

**West Linn-Wilsonville
School District 3J**

Code: **IA**
Adopted: 12/05/11
Readopted: 3/07/16
Orig. Code(s): IA

Instructional Goals

The focus of the district is on the learner, the student. The student's educational development toward the schools' goals is the main concern of the Board's policies and administrative regulations. In seeking to meet this commitment, the Board declares its aim to provide, within financial limitations set by the community, the best educational opportunities so that all children will succeed personally and as citizens of the community, state and nation. The efforts of the Board and all employees of the district shall be directed to this end.

The goals of the district shall be to permit and assist every child regardless of linguistic background, socio-economic status, culture, race, sex, sexual orientation, capability or geographic location:

1. To be proficient in the knowledge and skills of their current grade level.
2. To be graded on how well the student is achieving course requirements at the student's current grade level and progress toward becoming proficient in a continuum of knowledge and skills.
3. To acquire the knowledge, habits and attitudes that will promote good physical and mental health and cooperation among individuals.
4. To acquire an understanding, respect and appreciation for persons belonging to the many social, cultural and ethnic groups in our society.
5. To help students achieve to the fullest extent the mastery of the basic skills in the use of language arts – listening, speaking, writing, reading – and of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically and solving problems.
6. To help students acquire basic information and a scientific approach pertaining to the principles of the physical, earth and life sciences, and their impact on life today and in the future.
7. To help students gain a knowledge of the history of the United States and our constitutional form of government and to acquire the attitudes of responsible citizenship for effective participation in the decision-making processes of the public institutions of our country, community, state and nation.
8. To acquire the best understanding of himself or herself and an appreciation of his/her worth as an individual and as a member of society.

9. To develop artistic values across the curriculum through an instructional program which provides students with opportunities for appreciation, production and performance activities.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 329.125](#)

[ORS 336.067](#)

[OAR 581-022-1020](#)

[OAR 581-022-1030](#)

[OAR 581-022-1210](#)

[OAR 581-022-1340](#)

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, sex or sexual orientation¹. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications K-8, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be subject to administrative review, restricted or prohibited, however, pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School sponsored media means materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent or designee. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those

present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make his/her decision within three school days of the meeting.

If the complainant is not satisfied with the decision of the superintendent, he/she may appeal to the Board under established district procedures.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 336.477](#)

[ORS 339.880](#)
[ORS 339.885](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.

Cross Reference(s):

IGDA - Student Organizations
INB - Studying Controversial Issues

Relations with Home-Schooled Students**

The district recognizes the rights of parents to educate students at home and acknowledges the education service district's role in registering and monitoring test results for students who are being taught at home.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.

The Board shall evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Home-schooled students may participate in interscholastic activities if the following criteria are met:

1. The student can meet the district eligibility requirements except the district or class attendance requirements;
2. The student need not meet class requirements of the voluntary association administering the interscholastic activities;
3. The student can achieve the minimum score on an examination from the list adopted by the State Board of Education. The minimum composite test score that a student must achieve shall place the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year; (Students may participate while awaiting test results.)
4. The parent shall submit the examination results to the district; or the district may adopt alternative requirements, in consultation with the parent, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities;
5. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;
6. The student must reside in the attendance boundaries of the school for which the student participates.

An interscholastic activity is defined as an activity:

1. With optional student participation which complements the curriculum, encourages students' physical, academic or social development;
2. Supervised by school personnel;
3. Generally conducted outside the instructional day.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 339.030](#)
[ORS 339.035](#)
[ORS 339.430](#)

[ORS 339.460](#)
[OAR 581-021-0026 to-0029](#)
[OAR 581-021-0033](#)

[OAR 581-021-0071](#)
[OAR 581-021-0210](#)
[OAR 581-022-1350](#)

**West Linn-Wilsonville
School District 3J**

Code: **ICA**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): ICA

School Calendar

The superintendent shall develop the calendar for the coming school year with input from teachers, classified staff and administrators. This process should be completed by early spring. The calendar should provide for the opening and closing dates, holidays, in-service days, teacher work days and vacations. Before final adoption by the Board, school employees shall have the opportunity to review the proposed calendar.

END OF POLICY

Legal Reference(s):

[ORS 187.010](#)
[ORS 243.650](#)
[ORS 332.075\(1\)\(a\)](#)
[ORS 336.010](#)

[OAR 581-022-1620](#)

**West Linn-Wilsonville
School District 3J**

Code: **IE**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IE

Organization of Instruction

The Board is responsible for the education of students in the district and will assume the responsibility for the kindergarten, elementary and secondary education.

