

Requests should be submitted to a building administrator well in advance of the proposed activity. All such requests will be considered based on such factors as availability of funds, the educational value derived, the safety and welfare of the students involved, impact on the regular school program and availability of appropriate supervision, either from within school staff or from volunteers. Chaperones shall be notified of their responsibilities prior to departure.

Written parental permission must be obtained for each approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgment of the student conduct guidelines to the office prior to departure for the scheduled activity.

Staff members should contact the office for appropriate substitute and vehicle arrangements and related field trip procedures and forms.

All extended school-sponsored trips for students must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

FLAG SALUTES_(Board Policy INDB)

Adopted 5/8/08

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the United States flag at least once each week in grades 6-12 and every day in grades K-5 by reciting *The Pledge of Allegiance*.

HOMEWORK

Homework may refer to an assignment of extra work performed during a period of supervised study in class or outside of class or which requires individual work in the home.

Homework is expected to be designed to improve learning, to aid in the mastery of skills and to stimulate interest on the part of the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework should not require the use of reference materials not readily available in most homes, school libraries or the public library. Homework should require the use of those materials only when the student has had instruction in such use.

MAKE-UP WORK

A student who is absent from class is expected to make up those assignments that he/she has missed. The student is expected to make arrangements with the teacher prior to or upon his/her first day back in class for the work missed due to absence.

A student suspended from school is to be permitted, as provided by Oregon Administrative Rule, to make up schoolwork upon his/her return from the suspension if the work reflects achievement over a greater period of time than the length of the suspension. For example, the student is allowed to make up final, midterm and unit examinations, without an academic penalty. In addition, it is expected that students will be allowed to make up class assignments, or an appropriate alternative, at the discretion of the teacher.

MEDIA ACCESS TO STUDENTS

The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access may not be unduly disruptive and must comply with Board policies and district goals.

Media representatives are required to report to a building administrator for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

Staff may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

MOVING CLASS/HOLDING CLASSES OUTDOORS

From time to time, teachers may find it necessary to temporarily move a class from their scheduled room or teaching area. Teachers are responsible for ensuring that both the office and students are informed of the change.

From time to time, certain class assignments may be more appropriately conducted outdoors. Prior building administrator approval is required for all such activities.

NON-SCHOOL SPONSORED STUDY AND ATHLETIC TOURS/TRIPS/COMPETITIONS

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

Students who raise funds for their personal participation in such activities may not raise monies for travel and other activity expenses as a representative of the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel activities not sponsored by the district that involve their supervision of students. Staff may not advise parents regarding selection of such trips or tours for their students.

PRE-REFERRAL PROCESS

Before students can be considered for special services, staff members need to refer students to a Pre-referral or Student Study Team (SST). The Pre-referral Team shall act in a formal capacity and keep accurate records, including: time and date of meetings, written referrals, staff attendance, summary of discussion, recommendations, and any follow up activities.

The Pre-referral Team should assist the referring staff member in problem-solving strategies which will best meet the needs of the student, and/or recommend the child to an MDT Team for further assessment. **It is the MDT Team that will make the final determination if special services are needed for a particular student, not the Pre-referral Team.**

A Pre-referral Team should have a balance of participants including specialists, administration and classroom teachers. It is advisable that pertinent adults be invited to participate in meetings when their experience and insight can help provide valuable information on a particular student. The referring staff member should always be present at the pre-referral meeting.

PROGRAM EXEMPTIONS (Board Policy IGBHD)

Adopted 5/8/08

Students may be excused from a state-required program, assessment, or learning activity for reasons of

religion, disability or other reasons deemed appropriate by the district.

Where credit is issued an alternative program or activity must be provided. Teachers are expected to work cooperatively with students, parents, counselors and other district staff in the development of such alternative learning activities as needed.

RELEASE TIME FOR RELIGIOUS INSTRUCTION (Board Policy JEFB)

Adopted 6/10/08

Students may be excused from school for religious instruction, not to exceed two hours for grades 1-8 and five hours for grades 9-12 in any school week. Teachers will be notified by the office of any students in their class so excused.

Any student unable to attend classes on a particular day due to religious beliefs is to be excused from attendance requirements for that day.

No such absences shall be counted against a student in determining failure or reduction of grades. Any tests and assignments a student misses because of such absences are to be given to the student upon his/her return to school or at such other times as may be deemed appropriate by the teacher.

