program availability, admission requirements, housing, student activities, and support services vary by college.

DEGREES, CERTIFICATES, AND TRANSFER

Community colleges offer several types of programs, including:

Transfer Programs – Students may complete coursework or a transfer degree before continuing at a four-year college or university. Oregon offers statewide transfer degrees and other transfer pathways designed to help students transfer credits to Oregon public universities.

Associate Degrees – Generally require approximately two years of full-time study and may prepare students for employment, further education, or transfer.

Career and Technical Programs – Prepare students for specific occupations and may lead to an Associate of Applied Science degree or other credential.

Certificates – Focused programs that develop skills for a particular occupation or field. Program length varies considerably.

Students planning to transfer should work closely with an academic advisor to ensure that courses will meet the requirements of their intended college, university, and major.

ADMISSION AND PROGRAM REQUIREMENTS

Community colleges generally provide broad access to students, but admission to the college does not guarantee admission to every program. Some career and technical, health-care, public-safety, and other specialized programs have additional prerequisites, application processes, or limited enrollment.

Students should review the requirements for their intended program and meet with a college advisor before registering for courses.

FINANCIAL AID AND OREGON PROMISE

Students attending community college may qualify for federal, state, institutional, and private financial aid. Students should complete the **FAFSA or ORSAA**, as applicable, and review scholarship and grant opportunities.

The [Oregon Promise Grant](#) may help eligible recent Oregon high school and GED graduates with tuition at an Oregon community college. Oregon Promise has specific eligibility requirements and application deadlines, and students generally must apply during their senior year.

Students interested in Oregon Promise should review current requirements through [Oregon Student Aid](#) and work with the DHS Counseling Center to ensure application deadlines are met.



GETTING STARTED

Students considering community college should:

1. Explore colleges and programs that match their educational and career goals.
2. Review admission and program-specific requirements.
3. Apply directly to the college.
4. Complete the FAFSA or ORSAA and apply for scholarships and other financial aid.
5. Complete any required placement or advising process.
6. Meet with an academic advisor to develop an educational plan.

Information about community colleges, programs, applications, financial aid, and transfer opportunities is available through the **DHS Counseling Center** and individual college websites.

FOUR-YEAR COLLEGES AND UNIVERSITIES

Four-year colleges and universities offer bachelor's degree programs in a wide variety of academic and professional fields. Admission requirements vary considerably by institution, so students should begin exploring colleges and planning their high school coursework early.

PREPARING FOR COLLEGE ADMISSION

Students considering a four-year college or university should:

- Complete a rigorous high school program that meets the admission requirements of the colleges they are considering;
- Maintain strong academic performance throughout high school;
- Research admission requirements, application deadlines, majors, costs, and financial aid for each institution;
- Complete college applications and any required essays or supplemental materials;
- Request transcripts and recommendations when required;
- Complete the **FAFSA or ORSAA**, as applicable, and apply for scholarships and other financial aid; and
- Work with their school counselor to ensure they are on track for both graduation and college admission.

Some colleges may have additional requirements for particular majors, honors colleges, scholarships, or selective programs.

SELECTIVE COLLEGES AND UNIVERSITIES

Highly selective institutions generally consider the strength of a student's high school coursework in addition to grades and other application materials. Students considering selective colleges are encouraged to take challenging courses appropriate to their abilities, which may include advanced coursework in English, mathematics, science, social studies, world languages, Advanced Placement (AP), and college-level courses.

Application requirements may include essays, letters of recommendation, extracurricular activities, portfolios, interviews, or other supplemental materials. Requirements vary by institution.



Many colleges and universities are **test-optional**, meaning SAT or ACT scores are not required for admission. Testing policies vary, however, and students should review the current requirements of each college they are considering.

COLLEGE ATHLETICS

Students interested in participating in NCAA athletics should discuss their plans with their counselor early in high school. NCAA eligibility requirements are separate from DHS graduation requirements and include specific requirements regarding approved core courses and academic performance.

Students planning to compete at an NCAA college or university should register with the [NCAA Eligibility Center](#) and review current eligibility requirements.

FINANCIAL AID AND SCHOLARSHIPS

Students should complete the **FAFSA or ORSAA**, as applicable, to be considered for federal and/or state financial aid and many institutional aid programs. Colleges may also require additional financial aid information or applications.

Students are encouraged to apply for institutional, state, local, and private scholarships. Information about DHS and local scholarship opportunities is shared with seniors through the Counseling Center and school communication systems.

WESTERN UNDERGRADUATE EXCHANGE (WUE)

The [Western Undergraduate Exchange \(WUE\)](#) provides reduced tuition opportunities at participating public colleges and universities in western states and U.S. territories.

WUE participation and eligibility vary by institution. Some colleges limit WUE awards by major, academic qualifications, number of available awards, or application deadline. Admission to a participating college does not automatically guarantee WUE tuition.

Students interested in WUE should research participating institutions and current eligibility requirements through the **Western Interstate Commission for Higher Education (WICHE)** and the individual college or university.

Information and assistance with college exploration, applications, financial aid, scholarships, and postsecondary planning are available through the **DHS Counseling Center**.



Myths About College

Myth #1: I have to know my major before I start college.

Nope! The truth is, most college students change their major once or twice before landing on the right one. And after graduation, people change careers **three to five times** in their lifetime. It's okay not to have your whole future figured out right now. Sure, having some goals and interests helps, but locking yourself into one specific path too early can actually limit your options. College is often the place where you *discover* your passions. Go in with an open mind, explore your interests, and don't stress if you're unsure at first. And remember — while college isn't the right choice for everyone, having education or training beyond high school can often open a lot more career and financial opportunities.

Myth #2: I can't afford a private or "expensive" college.

Don't rule it out just because of the sticker price. Many private schools offer generous financial aid packages — sometimes even more than public universities. Why? Because they want a diverse group of students and are often backed by donations, businesses, and alumni support. Colleges are like businesses: without students, they can't operate. That means they often work hard to make it financially possible for you to attend. The cost might still be out of reach in the end, but you might be surprised at how affordable it becomes once you explore all your options for scholarships, grants, and aid. **Bottom line: Apply first, worry about the numbers later, when accepted.**

Myth #3: My grades or test scores aren't good enough to get into a 4-year school.

Grades and test scores matter, but they aren't the *only* thing colleges look at. Admissions teams consider the **whole student** — your activities, leadership roles, volunteer work, and unique experiences. Even if you don't meet every entrance requirement, many schools offer **conditional acceptance**. That might mean you take a specific class, keep your GPA up during freshman year, or do a short summer program before starting. And here's a pro tip: You can always start at a community college, meet the requirements, and then transfer to a 4-year school. In Oregon, just **two terms** (about six months) at community college could qualify you to transfer to a state university — and you'll save money along the way.

How to Stand Out to Colleges

Challenge yourself academically.

- Take advanced or college-level courses when you can — colleges love to see you going beyond the basics.
- Aim for 4 years in core subjects, and if you're a senior, keep at least 6 classes with 3 rigorous academic courses.
Maintain a solid GPA (3.0 or higher is the usual minimum for many 4-year schools).



Be involved.

- Join clubs, take on leadership roles, volunteer, play sports, or get involved in your community.
- Keep track of awards, leadership positions, and work experience — these can go right on your resume for applications.

Show commitment.

- Colleges want students who are well-rounded, motivated, and willing to put in the effort both in and out of the classroom.

Testing

Advanced Placement Test (AP Tests)

Subject tests given to juniors & seniors in May. If you are taking an AP course, you will be preparing for the exam. The exam is optional. College credit can be earned and/or college requirements waived (depending on score and the college). Approximate cost is \$99.00. See your AP teacher for more information.

Note: Every college has different requirements for tests. Check with EACH school to be sure. Also, registration for the ACT and the SAT is done WEEKS in advance of the test. Check in the Counseling Center for those important deadlines.