RESUSCITATION (Board Policy EBBC)

Adopted 3/13/08

Molalla River School District employees will call 911 whenever resuscitation is needed. District staff shall use resuscitation techniques with the objective of restoring life. Such efforts shall continue until trained, medical assistance arrives.

Resuscitation techniques shall **not** be used in cases where the district has on file a physician-assigned "DNR" (Do Not Resuscitate) order accompanied by a signed parent/guardian/student of majority request for the DNR order.

RETENTION OF STUDENTS (Board Policy IKE/IKE-AR)

Adopted 5/8/08

Students will normally progress annually from year to year. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved and

Comply with Board policy and procedures. Retention will be used when it is necessary for students to repeat subject matter. Continuation will be used to provide a longer time frame to master required material.

STUDENT ACTIVITY FUNDS (Board Policy IGDG)

Adopted 5/8/08

A student fund is any fund of money, regardless of its source, which is centered in and controlled by the school and which has, as its express purpose, the support of those activities which are an extension of or an addition to the regular instructional program.

All monies raised or collected by and/or for school-approved student groups are to be receipted and deposited into a checking account administered by the business office. All student activity fund expenditures must be approved by a building administrator.

STUDENT ASSESSMENT

The evaluation of student progress is a primary responsibility of all teachers. The highest possible level of student achievement is a common goal of both the district and the home. As a close working relationship

between the district and the home is essential to the accomplishment of this goal, regular communications with parents is essential.

Teachers should use a variety of communication devices including telephone and personal conferences as well as written grade reports to keep parents well informed. At the beginning of the grading period, students and parents are to be informed regarding the basis of the grades and the methods to be used in determining grades.

Report Cards (or summaries) will be completed at the end of each grading period.

Grade reduction or credit denial based on a student's attendance may be permissible only when student's lack of attendance is not used as sole criteria for the grade reduction or credit denial and such attendance prevents students from achieving the course learning goals. Prior to a grade reduction or credit denial, teachers are required to provide notice to the student, parents or guardian that includes the following information:

1. Identification of how the attendance and class participation is related to the learning/curriculum goals of the subject or course;
2. Procedures in due process are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;
3. Reasons for non-attendance are considered and the grade is not reduced or credit denied based upon absences due to:
 - a. Religious reasons;
 - b. A student's disability; or
 - c. An excused absence, as determined by the district's policy.

Due process procedures will be provided to all students whose grade is reduced or credit denied for attendance rather than academic reasons. Reasons for the student's absence will be considered. No grade may be reduced or credit denied based on absence due to religious reasons, a student's disability or an excused absence as determined by district policy. Such notice is to be included in each teacher's syllabus and distributed to students at the beginning of the grading period.

Special education students, who are working toward a modified diploma, are to receive grades based on progress toward goals stated in the Individual Education Program (IEP).

STUDENT CONDUCT (Board Policy JFC)

Adopted 6/10/08

All students are to comply with district policy, written building and classroom rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities.

In addition to adopted Board policies governing student conduct, administrative regulations specifying student conduct expectations have been established. These rules apply to actions that occur on district property; at any district-sponsored activity regardless of location; or when traveling to or from school for district-sponsored activities on transportation provided or approved by the district. Disregard of these rules constitutes grounds for suspension, expulsion or other reasonable disciplinary action.

All teachers are expected to review the student conduct rules contained in the Student/Parent Handbook with their students during the first week of the school year.

Teachers may also develop expectations for student conduct unique to individual classrooms. All such expectations must be consistent with district policy and local building administrative regulations governing student conduct and discipline. Classroom rules and consequences are to be reviewed with students, posted in classrooms and made available to parents.

STUDENT DETENTION

A school administrator or teacher may detain a student after school for disciplinary reasons provided the parent has been notified of the detention and, in the case of bus students, prior arrangements have been made for the student's transportation home. Parents may be asked to arrange for the transportation of the detained student; however, if the parent cannot or will not provide it, an alternative disciplinary action must be substituted. Students who are detained after school are not to be left unsupervised during their detention.

STUDENT DISCIPLINE (Board Policy JG/JGDA/JGEA)

Adopted 6/10/08

All staff is responsible for the uniform enforcement of student discipline, whether in the classroom, building, district grounds or at district-sponsored activities regardless of location. Please refer to building handbooks for specific policies and procedures regarding student discipline in your building.

STUDENT DISMISSAL PRECAUTIONS

No teacher may permit any student to leave class/school prior to the regular hour of dismissal except as may be authorized by a school administrator, acting as the superintendent's designee.

STUDENT/PARENT HANDBOOK (Board Policy CHCA)

Adopted 1/10/08

Staff must review the student/parent handbook that is issued to students at the beginning of each new school year and at the time of registration for new students moving into the district at other times of the year.

All staff is expected to familiarize themselves with the general information, administrative rules and procedures pertaining to students as set forth in the student/parent handbook and in Board policy. Teachers are expected to review the handbook with students during the days/times designated by the building principal.

STUDENT PERFORMANCES

Teachers are encouraged to arrange for individual student and group public performances when such performances contribute to the educational process and are consistent with district and course goals.

All performances involving students must be approved by a building administrator and may not interfere with other scheduled activities or classes within the school.

The extended use of one particular group of students is generally discouraged. Teachers are expected to enforce all student conduct and discipline rules when engaged in such activities.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES (Board Policy EEAE)

Adopted 10/15/08

Transportation of students to and from school and to curricular and extracurricular activities sponsored by the district is provided by the district's transportation system in accordance with district policy.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips or other school activities if the following conditions have been met prior to the activity.

1. The school administrator has approved the activity and use of private vehicle.
2. A permission slip signed by each student's parent(s) has been received by the principal granting permission for the student to participate in the field trip/activity and to ride in a privately-owned

vehicle.

3. The parent, employee or other adult driving the vehicle must be properly licensed and must provide proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person who weighs over 40 pounds and who is under four feet nine inches and under eight years of age must be properly secured with a child safety system that elevates the person so that a safety belt or harness properly fits the person¹. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. Training in the proper installation and use of child safety system may be required. [The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.]

No student is to be permitted to perform district business with his/her own vehicle, a staff member's vehicle or a district-owned vehicle.

STUDENT WITHDRAWAL FROM SCHOOL

Upon notification by the office of a student withdrawal from school, teachers are expected to complete the student withdrawal form, including grade earned to date.

Teachers are expected to make a complete accounting of any unreturned or damaged books, locks, materials, supplies, equipment or other district property including replacement costs, if known. Submit the list to the office.

Additionally, the district may notify the Oregon Department of Transportation of the withdrawal of a student who is at least 15 years of age and under 18 years of age. In certain circumstances, the withdrawing student's driving privileges may be denied or revoked.

THREATS OF VIOLENCE (Board Policy JFCM)

Adopted 6/14/09

Student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence he/she has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

VISITORS (Board Policy KK)

Adopted 7/1/08

The Board encourages parents and other district citizens to visit the school and classrooms at any time to observe the work of students, teachers, and other employees. All visitors are to report to the school office

when entering and will receive authorization to visit elsewhere in the building.

Students are not permitted to bring visitors to school without prior approval of the classroom teacher(s) and a building administrator.

Staff members are expected to report any unauthorized person on school property to a building administrator.

SPECIAL PROGRAMS

ALTERNATIVE EDUCATION PROGRAMS (Board Policy IGBHB and JGEA)

Adopted 5/8/08 and 6/10/08

Alternative education programs have been developed and identified to meet the needs of students unable to succeed in regular district programs in compliance with state requirements. The involvement of staff, parents and the community in recommending alternative programs for Board approval is encouraged.

Alternative education programs consist of instruction or instruction combined with counseling and may be public or private, however, home schooling is not an alternative educational option.

If a student is not successful in the alternative education program, there is no obligation to propose or fund a second alternative unless the student is eligible for services under the regulations of special education or section 504 of the Rehabilitation Act.

The district provides individual notification to students and parents regarding the availability of alternative education programs:

1. When two or more severe disciplinary problems occur within a three-year period. Severe disciplinary problems are defined in the student/parent handbook;
2. When attendance is so erratic the student is not benefiting from the educational program;
3. When an expulsion is being considered;
4. When a student is expelled;
5. When a student's parent or an emancipated student applies for exemption from attendance on a semi-annual basis, at age 16 or 17 as provided by law.

Teachers with questions concerning available alternative education programs should contact a counselor or a building administrator.

ASSESSMENT PROGRAMS (Board Policy IL)

Adopted 5/8/08

The district's continuous progress assessment program has been developed to meet state requirements and local district needs. Assessment results are used to identify individual student's learning strengths and weaknesses and as a basis for program improvement.