College Admission Tests

Some 4-year institutions (public & private) still require entrance exams, either the SAT or the ACT. It will help to take the PSAT (a practice SAT offered at DHS every October) or an SAT prep program but the best overall preparation for these exams is to take a full load of rigorous courses throughout high school. There are many computer programs available in the Salem bookstores and in any public library as well. It is well worth the time and/or expense to prepare yourself as much as possible for doing well on these tests.

Preliminary Scholastic Aptitude Test (PSAT)

Given at DHS every school year and offered to all sophomores free of charge. The PSAT is highly recommended for all juniors. There are 3 reasons to take a PSAT. The PSAT is a replica of the actual SAT and an excellent practice tool. It automatically enters your JUNIOR student in the National Merit Scholarship Qualifying competition (NMSQT). It allows colleges to send your student (with his/her permission) information about programs your student identified as interests. The cost is about \$18.00. Allow 5–6 weeks for scores to return.

Scholastic Aptitude Test (SAT 1 Reasoning Test)

Required to be accepted into some 4-year colleges and universities nationwide- check the admissions site of the school(s) you're interested in to see if there is a score requirement. It is a 3-hour, primarily multiple choice test that measures verbal, writing and mathematical reasoning abilities that develop over time. The test costs about \$68.00. It is offered 7 times a year, September through June. McKay and West Salem High Schools are usually the closest testing sites. Go to www.collegeboard.com for the SAT.

American College Test (ACT)



An alternative to the SAT I. Many Eastern and private schools require the ACT- check the admissions site of the school(s) you're interested in for a score requirement. The ACT covers English, Math, Science and Social Studies. The cost is about \$68.00. It is offered 6 times a year, September through June. The closest testing sites are Chemeketa's main campus and Sprague High School in Salem. Go to www.actstudent.org for the ACT

NCAA ELIGIBILITY

Students planning to participate in NCAA athletics should become familiar with NCAA academic eligibility requirements early in high school. NCAA eligibility requirements are separate from DHS graduation requirements and may affect course selection.

Students intending to compete at an NCAA Division I or Division II school should create an account with the [NCAA Eligibility Center](#) and complete the appropriate academic and amateurism certification requirements.

Students are encouraged to work with their school counselor to ensure they are completing NCAA-approved coursework and meeting current eligibility requirements.

Register and review current requirements at [NCAA Eligibility Center](#) and reach out to our Athletic Director, Ron Snively, at ron.snively@dsd2.org

NCAA and Online Coursework

Students planning to participate in NCAA athletics should carefully consider course selection, including online, virtual, credit recovery, and other nontraditional coursework. **Not every course that earns Dallas High School graduation credit will necessarily meet NCAA core-course requirements.**

Online and other nontraditional courses may qualify as NCAA-approved core courses when they meet NCAA requirements. Before enrolling in a course for the purpose of meeting NCAA eligibility requirements, students should verify that the course is approved by the NCAA Eligibility Center.

Students considering NCAA Division I or Division II athletics are strongly encouraged to work with their school counselor when selecting courses and to regularly review their NCAA eligibility status.

Current approved courses and eligibility information are available through the [NCAA Eligibility Center](#).

Financial Aid & Scholarships

FAFSA

The Free Application for Federal Student Aid applies to the majority of 2-year and 4-year colleges and universities, public or private, trade schools, business & beauty colleges. If a student wishes ANY financial aid of ANY kind (regardless of family income), this form must be submitted. It can be done at no cost, online and submitted, typically, after October 1st. Go to studentaid.gov Don't miss Financial Aid Night in the Fall to learn more about the FAFSA.



CSS PROFILE

Some colleges and scholarship programs require the CSS Profile in addition to the FAFSA or ORSAA when determining eligibility for institutional financial aid. Not all colleges require the CSS Profile.

Students should check the financial aid requirements and deadlines for each college to which they are applying. There is a fee to submit the CSS Profile, although fee waivers are available for eligible students.

Current participating institutions and application information are available through the [College Board CSS Profile](#) website.

Letters of Recommendation/Essay

Letters of recommendation are required for most scholarships, many private colleges, honors colleges, and special programs. They are also often needed for “conditional acceptance” if you don’t meet minimum GPA or SAT/ACT requirements. Start building strong relationships with **3–4 trusted adults** — such as teachers, coaches, counselors, mentors, or pastors — who know you well and can speak to your character, work ethic, and achievements. These connections will be invaluable when it’s time to request a letter.

Always ask well in advance of your deadline to give the writer enough time to create a thoughtful, detailed letter that highlights your strengths.

Can I apply online?

Local scholarships specific to Dallas High School have mostly paper applications, but there are many statewide and national scholarships available online. You can do this from your own computer or use one in the career center or library. Here are the best websites for you to do your own free scholarship searches.

- [OregonGoesToCollege.org](#)
- [BigFuture.collegeboard.org](#)
- [fastweb.com](#)
- [careeronestop.org](#)

[Oregon’s OWN scholarship commission](#) has over 350 scholarships with only ONE application. This is particularly worth the effort.

How do I know which scholarships I should apply for?

Look carefully at the application or talk with a Counselor or Counseling Center secretary. Every scholarship has requirements and a deadline. Some have essays, interviews, presentations, and/or a grade point average requirement. Some are for a specific type of college or program of study.

Pay attention, do your research and start early.

My GPA isn’t really high

Should I even look at scholarships? Some scholarships are not based on grade point average. Some have to do with how much your grades improved over time or what classes you’ve focused on in high school. Some are also based on affiliations your family may have with certain organizations. Look at every scholarship. Many will have a GPA requirement, but not all.



I'm not going to a 4-year college

I'll probably attend a trade school or 2-year school. Are there scholarships for me? There are many scholarships for students who are going to short term training. Every year thousands of dollars go to DHS grads who are attending culinary arts colleges, community colleges, technical programs and trade schools.

I keep getting mail from companies who guarantee that they will find scholarship money for me. Should I just hire a company to do this?

While there are many reputable organizations that will do scholarship searches for you, be wary. On a computer, you can access EVERY scholarship they can. **Warning: you should never have to pay to apply for any scholarship.** All it takes is time. Beware of guarantees to find money. Some of these organizations are very expensive and the student still must do all the applications.

Are there other resources to help me find scholarships?

There are resource books in the Counseling Center. Many local and college libraries have access to a program called CIS Scholarship Search. This is a free and extremely comprehensive search of hundreds of scholarships.

STUDENT RIGHTS AND RESPONSIBILITIES

In accordance with [Board Policy JF/JFA – Student Rights and Responsibilities](#) and applicable state and federal law, students have both rights and responsibilities as members of the school community. These include:

- **The right to equal educational opportunity and freedom from unlawful discrimination**, and the responsibility to respect the rights of others and not discriminate against others;
- **The right to access a free public education**, and the responsibility to attend school regularly and follow reasonable school rules that support the learning and safety of others;
- **The right to due process** in matters involving suspension, expulsion, and other circumstances as provided by law and District policy;
- **The right to free inquiry and expression**, and the responsibility to exercise those rights consistent with reasonable school rules and the rights of others; and
- **The right to privacy**, including protections applicable to student education records.

Students also have the right to know the behavior and conduct expected of them and the potential consequences for violations of those expectations.

For additional information, see [Board Policy JF/JFA – Student Rights and Responsibilities](#).

SAFE, INCLUSIVE, AND RESPECTFUL SCHOOLS

Dallas High School is committed to providing a safe, inclusive, and respectful learning environment in which all students are treated with dignity and have access to educational programs, activities, and opportunities free from unlawful discrimination, harassment, and intimidation.



The District prohibits discrimination and harassment on any basis protected by law and prohibits bias incidents and symbols of hate consistent with Oregon's [Every Student Belongs](#) requirements and District policy.