Results are used as a factor in determining the individual student's learning strengths and weaknesses, as a basis for planning learning activities, as well as, the educational progress of students and the success of school programs.

The district's assessment program consists of the following:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements.
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained.

3. Assessments by individual teachers;
4. Optional school wide and grade level wide assessments are recommended by the superintendent and as approved by the Board.

Dates for district and state assessments will be announced by a building administrator as appropriate.

BREAKFAST/LUNCH PROGRAMS (Board Policy EFAA/EFAH)

Adopted 3/13/08

The district participates in the National School Lunch and School Breakfast program(s). Free and reduced-price meals are available for students unable to pay the full price for meals. General information, eligibility criteria and confidential application forms are available through the office.

COUNSELING AND GUIDANCE PROGRAM/Child Development Specialist Program

(Board Policy IJ) *Adopted 5/12/09*

Staff must understand and use the district's counseling and guidance program designed to involve them and parents in the educational, personal/social and career development of students.

Counselors can provide such services as academic counseling for students and parents, including assistance and information in the areas of scheduling, forecasting, assessments, alternative educational programs, progress towards meeting certificates of mastery requirements, local and state graduation requirements, scholarship and college entrance requirements and identification of district, community and state-wide resources for students with academic, personal/social or other needs.

Staff may also use Counselors to assist students with academic, social and personal problems, and define and arrive at positive solutions through a variety of conference settings.

Students generally schedule appointments to see a counselor through the counseling office. Prior notice to a teacher that a student will be missing class may not always be possible because of the emergency nature of many of the appointments.

Teachers should refer a student to a counselor by contacting the counselor directly or by completing a referral form, available in the office. Teachers interested in arranging a conference with a counselor and a particular student and/or parent should contact the counseling office. Counselors and teachers with counseling responsibilities are expected to respect fully the right of privacy of those with whom they enter counseling relationships.

Confidentiality is not to be abridged except:

1. Where there is clear and present danger to the student or others;
2. To consult with other professional persons when this is in the student's interest;
3. When the student waives this privilege in writing.

EARLY CHILDHOOD EDUCATION

The district recognizes the necessity to ensure that all children have access to early education opportunities to better develop the skills, attitudes and habits expected of kindergarten and first grade students.

ENGLISH LANGUAGE LEARNER (Board Policy IGBI)

Adopted 5/8/08

Staff is to provide students whose primary languages are languages other than English appropriate assistance through the district's English-as-a-Second-Language Program (ESL) until they are able to use English in a

manner that allows effective, relevant participation in regular classroom instruction.

Staff will provide parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student with relevant written, verbal or signed communication in a language they can understand.

Staff in need of assistance in translations, materials selection, special curriculum development, etc., should contact the office.

HEALTH SERVICES PROGRAMS (Board Policy JHC)

Adopted 7/10/08

The district has an established health services program that provides:

1. Pertinent health information on students, as required by Oregon statutes and regulations;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
4. Control and prevention of communicable diseases as required by the Oregon Department of Human Services, Health Services and the county health department;
5. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
6. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

All staff will be informed of their responsibilities in these areas.

In accordance with the requirements of the No Child Left Behind Act of 2001, the district recognizes its responsibility to notify parents in advance of any non-emergency, invasive physical examination or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

HOMEBOUND INSTRUCTION/TUTORING (Board Policy IGBG)

Adopted 5/8/08

Homebound instruction is provided to any student whose health or impairment causes him/her to be absent from school for at least 10 days or as stipulated in a student's IEP. A physician's statement substantiating such absence is required in order for the district to authorize homebound instruction. The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

Teachers are expected to cooperate with counselors, students and parents to provide such assignments/homework as may be necessary to help students maintain satisfactory progress during the student's temporary absence from school.

Home tutoring services may be provided to students who are temporarily disabled or for other medical reasons unable to attend school in excess of 20 consecutive school days. A physician's statement substantiating such absence is required in order for the district to authorize home tutoring.

The home tutor will work with the student's teacher to provide the necessary instructional support needed to help the student maintain his/her academic progress.

LIBRARY/MEDIA SUPPORT SERVICES

Teachers should contact library/media staff for assistance in obtaining audiovisual materials and equipment, computer software, videotapes, laser disks, sound filmstrips and other instructional media materials maintained by the district.

Additional supplemental materials may also be available through the local education service district and/or state library system.

A professional collection of books and current periodicals is also available for staff use in the District Curriculum Office. Materials may be checked out through the Curriculum Office staff.

Teachers may schedule with staff to bring entire classes to the library/media center for project work, as appropriate. Individual students may be admitted for specific project work during class time with a note from the student's teacher.

MULTICULTURAL EDUCATION

The district is committed to an educational system that will prepare students to function effectively and cooperatively in a multicultural society.

The development of community partnerships and curriculum which use every opportunity to present the many ethnic, racial and religious strands that are a part of the American fabric provide a process for incorporating multiculturalism into the district's educational program.

Instructional materials at all grade levels are expected to reflect and fairly portray the history, contributions and culture of both men and women and of various ethnic groups in society.

PREGNANT/PARENTING STUDENT PROGRAMS

The district advocates the right to continued public education for all pregnant and parenting students. Staff must encourage a pregnant and parenting student to continue with his/her educational program and to participate in all school-sponsored activities unless physically unable.

Teachers are expected to work cooperatively with counselors, parents and students in the development of individualized educational programs or services, or both, to address the needs of pregnant and parenting students when their educational needs cannot be met by the regularly provided school program.

PSYCHOLOGICAL TESTING SERVICES (Board Policy JHDA)

Adopted 7/10/08

Psychological tests, excluding intelligence tests, may be administered to students only by licensed psychologists/psychometrists employed for this purpose or by interns under their supervision.

Psychological evaluations may be made only with the informed and written consent of parents.

Psychological records of students are confidential. Written parental consent is required prior to the release of any such data.

SPECIAL EDUCATION SERVICES (Board Policy IGBA/IGBAF)

Adopted 5/8/08

The District's Special Education Department serves students aged kindergarten through 21 living in the district who have been evaluated by qualified educational and/or medical personnel and found eligible for services or programs for students with disabilities. Students shall be provided a free appropriate education.

The related services and educational programs provided are designed to meet the needs as specified by the student's Individual Educational Program (IEP).

Whenever appropriate, students with disabilities are educated with students without disabilities. Special placements or separate schooling is provided only when the nature of the disability prevents some educational benefit in the regular classroom or affects the health or safety of the student or others.

Placements are made by the building's multidisciplinary team (MDT), which consists of special education staff, the student's teacher, or if the student does not have a regular teacher, a teacher qualified to teach a student the same age, the student's parents, the student when appropriate and other individuals at the discretion of the parent or district. Teachers with questions regarding the referral and placement process should contact a special education staff member.

All teachers are expected to work cooperatively with special education staff to modify curriculum, instructional strategies and grading as necessary to meet the needs of a student's IEP.

STUDENT ASSISTANCE PROGRAM

Staff must assume an obligation to help students who need assistance. The district recognizes that students can experience a number of personal, behavioral or medical problems that can have an adverse effect on their behavior, conduct or academic performance in school.

In order to assist students resolve problems arising from behavioral/medical problems, including alcohol and other drug abuse, the district has established a Student Assistance Program.

Staff can use the referral forms and procedures available through the counseling office.

TALENTED AND GIFTED PROGRAMS (Board Policy IGBB/IGBBA/IGBBB/IGBBC)

Adopted 1/14/09

The staff is responsible for an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

Teachers will be informed as to which of their students have been identified (scores at or above the 97th percentile on selected district tests).

Teachers are expected to modify curriculum, instructional strategies and grading as may be necessary to meet the needs of identified students and may refer to the Molalla River School District TAG Manual for additional information.

The district has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district's program and who wish to request reconsideration. A complaint procedure has also been developed for parents to resolve disputes regarding the appropriateness of programs and services provided to talented and gifted students. Staff should resolve issues with parents (questions or complaints) at the classroom level if possible.

TITLE I PROGRAMS (Board Policy IGBC)

Adopted 5/8/08

Title I staff will meet with individual teachers regarding scheduled instruction of students who qualify for additional instruction under Title I. Title I is a federally funded program that provides basic skills instructional services for educationally disadvantaged students in grades K-8 and who live in targeted low-income areas. Students identified in need of Title I services are provided instruction as appropriate.

Teachers with questions or concerns regarding student placement or scheduling in this program should contact the building Title I staff.