Dallas High School recognizes and respects the diverse identities and experiences of its students, including gender identity and expression. Individual student needs will be addressed consistent with applicable law and District policy.

Students who experience or witness discrimination, harassment, intimidation, a bias incident, or the use of a symbol of hate are encouraged to report the concern to a school administrator or other trusted staff member. See [Nondiscrimination and Civil Rights](#) and [Complaint Procedures](#) in this Handbook for additional information.

RESTRAINT AND SECLUSION

Dallas School District limits the use of restraint and seclusion to circumstances permitted by Oregon law and District policy. Restraint or seclusion may not be used for discipline, punishment, retaliation, or staff convenience and may only be used when applicable safety and legal requirements are met. The use of a seclusion cell is prohibited.

When restraint or seclusion is used, the District will follow required procedures regarding student safety, continuous monitoring, documentation, parent/guardian notification, administrative review, and debriefing.

Parents/guardians will be notified of an incident involving restraint or seclusion as required by law and will receive applicable written documentation. Parents/guardians will also be provided an opportunity to participate in the required debriefing process following an incident.

The District completes an annual report regarding the use of restraint and seclusion. The report is available to the public through the [Dallas School District Special Education – Data & Reports](#) webpage and at the District office.

For additional information, see [Board Policy JGAB – Use of Restraint or Seclusion](#) and applicable District procedures.

STUDENT EXPRESSION AND PUBLICATIONS

Students have the right to freedom of expression consistent with applicable state and federal law and District policy. Student expression may be subject to reasonable restrictions necessary to maintain an appropriate educational environment and protect the rights of others.

SCHOOL-SPONSORED MEDIA



High school student journalists generally have the right to exercise freedom of speech and freedom of the press in school-sponsored media. Student-created school-sponsored media, including publications and other journalistic content, may be subject to reasonable time, place, and manner restrictions as permitted by law and District policy.

Students participating in school-sponsored publications, including the yearbook, are also expected to follow applicable course, publication, and editorial expectations established consistent with District policy and law.

DISTRIBUTION OF MATERIALS

Students wishing to distribute flyers, petitions, handbills, advertisements, or other materials on school property must follow applicable District and school procedures. The District may establish reasonable requirements regarding the time, place, and manner of distribution.

See [Distribution of Materials](#) in the General Information section of this Handbook for additional information.

For additional information, see [Board Policy IB – Freedom of Expression](#) and applicable District policies governing student publications and distribution of materials.

QUESTIONING OF STUDENTS

Law enforcement or other authorized government officials may, under circumstances permitted by law and District policy, question or meet with a student during the school day or during school-sponsored activities.

When a law enforcement official is permitted to question a student, the principal or designee will be present when possible, and the District will make reasonable efforts to notify the student's parent/guardian, except when notification is prohibited by law or would interfere with an authorized investigation.

CHILD ABUSE INVESTIGATIONS

Different requirements apply when the Oregon Department of Human Services (DHS) or law enforcement is investigating a report of suspected child abuse on District premises. In these circumstances, the investigator may conduct the interview without District personnel present.

District employees may also be prohibited by law from notifying a student's parent/guardian or others about the investigation or from disclosing information obtained during the investigation.

For additional information, see [Administrative Regulation KN-AR\(1\) – Relations with Law Enforcement Agencies](#); [JHFE/GBNAB-AR\(1\) – Reporting of Suspected Abuse of a Child](#); and [JHFE/GBNAB-AR\(2\) – Abuse of a Child Investigations Conducted on District Premises](#).



Student Conduct and Discipline

BEHAVIOR PHILOSOPHY

Students are expected to demonstrate appropriate behavior in the classroom, on school property, and at District-sponsored activities and events. All students share responsibility for contributing to a safe, positive, and productive learning environment by treating others with respect, caring for school property, engaging in learning, and acting safely.

To protect instructional time and reduce disruptions, Dallas High School follows the **10/10 Rule**. Students are expected to remain in the classroom during the first 10 minutes and the last 10 minutes of each class period. Students should plan restroom visits and other non-urgent needs outside these times. Exceptions will be made for emergencies, approved individual accommodations, and staff-directed needs.

At Dallas High School, discipline is intended to promote accountability, support better decision-making, and maintain a safe and effective learning environment. Whenever appropriate, we use approaches that help students take responsibility for their actions, repair harm, restore relationships, and learn from their choices.

Some behaviors, particularly those involving safety or serious violations of school or District expectations, may require formal disciplinary consequences, including suspension or expulsion. Disciplinary decisions consider the nature and circumstances of the behavior, applicable District policies and procedures, student needs, and the safety and well-being of the school community. Our goal is to balance accountability, safety, fairness, and opportunities for growth.

DRAGON PRIDE

Schoolwide behavioral expectations are reflected in our **PRIDE** framework. Students are expected to demonstrate:

P – Purpose
R – Respect
I – Integrity
D – Determination
E – Empathy

These expectations apply throughout the school environment and help define what it means to take PRIDE in ourselves, our school, and our community.

PRIDE Behavior Expectation Matrices provide examples of these expectations in different school settings and are posted in classrooms and throughout the school.



DRAGON **PRIDE** IN THE CLASSROOM

P R I D E

PURPOSE	RESPECT	INTEGRITY	DETERMINATION	EMPATHY
- Be present - Be prepared - Be on time - Engage in classroom activities - Support your classroom and school communities - Model safe behavior - Set the example for others	- Listen actively (eyes & ears focused) - Use electronic devices (cell phones) only with permission - Respect others' space & property - Raise your hand - Use appropriate language & volume - Clean up after yourself - Wear school appropriate clothing	- Be honest - Follow classroom rules & agreements - Do your own work - Cite sources when using others' work - Stand up for what is right - Take responsibility for your actions & behaviors - Report injustices	- Stay on task - Use your time wisely - Give your best effort - Focus on growth and improvement - Demonstrate self-control - Seek feedback - Ask for help when you need it - Take responsible risks - Advocate for your needs - Attend ALIE	- Be kind - Make space for the needs of others - Help those in need - Listen carefully - Refrain from judgment - Acknowledge your biases - Seek to understand others and value differences - Engage in dialogue rather than debate

IT'S A GREAT DAY TO BE A DRAGON!

GOOD PRIDE STANDING

Students will receive a GPS Passport from their AG teachers to plan their ALIE time. When students arrive at their ALIE destinations, staff will stamp their passport if the student has made an honest effort to seek help or use their time productively. AG teachers review attendance, behavior, and academic progress weekly to determine if students have earned Good PRIDE Standing (GPS). This status resets every Monday.

To earn **extended lunch**, students must maintain good attendance, with no unexcused absences and no more than one unexcused tardy for the week. To attend **dances or similar extracurricular activities** (excluding athletic events), students must meet both attendance and behavior expectations, including no behavior referrals or suspensions during the eligibility period. Eligibility resets each Monday.

Note: Students who are caught up in their classes—earning a grade of C or better—may choose to participate in enrichment activities, earning stamps from the activity organizer, or they may leave campus early and enjoy free time. Parents/guardians who do **not** want their student to leave campus early on ALIE days must notify the student's AG teacher. These students will be required to participate in an enrichment activity.



CLASSROOM EXPECTATIONS

Schoolwide behavior expectations and District rules apply in every classroom. Teachers may establish additional classroom expectations and procedures that support learning, safety, and the needs of their instructional environment.

Students are expected to follow reasonable directions from staff and classroom expectations related to attendance, participation, respectful conduct, academic integrity, use of technology and personal electronic devices, and other matters necessary to maintain a safe and productive learning environment.

DRESS AND GROOMING

Students are expected to dress in a manner consistent with health, safety, and a positive learning environment. Student dress and grooming are primarily the responsibility of students and their parents, subject to the expectations below.

Clothing must fully cover the buttocks, genitals, breasts, and nipples with non-see-through material.

STUDENTS MUST WEAR

- A shirt or other covering with fabric covering the front, back, and sides under the arms;
- Pants, jeans, shorts, a skirt, dress, leggings, sweatpants, or equivalent clothing;
- Footwear appropriate for the school environment; and
- Clothing that covers undergarments, although straps and waistbands may be visible.

STUDENTS MAY WEAR

Provided the basic coverage and other requirements of the dress code are met, students may wear:

- Religious or cultural headwear and head coverings;
- Hats, hoods, and other head coverings, provided the student's entire face remains visible and unobstructed.
- Fitted pants, leggings, yoga pants, and similar clothing that is not see-through;
- Ripped or distressed clothing when required areas of the body remain covered;
- Tank tops, spaghetti straps, and halter-style tops; and

STUDENTS MAY NOT WEAR

Clothing, accessories, or other items that:

- Display or promote gang affiliation or gang-related activity;
- Expose required areas of the body or undergarments, except for permitted straps or waistbands;
- Could reasonably present a safety hazard or be used as a weapon;



- Display pornography, profanity, or hate speech;
- Display or promote violence;
- Display or promote illegal drugs, alcohol, tobacco, or other illegal activity;
- Create a hostile or intimidating environment based on a characteristic protected by law; or
- Otherwise violate applicable District policy or school safety requirements.

Swimsuits may not be worn except when required for an approved class or athletic activity. Sunglasses may not be worn indoors unless authorized for a medical, disability-related, or other approved need.

COURSE AND ACTIVITY REQUIREMENTS

Courses, activities, athletics, and other programs may establish additional dress, footwear, protective equipment, or safety requirements when appropriate to the activity. Reasonable adjustments will be made when required by a student's IEP, Section 504 plan, disability-related needs, religious practices, or applicable law.

APPLICATION OF THE DRESS CODE

These expectations apply during the school day and at school-sponsored activities and events when appropriate, including dances, prom, and graduation ceremonies.

Dress and grooming concerns will be referred to the building behavior team. Administrators are responsible for interpreting and applying dress and grooming expectations in a consistent, fair, and equitable manner, taking into consideration the circumstances and individual needs of the student.

For additional information, see [Board Policy JFCA – Student Dress and Grooming](#) and the [K–12 Student Code of Conduct](#).

GANGS AND GANG-RELATED ACTIVITY

Gangs and gang-related activities that disrupt the school environment or threaten the safety or well-being of students or staff are prohibited on school property and at school-sponsored activities and events.

Students may not engage in gang-related conduct, including recruitment, intimidation, threats, or other activities prohibited by District policy. Violations may result in disciplinary action, up to and including expulsion.

For more information, see Board Policy JFCEA [Gang and Gang Related Activities](#).

HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING, AND MENACING

Hazing, harassment, intimidation, bullying, menacing, cyberbullying, and teen dating violence are prohibited. These expectations apply to student conduct as provided by District policy, including conduct that substantially interferes with a student's educational environment or safety.



Retaliation against a person who makes a good-faith report or participates in an investigation is prohibited. Knowingly making a false accusation may also result in disciplinary action.

Students who experience or witness prohibited conduct are encouraged to report it to any District staff member. Staff receiving a report will promptly notify an administrator, and reports will be investigated and addressed in accordance with District procedures.

For additional information, see [Board Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student](#) and [Administrative Regulation JFCF-AR – Reporting Procedures – Student](#).

THREATS OF VIOLENCE

Threats of violence, harm, or damage to property are prohibited. This includes verbal, written, physical, or electronic threats and applies when conduct falls within the District's authority under applicable law and District policy.

Students should immediately report threats or concerning behavior to a school administrator or other staff member. Reports will be assessed and addressed based on the circumstances and applicable District procedures.

Threats may result in disciplinary action, up to and including expulsion when appropriate, and may also result in referral to law enforcement. Parents/guardians will be notified as required by law and District policy.

For additional information, see [Board Policy JFCM – Threats of Violence](#), [Board Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student](#), and applicable administrative regulations.

PHYSICAL DISPLAYS OF AFFECTION

Students are expected to maintain appropriate personal boundaries and behavior while at school and school-sponsored activities. Kissing, groping, and other intimate physical contact that is inappropriate for the school environment is not permitted.

TECHNOLOGY, DISTRICT ACCOUNTS, AND DIGITAL CITIZENSHIP

Dallas School District provides students access to technology, internet services, District accounts, email, and Google Workspace for Education to support teaching and learning. Students are expected to use District technology and accounts safely, responsibly, and in accordance with District policies and school expectations.

The District uses internet filtering and other technology-protection measures and monitors student use of District systems as permitted by law and District policy. **Files, email, communications, and other information created, received, transmitted, or stored using District systems or accounts are not private and may be accessed or monitored by authorized District personnel.**



RESPONSIBLE USE

Students are expected to:

- Use District technology, networks, accounts, and internet access for appropriate purposes;
- Use their own accounts and protect passwords and login information;
- Respect the privacy, property, and rights of others;
- Protect personal and confidential information;
- Communicate appropriately and respectfully;
- Follow copyright, licensing, and intellectual property requirements; and
- Report inappropriate, threatening, or concerning online activity to a staff member.

Students may not use District technology, networks, or accounts to:

- Engage in unlawful activity or violate District or school rules;
- Harass, threaten, intimidate, bully, discriminate against, or impersonate others;
- Access, create, send, or distribute inappropriate or prohibited content;
- Attempt to bypass District security, filtering, access restrictions, or other technology-protection measures;
- Access or attempt to access another person's account, files, systems, or data without authorization;
- Use or share another person's account credentials;
- Disclose another person's private or personal information without authorization;
- Damage, disrupt, or interfere with District technology, networks, systems, devices, or data; or
- Use District technology in a manner that substantially disrupts the school or learning environment.

District technology and accounts are educational resources. Access may be restricted, suspended, or revoked for misuse. Violations may also result in disciplinary action and, when applicable, referral to law enforcement.

Student use of artificial intelligence is also subject to [Administrative Regulation IKJ-AR – Artificial Intelligence](#) and the [Academic Integrity](#) expectations in this Handbook.

For additional information, see [Board Policy IIBGA – Electronic Communications System](#) and [Administrative Regulation IIBGA-AR – Electronic Communications System](#).

For more information, please see the District's [Electronic Communications System](#) policy and [Internet Use, Student Email & Google Suite for Education Permission Form](#).



PERSONAL ELECTRONIC DEVICES

BELL TO BELL: OUT OF SIGHT, OUT OF SOUND

In accordance with Oregon requirements and District policy, student use of personal electronic devices is prohibited from the first bell to the last bell of the school day, including passing periods and lunch.

Cell phones, wireless earbuds/headphones, smartwatches, and other covered personal electronic devices must remain **out of sight and out of sound** throughout the school day.

Students should use District-issued devices for schoolwork. Personal electronic devices may not be used as instructional tools unless their use is authorized under an applicable exemption.

EXCEPTIONS

Exceptions will be provided when required by:

- A medical provider's order for the care or treatment of a medical condition;
- A student's Individualized Education Program (IEP);
- A student's Section 504 plan; or
- Another individual exemption approved in accordance with District policy.

Students with an approved exception are expected to use their device only in accordance with the terms of that exception.

RESPONDING TO DEVICE VIOLATIONS

DHS uses a progressive approach to help students meet personal electronic device expectations.

Tier 1 – Out of Sight, Out of Sound

Students are expected to keep covered personal electronic devices out of sight and out of sound throughout the school day.

Tier 2 – School-Managed Storage

If a staff member sees or hears a prohibited device, the student may be directed to the office. The device will be secured in a Yondr pouch or other designated storage for the remainder of the school day. The device will be available at the end of the school day or when the student is officially checked out early. A referral documenting the incident will be sent home.

Students whose device has been placed in school-managed storage are expected to remain on campus during lunch for that day.

Students are responsible for the Yondr pouch while it is assigned to them. A \$30 replacement fee may be assessed if a pouch is intentionally damaged, lost, or damaged beyond reuse.



Repeated Violations

After a second referral, school staff will contact the student's parent/guardian to collaboratively develop an individualized plan to support compliance. Depending on the circumstances, the plan may include temporarily leaving the device at home, checking the device into the office at the beginning of the school day, daily use of a Yondr pouch, or another appropriate storage arrangement.

If another violation occurs after the plan has been developed, the individualized plan will be implemented.

If device violations continue, the school will make an additional effort to work with the student and family to establish a successful plan. Continued violations may require a meeting with administration and the parent/guardian to establish a device-management plan for the remainder of the school year.

OTHER MISUSE OF ELECTRONIC DEVICES

Use of an electronic device to engage in other prohibited conduct—including harassment, bullying, threats, academic dishonesty, recording or photographing others in violation of school rules, or accessing or distributing prohibited content—may result in consequences under the applicable school or District rule in addition to the device being secured.

Personal electronic devices may not be used in bathrooms, locker rooms, or other areas where their use would violate the privacy of others.

For additional information, see the District's [Personal Electronic Device policy](#) and applicable provisions of the [K–12 Student Code of Conduct](#).

RESPECTING PROPERTY AND SCHOOL FACILITIES

Students are expected to respect school property and the property of others. Damage, destruction, theft, vandalism, or other misuse of property is prohibited. Students may be held financially responsible for the repair or replacement of property they damage, destroy, or lose. Property offenses may also result in disciplinary action and/or referral to law enforcement when appropriate.

Students are responsible for their personal belongings and school-issued materials. Dallas High School takes reasonable precautions to protect property but is not responsible for personal items that are lost, stolen, or damaged.

Lost items may be reported or claimed at the main office. Suspected theft should be reported promptly using an Incident Form available in the Dragon Center or main office.

School facilities must be used safely and appropriately. Restroom stalls are single-user spaces and are limited to one person at a time. Misuse of restrooms or other school facilities may be addressed as a student conduct concern.



TOBACCO, VAPING, ALCOHOL, AND DRUGS

Students may not possess, use, distribute, sell, or attempt to purchase tobacco or nicotine products, vaping products or inhalant delivery systems, alcohol, unlawful drugs, drug paraphernalia, or substances represented as unlawful drugs on or near District property, including parking lots, or while participating in school-sponsored activities.

For purposes of District policy, prohibited substances include marijuana/cannabis and the possession, use, sale, or distribution of prescription or nonprescription medication in violation of District medication policies.

Violations will result in disciplinary action consistent with District policy and the [K-12 Student Code of Conduct](#). Depending on the circumstances, consequences may include loss of school privileges or extracurricular participation, forfeiture of school honors or leadership opportunities, suspension or expulsion, and/or referral to law enforcement. Parents/guardians will be notified of violations involving their student.

The District may also refer students and families to appropriate community resources or cessation programs.

Students who require FDA-approved tobacco or nicotine cessation products should follow applicable District procedures for student medications.

For additional information, see [Board Policy JFCG/JFCH/JFCI – Tobacco Products, Alternative Nicotine Products, Alcohol, Drugs or Inhalant Delivery Systems](#) and [Board Policy JHCD/JHCDA – Medications](#).

FIGHTING AND ASSAULT

Students may not engage in fighting, assault, or other physical aggression. **Mutual participation in a fight is prohibited**, regardless of who initiated the conflict.

Students are expected to avoid physical confrontation when reasonably possible, seek assistance from staff, and use nonphysical means to resolve conflicts. In determining appropriate consequences, administrators will consider the circumstances of the incident, including the student's actions, the actions of others involved, and whether a student was acting in self-defense.

Fighting, assault, or other physical aggression may result in disciplinary action and, depending on the circumstances, referral to law enforcement.

For additional information, see the [K-12 Student Code of Conduct](#).

TRANSPORTATION

Students are expected to follow District transportation rules, the K-12 Student Code of Conduct, and the directions of bus drivers and supervising staff while using District transportation. School conduct expectations also apply at District bus stops.



Students are expected to:

- Follow the driver's directions and sit in assigned seats when directed;
- Remain seated and behave in a manner that allows the driver to operate the vehicle safely;
- Keep aisles, step wells, and emergency exits clear;
- Maintain appropriate and respectful behavior toward the driver and other passengers;
- Use emergency exits only as directed;
- Board and exit the bus only at authorized stops; and
- Follow the directions of coaches, teachers, and chaperones during field and activity trips.

Students may not:

- Fight, threaten, harass, intimidate, or engage in other unsafe or disruptive conduct;
- Throw objects or engage in behavior that distracts the driver;
- Damage the bus or property belonging to others;
- Possess weapons, tobacco or vaping products, alcohol, unlawful drugs, or other prohibited or dangerous items; or
- Bring glass objects, equipment, or other items aboard that cannot be safely held or stored or that obstruct an aisle, step well, or exit.

Students who need to exit a bus at a location other than their regular stop must have a written parent/guardian request approved by an administrator or designee.

Violations of transportation rules may result in disciplinary consequences and/or loss of transportation privileges consistent with District procedures.

For additional information, see [Administrative Regulation EEA-AR – Transportation Service](#)

WHEN AND WHERE SCHOOL RULES APPLY

District and school conduct expectations apply to students:

- On District property;
- At school or District-sponsored activities and events, regardless of location;
- While being transported by the District or traveling to or from school or school-sponsored activities; and
- In other circumstances where student conduct has a sufficient connection to the school or educational environment for District rules or the **K–12 Student Code of Conduct** to apply.

Students may be subject to school consequences for off-campus conduct when permitted by law and District policy.

For additional information, see [Board Policy JFC – Student Conduct](#) and the [K–12 Student Code of Conduct](#).



DISCIPLINE AND CONSEQUENCES

Dallas High School uses a progressive approach to discipline. Responses are intended to address the behavior, promote accountability, support positive change, and maintain a safe and effective learning environment.

Disciplinary responses are determined based on factors such as the nature and severity of the behavior, its impact on others or the school environment, relevant circumstances, prior behavior and interventions, and applicable District policies and procedures. Progressive discipline does not require that consequences begin at the lowest level; serious or repeated conduct may warrant a higher-level response.

DISCIPLINE LEVELS

The following table identifies common student conduct violations and examples of possible responses or consequence levels. The table is intended as a guide and does not describe every possible behavior or disciplinary response.

A single incident may involve more than one conduct violation. Consequences may also include loss of privileges or other actions authorized by District policy or the K–12 Student Code of Conduct.

Students participating in athletics or other activities may also be subject to applicable participation or eligibility consequences as outlined in the [Athletic Handbook](#) or activity-specific expectations.

Questions regarding disciplinary decisions or procedures may be directed to a school administrator.

Level 1:	Warning, Confiscation of Item, Academic Consequences
Level 2:	Detention, Non-Curricular Exclusion, Loss of Privilege, Parent Contact, Search
Level 3:	In-School Suspension, Parent Conference, Restitution
Level 4:	Out of School Suspension for 1-4 School Days
Level 5:	Out of School Suspension for 5-10 School Days
Level 6:	Out of School Suspension for 10 days pending an Expulsion Hearing*

OFFENSES THAT DISRUPT THE LEARNING ENVIRONMENT

Violation	Definition	Severity	Discipline Level
Attendance	Unauthorized absence from class. May include, but is not limited to: arriving late to class, leaving	Minor/First Serious/Repeat	Levels 1 – 3 Levels 3 – 6



	early from class, prolonged absences during class time, and/or unexcused absences.		
Dishonesty	Intentionally deceiving or misleading school staff with lies, the omission of the truth or parts of the truth, and/or by twisting the truth. May include, but is not limited to: ▪ Copying material and presenting it as a student's own work (including unauthorized use of AI-generated content) ▪ Forging a note with a parent or staff member signature ▪ Reporting false information to a staff member or District agent (includes making a fake bomb threat)	Minor/First Serious/Repeat	Levels 1 – 3 Levels 4 – 6
Disorderly Conduct	Any disruption of a classroom, school, or District-sponsored activity. May include, but is not limited to: ▪ Loud and/or disruptive behaviors ▪ Violation of classroom rules ▪ Any behavior that disrupts the routine of school activities or work of a District employee or agent ▪ Horseplay, roughhousing, or other physical behavior that causes disruption, creates a safety concern, or interferes with others	Minor/First Serious/Repeat	Levels 1 - 3 Levels 4 - 6

Violation	Definition	Severity	Discipline Level
Dress Code	Violations to the rules specifying the type of clothing that can and/or must be worn at school. May include, but is not limited to wearing: ▪ Gang-affiliated clothing. ▪ Any clothing that reveals undergarments ▪ Swimsuits ▪ Clothing and accessories that could be considered dangerous ▪ Clothing and accessories that display hate speech, profanity, or pornography ▪ Clothing and accessories that display violent language or images	Minor/First Serious/Repeat	Levels 1 - 3 Levels 3 - 6



	▪ Clothing and accessories that display images or language depicting drugs or alcohol ▪ Clothing and accessories that display images, language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group ▪ Sunglasses while indoors		
Insubordination	Behaviors that disobey, undermine, or defy the lawful authority of a District employee or agent. May include, but is not limited to: ▪ Refusing to follow a reasonable request from a staff member ▪ Directing offensive language, profanity, and/or vulgarity toward a staff member ▪ Behaviors that disrespect, demean, degrade, or malign a staff member or student ▪ Creating or distributing a malicious statement, image, or website about a staff member or student ▪ Persistent failure to comply with expectations	Minor/First Serious/Repeat	Levels 1 - 4 Levels 4 - 6
Lack of Participation	To not participate actively in classroom activities. May include: engaging in side conversations and off-task behaviors, flat refusal to participate etc.	Minor/First Serious/Repeat	Level 1 Levels 2 - 6
Lack of Preparation	To show up unprepared. May include, but is not limited to: ▪ Arriving at class without the materials needed for class (textbook, a charged Chromebook, writing utensils, etc...) ▪ Wearing the appropriate clothing or footwear needed to safely participate in an activity	Minor/First Serious/Repeat	Levels 1 - 2 Levels 2 - 6

Violation	Definition	Severity	Discipline Level
Misuse of Technology	To use technology in a way that is problematic and detrimental to the user and/or those around them. May include, but is not limited to: ▪ Using an electronic device without permission during class time (includes cell phones and Chromebooks)	Minor/First Serious/Repeat	Levels 1 - 4 Levels 4 - 6



	- Using an electronic device to access unauthorized sites, search for inappropriate items, or send inappropriate messages or images - Using an electronic device to log into other student or staff members' accounts, impersonate others, hack into systems, or send images or messages that are sexual in nature		
Offensive or Inappropriate Material	To possess, view, display, or attempt to access any material that is blatantly offensive, discriminatory, and/or inappropriate. May include, but is not limited to materials that are: - Pornographic - Racist - Sexist - Sexually explicit - Drug, alcohol, or tobacco related - Includes hate symbols such as the Confederate flag, swastika, and noose, which were banned by the Oregon Department of Education in 2020	Minor/First Serious/Repeat	Levels 1 - 4 Levels 4 - 6
Profane & Vulgar Words or Actions	The use of offensive language profanity, and/or vulgarity. Includes words that refer to an individual's identity in a negative way, such as "gay" and "retarded." etc.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 4 - 6
Public Displays of Affection	Inappropriate displays of affection. May include but is not limited to: - Kissing - Groping - Prolonged hugging	Minor/First Serious/Repeat	Levels 1 - 2 Levels 2 - 6

SAFETY OFFENSES

Violation	Definition	Severity	Discipline Level
Bus	Engaging in unsafe, disorderly, and/or disrespectful behavior on the bus.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6
Fire/Chemicals	Intentionally bringing, inappropriately using, or recklessly mishandling an incendiary device and/or	Minor/First Serious/Repeat	Levels 3 - 4 Levels 5 - 6



	a dangerous chemical on school grounds. Includes any act, or attempted act, of fire setting.		
Gang Related	Using any manner or means to represent, recruit, or promote gang membership or activities, or engage in any criminal gang activity.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6
Restrooms	More than one student in a restroom stall at the same time.	Minor/First Serious/Repeat	Levels 2 - 3 Levels 4 - 6
Horseplay	Engaging in play that is physically rough or boisterous. May include, but is not limited to wrestling, play fighting, shoving, hitting, running, and jumping.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 3 - 6
Illegal Substances, Medications, & Devices	Consuming, being under the influence of, transporting, possessing, attempting to purchase, distributing, and/or attempting to sell tobacco, alcohol, marijuana, prescription medication, and/or any controlled drug or narcotic substance, including look-alikes and/or paraphernalia.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 4 - 6
Parking/Driving	Using any vehicle on school grounds or at a District sponsored activity in a reckless or unsafe manner; to cause a disruption with any vehicle, including revving of the engine, erratic driving etc. Includes parking in an unauthorized locations	Minor/First Serious/Repeat	Levels 2 – 4 Levels 5 – 6 Fines
Weapons	Possessing, transmitting, selling, or in any way displaying any weapon, device, instrument, material or substance, firearm, illegal explosive, or other implement which could reasonably be considered or used as a weapon, or attempted or threatened to be used as a weapon, or is readily capable of causing death or serious physical injury, and/or which is of no reasonable or legitimate educational use to the student. May include, but is not limited to: ▪ Knife, sharp or pointed object ▪ Firearm, gun, or explosive ▪ Bat, club, or stick	Minor/First Serious/Repeat	Levels 1-4 Levels 5-6



	▪ Look-alike objects ▪ Etc.		
--	--	--	--

OFFENSES AGAINST PERSONS

Violation	Definition	Severity	Discipline Level
Aggressive Behavior	Grabbing, shoving, or touching another student or staff member in an aggressive and/or unsafe manner without consent. Also includes mutual physical altercations in which neither party is injured.	Minor/First Serious/Repeat	Levels 1 - 5 Levels 5 - 6
Assault	Touching or striking another person against their will, intentionally causing bodily harm.	All	Levels 5 - 6
Fighting	Mutual participation in a physical confrontation involving hitting, striking, kicking, pushing, wrestling, or other physical aggression. A student who willingly engages in or continues a physical confrontation may be considered a participant in a fight, regardless of who initiated the confrontation	Minor/First Serious/Repeat	Levels 1 - 5 Levels 5 - 6
Harassment & Bullying	Behavior, whether written (including text message, email, or Internet posting), verbal or physical, which serves to distress, threaten, demean, bully, cyberbully, intimidate, or torment another person. Includes harassment based on personal identity, race, and ethnicity.	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6
Sexual Assault	Engaging in a sexual act of violence against another individual. Includes rape, attempted rape, forced sexual acts of any nature, sexual exploitation, unwanted penetration, groping, touching and any sexual act performed on or with a victim who is incapable of giving consent.	All	Levels 5 - 6
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, other written, physical, or verbal conduct and/or communication of a sexual nature that	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6



	creates an intimidating, hostile, or offensive environment. Includes harassment based on one's gender identity.		
Sexual Offense	Exposing oneself in an indecent manner and/or engaging in lewd behavior, sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force.	All	Levels 5 - 6
Threats & Intimidation	Behavior, whether written (including text message, email, or Internet posting), verbal or physical that is threatening against persons, groups, events, or property related to school or school activities. May include, but is not limited to: ▪ Bomb threat ▪ Threat of violence ▪ Threatening prank	Minor/First Serious/Repeat	Levels 1 – 4 Levels 5 – 6

PROPERTY OFFENSES **Note: All property offenses are subject to mandatory restitution.

Violation	Definition	Severity	Discipline Level
Property Damage & Vandalism**	To damage property belonging to a student, staff, the district, or agent of Dallas School District. May include, but is not limited to: ▪ Damages that result from reckless behavior ▪ Intentional damages ▪ Unintentional damages	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6
Non-Payment of Fees & Fines	Failure to pay fees and/or fines. May include, but is not limited to: ▪ Course fees ▪ Athletic fees ▪ Lost book fees ▪ Electronic device fees ▪ Parking fines	Any	Hold records and account submitted for collection
Theft	Theft or attempted theft of property belonging to a student, staff member, the District, or an agent of	Minor/First Serious/Repeat	Levels 3 - 4 Levels 5 - 6



	the District. Includes knowingly possessing or exercising control over stolen property.		
Trespassing	To knowingly enter an area of the school or the district's property that is prohibited without permission. This includes all areas of the school outside school hours and all areas of the school during school hours for expelled students and students who are not currently registered at DHS in person learning. May include, but is not limited to the following areas during school hours and/or during extracurricular events: ▪ The mat room ▪ The dressing rooms ▪ Unsupervised classrooms ▪ The dugouts ▪ The roof	Minor/First Serious/Repeat	Levels 1 - 4 Levels 5 - 6

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities who receive services through an Individualized Education Program (IEP) or Section 504 plan have additional protections when disciplinary removals are considered. Discipline will be administered in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, applicable state and federal law, and District policies and procedures.

When a disciplinary removal constitutes or may constitute a change in placement, the District will follow applicable procedures, including conducting a Manifestation Determination Review (MDR) when required. The review considers whether the student's conduct was caused by or had a direct and substantial relationship to the student's disability or resulted from a failure to implement the student's IEP or Section 504 plan.

When conduct is determined to be a manifestation of the student's disability, applicable requirements regarding behavioral supports, educational services, and placement will be followed. When conduct is not a manifestation of the student's disability, disciplinary consequences may be applied as permitted by law while required educational services and procedural protections are maintained.

Parents/guardians will receive applicable notices and procedural safeguards as required by law.

For additional information, see [Board Policy JGDA – Discipline of Students with Disabilities](#) and applicable District special education and Section 504 procedures.



LAW ENFORCEMENT

- Conduct that may constitute a violation of law may be reported to law enforcement as permitted or required by law and District policy. A law enforcement referral is separate from the District's disciplinary process, and law enforcement agencies make their own determinations regarding investigation or legal action. For questions, reach out to our School Resource Officer at: Tristan.Thompson@dsd2.org
- See also [Administrative Regulation KN-AR – Relations with Law Enforcement Agencies](#).

SEARCH AND SEIZURE

School officials may search a student or a student's personal property when there is reasonable suspicion that the search will reveal evidence of a violation of law, Board policy, administrative regulation, or school rules. Searches will be reasonable in scope and conducted consistent with applicable law and District policy.

Student property may include backpacks, bags, personal belongings, and vehicles parked on District property. District-owned property provided for student use, such as lockers, remains subject to District inspection consistent with District policy.

Items discovered during a search that are prohibited or constitute evidence of a violation may be seized and, when appropriate, turned over to law enforcement.

For additional information, see [Board Policy JFG – Student Searches](#).

LUNCH DETENTION

Lunch detention may be assigned as a disciplinary response or intervention. Students assigned lunch detention must report to the designated location immediately before the beginning of lunch.

Students who receive school lunch will be provided an opportunity to pick up their meal before reporting to detention. Students will eat lunch in the designated detention room and remain there for the duration of the lunch period unless released or directed otherwise by staff.

During lunch detention, students are expected to:

- Report on time and remain in the assigned area;
- Follow the directions of supervising staff;
- Maintain appropriate and respectful behavior; and
- Participate, when appropriate, in restorative conversations or other activities intended to address the behavior that resulted in the detention.

Staff may use detention as an opportunity to help students reflect on their choices, identify the impact of their behavior, and develop a plan for making a different choice in the future. When appropriate and the student is willing, this may include repairing harm, restoring relationships, or making an apology.

Failure to report to or appropriately participate in an assigned detention may result in additional disciplinary action.



IN-SCHOOL SUSPENSION (ISS)

In-School Suspension (ISS) provides a supervised setting for students who have been temporarily removed from their regular classes as a disciplinary response. Students assigned to ISS are expected to use the time productively and complete assigned schoolwork.

While assigned to ISS, students are expected to:

- Report to the designated ISS location as directed and remain there unless given permission to leave;
- Complete assigned classwork and other activities provided by staff;
- Work independently and quietly;
- Follow the directions and expectations of supervising staff;
- Keep personal electronic devices off, put away, and inaccessible in accordance with school expectations; and
- Remain in the designated ISS area during lunch unless otherwise directed by staff.

Students who do not follow ISS expectations may be subject to additional interventions or disciplinary consequences consistent with District policy and the [K-12 Student Code of Conduct](#).

SUSPENSION, EXPULSION & APPEALS

Students may be suspended for one or more of the following reasons:

- Willful violation of Board policies, administrative regulations, or school rules
- Willful conduct which materially and substantially disrupts the rights of others to an education
- Willful conduct which endangers the student, other students, or staff members
- Willful conduct which damages or injures district property

Students may be expelled for any of the following circumstances:

- When a student's conduct poses a threat to the health or safety of students or employees
- When other strategies to change the student's behavior have been ineffective (Note: expulsion may not be used to address truancy)
- When required by law

The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

For more information, please see the District's [Student Discipline, Suspension of Students, and Expulsion of Students](#) policies as well as the [K-12 Code of Conduct](#).



APPEAL PROCEDURE

A parent or guardian may appeal suspensions and expulsions to the Superintendent. Suspension appeals must be made in writing, state the reasons for the appeal, and be received by the Superintendent's Office within two days of the administration's decision to suspend the student. The appeal must state the specific reason(s) for the appeal. The Superintendent or designee will review the record and render a written decision within three days of receipt of the written appeal. For more information on the appeal process for suspensions, please see the District's [Administrative Rule on the Suspension of Students](#).

Expulsion appeals must be made by the student or the parent/legal guardian within 15 calendar days after the hearing officer's decision at the expulsion hearing. Requests for appeal will be made at the superintendent's office where parents may obtain a form where they will specify the specific reason for the appeal. For more information on the appeal process for expulsions, please see the District's [Administrative Rule on the Expulsion of Students](#).

Complaint Procedures

COMPLAINT PROCEDURES

Dallas School District is committed to responding to student and parent concerns in a fair and timely manner. When appropriate, students and parents are encouraged to first discuss routine concerns with the teacher, coach, advisor, staff member, or administrator most directly involved. Many concerns can be resolved through direct communication.

For concerns that are not resolved informally, or when informal resolution is not appropriate, a complaint may be initiated with a school administrator in accordance with [Board Policy KL – Public Complaints](#). Students and parents may contact the Dallas High School main office for assistance identifying the appropriate administrator or complaint process.

Nothing in this section requires a student or parent to attempt informal resolution before reporting discrimination, harassment, bullying, sexual harassment, a bias incident, or other conduct subject to a specific District reporting or complaint procedure.

DISCRIMINATION AND CIVIL RIGHTS

Any person may report discrimination or harassment based on a status protected by law. Complaints may be made orally or in writing to the principal. A District staff member who receives a discrimination or harassment complaint is required to report it to the principal.



District ADA, Section 504, Civil Rights, and Title IX coordinator contact information is provided in the [Nondiscrimination and Civil Rights](#) section at the beginning of this Handbook. Questions may also be directed to compliance.officer@dsd2.org.

For complete complaint and appeal procedures, see [Administrative Regulation AC-AR – Discrimination Complaint Procedure](#).

HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING, AND TEEN DATING VIOLENCE

Students may report hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence to **any District staff member**. Staff receiving a report will promptly notify an administrator. Reports will be investigated and addressed in accordance with District procedures.

For complete reporting, investigation, and appeal procedures, see [Administrative Regulation JFCF-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Reporting Procedures – Student](#).

BIAS INCIDENTS AND SYMBOLS OF HATE

Dallas School District prohibits bias incidents and the use or display of symbols of hate as provided in [Board Policy ACB – Every Student Belongs](#).

Students who experience or witness a bias incident or the use or display of a symbol of hate are encouraged to report the concern to a school administrator or other staff member. Reports and complaints of bias incidents will be addressed in accordance with [Administrative Regulation ACB-AR – Bias Incident Complaint Procedure](#).

Retaliation against an individual for making a good-faith report is prohibited.

EDUCATIONAL STANDARDS, INSTRUCTIONAL MATERIALS, AND OTHER CONCERNS

For routine concerns involving classroom instruction, educational standards, instructional materials, activities, or other school matters, students and parents are encouraged to first contact the teacher, advisor, coach, or other staff member involved when appropriate.

If the concern is not resolved, or direct contact would not be appropriate, contact a school administrator or the Dallas High School main office for assistance. Formal complaints may be initiated with an administrator in accordance with [Board Policy KL – Public Complaints](#).

District complaint forms, procedures, and additional information are available on the **Dallas School District website**.



HEALTH, SAFETY & EMERGENCY INFO

EMERGENCY AND SAFETY DRILLS

Dallas High School conducts fire, earthquake, safety, and other emergency drills as required by law and District policy. Drills help students and staff understand how to respond quickly and safely during an emergency.

DHS uses the **Standard Response Protocol (SRP)** to provide consistent language and procedures for emergency situations. Depending on the circumstances, students and staff may be directed to:

- **Hold** – remain in their room or area and keep hallways clear;
- **Secure** – move inside and secure exterior doors because of a potential concern outside the building;
- **Lockdown** – secure rooms and remain out of sight because of a potential threat inside the building;
- **Evacuate** – move to a designated location; or
- **Shelter** – follow specific protective actions appropriate to an environmental or other hazard.

During any drill or emergency, students are expected to immediately follow staff directions and established safety procedures. Students should remain quiet when necessary so that instructions can be heard and followed.

For additional information, see [Board Policy EBCB – Emergency Drills](#).

INCLEMENT WEATHER AND EMERGENCY SCHOOL CLOSURES

Weather, road conditions, or other emergencies may require the District to delay the start of school, modify bus routes, dismiss school early, or close schools.

School closures, delays, transportation changes, and other emergency information will be communicated through **ParentSquare** and other District communication channels. Families are encouraged to ensure their contact information is current and to monitor District communications during inclement weather or emergency situations.

When a two-hour delay is announced, Dallas High School will follow the **Two-Hour Delay Bell Schedule** provided in this Handbook. Current information regarding inclement-weather bus routes is available through the District's transportation information.

Students who drive to school should use appropriate caution during hazardous weather. Parents/guardians ultimately determine whether conditions are safe for their student to travel to school. If a student is unable to attend due to hazardous conditions, the school should be notified.



During an emergency, the District may dismiss students, modify transportation, or keep students at school under supervision until it is appropriate to release them. Families will receive instructions through District communication systems when emergency procedures affect dismissal or student pickup.

COMMUNICABLE DISEASES AND STUDENT HEALTH

Dallas School District follows applicable state requirements and District procedures for the prevention and management of communicable diseases. Students may be excluded from school when required by law or when necessary to protect the health and safety of the school community.

Students and parents/guardians should contact the school office or District health services with questions regarding illness, communicable disease, school attendance, or returning to school following an illness.

For additional information, see the District's [Communicable Disease Management Plan](#) and applicable District health policies.

MEDICATIONS

Prescription and nonprescription medications used during the school day must be stored, administered, and managed in accordance with District procedures. Students should not carry, share, or administer medication at school except when specifically authorized under District policy.

Parents/guardians should contact the school office or District health services when a student needs medication during the school day. Required authorization, medication labeling, storage, and administration procedures must be completed before medication can be administered by school staff.

Students who are authorized to self-administer or carry medication must follow the requirements established by District policy and any applicable health or emergency plan.

For additional information, see [Board Policy JHCD/JHCDA – Medications](#).

ASBESTOS MANAGEMENT

Dallas School District maintains an asbestos management plan in accordance with the **Asbestos Hazard Emergency Response Act (AHERA)**. District facilities are inspected and managed in accordance with applicable requirements.

The District's asbestos management plan is available for public inspection at the District office. For additional information, contact the District office.

See [Board Policy EB – Safety Program](#) for additional information.



IMMUNIZATIONS

Students must meet Oregon immunization requirements for school attendance or provide documentation of an applicable medical or nonmedical exemption or immunity as permitted by law.

Students who do not meet applicable immunization requirements may be excluded from school until the requirements are met. Parents/guardians will be notified when a student is subject to exclusion.

For information regarding immunization requirements, exemptions, or required documentation, contact the school office.

For additional information, contact the school office or see [Board Policy JHCA/JHCB – Immunization and School Sports Participation](#).

EMERGENCY MEDICAL CARE

Students who become ill or injured at school should notify a staff member as soon as possible. When a student is too ill or injured to remain at school, the school will attempt to contact a parent/guardian or other authorized emergency contact. Students will be released in accordance with established school procedures. Parents/guardians are responsible for keeping emergency contact and health information current. School staff may provide minor or emergency first aid when appropriate. When an illness or injury requires immediate medical attention, the school may contact emergency medical services and will make reasonable efforts to notify the student's parent/guardian as soon as possible.

For additional information, see [Board Policy EBC – Emergency Plan and First Aid](#).

CONCUSSIONS AND OTHER BRAIN INJURIES

The District may begin concussion protocols whenever it becomes aware that a student may have a concussion or other brain injury; written parent/guardian notification is not required to begin these protocols.

When a parent/guardian submits a written request for accommodations supported by medical documentation, the District will develop and implement a temporary accommodation plan consistent with Oregon Department of Education procedures. The plan will be in effect within 10 school days and communicated to the parent/guardian and appropriate staff. It will be reviewed as needed and at least every two months.

A student who exhibits signs or symptoms of a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion, will be removed from athletic participation for that day unless cleared as provided by law. The student may return on a later day only when symptoms are no longer present and the student has received a medical release from a qualified health care professional.

Parents/guardians should promptly notify the school if a student is diagnosed with or experiences symptoms of a concussion or other brain injury.



For additional information regarding athletic participation, see [Board Policy JHCA/JHCB – Immunization and School Sports Participation](#) and the [Athletics](#) section of this Handbook.

DALLAS HIGH SCHOOL

OUR MISSION

To help others grow in capacity and confidence

OUR VISION

Each student is known by name, strength, and need and graduates ready for college, career and community

“I matter, you matter, we matter!”



This Handbook provides general information about Dallas High School and District rules, procedures, and expectations. Board policies, administrative regulations, and applicable law govern in the event of a conflict with information contained in this Handbook.

Handbook information is subject to revision as needed. Current District policies are available at policy.osba.org/dallas.