The grouping of students and housing of instructional levels shall be developed by the superintendent and his staff and approved by the Board.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 332.075](#)

[ORS 336.067](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-0606](#)

[OAR 581-022-0807](#)

[OAR 581-022-1020](#)

[OAR 581-022-1130](#)

[OAR 581-022-1140](#)

[OAR 581-022-1210](#)

[OAR 581-022-1340](#)

[OAR 581-022-1610](#)

**West Linn-Wilsonville
School District 3J**

Code: **IF**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IF

Curriculum Development

The ultimate authority and decisions on matters of curriculum are the responsibilities of the Board. The Board feels it is necessary to continually develop and modify its curriculum to meet the changing needs and diversity of our society and directs the professional staff to investigate new curricular ideas, develop and improve programs and evaluate results. To accomplish this, it authorizes the superintendent to organize advisory committees to periodically review the curriculum and advise the Board on curriculum changes.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075\(1\)](#)
[ORS 336.035](#)
[ORS 336.067](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-0606](#)
[OAR 581-022-0807](#)
[OAR 581-022-1020](#)

[OAR 581-022-1130](#)
[OAR 581-022-1140](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)
[OAR 581-022-1610](#)

**West Linn-Wilsonville
School District 3J**

Code: **IFCA**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IFCA

21st Century Schools Councils

The purpose of 21st Century Schools Councils (aka Site Councils) is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the Board's belief that when a group of people who represent different parts of an educational community come together to work in a collaborative manner to improve education, student achievement will increase.

The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision making with equitable family-school-community partnerships.

All positions and recommendations of the councils shall be in compliance and consistent with state law, Board policy, the district's vision, goals and operating procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660 to -192.690](#)
[ORS 243.650](#)
[ORS 243.782](#)
[ORS 329.125](#)
[ORS 329.704](#)
[ORS 329.788](#)
[ORS 330.080](#)

[ORS 330.083](#)
[ORS 330.115](#)
[ORS 332.172](#)
[ORS 339.333](#)
[ORS 342.513](#)
[ORS 342.521](#)
[ORS 342.545](#)

[ORS 342.553](#)
[ORS 342.608](#)
[ORS 342.610](#)

[OAR 581-020-0105](#)
[OAR 581-020-0115](#)
[OAR 581-020-0130](#)

Cross Reference(s):

KC - Community Involvement in Decision Making

**West Linn-Wilsonville
School District 3J**

Code: **IGAC**
Adopted: 9/10/07
Readopted: 3/07/16
Readopted: 1/8/18
Orig. Code(s): IGAC

Teaching about Religion

The First Amendment to the United States Constitution provides both freedom of religion and prohibition against the establishment of religion by the government. Religious education is the responsibility of the home and church and within the district's schools shall remain the free choice of the individual, true to the American heritage and Constitution.

Religion does influence many areas of education such as history and literature and religion's role in civilization can, and should be, properly taught. It will be proper for teachers to emphasize the generally accepted moral and ethical principles of all religions and to provide information and the opportunity to study the various forms of religion. It is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of religious materials and sacred documents as literary forms may inform students concerning particular sectarian beliefs.

Teachers shall not, openly or covertly, favor or disfavor a particular religion or religious belief, but may be permitted to expose students to information concerning religions and religious beliefs.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.035](#)

U.S. CONST. amend. I.
OR. CONST., art. I.

Drug, Alcohol and Tobacco Prevention, Health Education**

Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol and tobacco use is illegal and harmful and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol and tobacco use and to maintain a drug-free educational environment.

After consulting with parents, teachers, school administrators, local community agencies and persons from the drug, alcohol or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program.

Drug Prevention Program

The district's drug, alcohol and tobacco curriculum will be age-appropriate, reviewed annually and updated as necessary to reflect current research and Oregon's Health Education Academic Content Standards.

Drug, alcohol and tobacco prevention instruction will be integrated in the district's health education courses for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all high school students, grades 9-12, shall receive instruction about drug and alcohol prevention. Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules.

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies in student/parent and staff handbooks.

Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited drug, alcohol and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or his/her designated representative.

Students possessing, using and/or selling unlawful drugs, including drug paraphernalia, alcohol and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district's comprehensive first aid/emergency plan.

The district is encouraged to coordinate drug-free school efforts with other districts, community agencies and/or the education service district.

A planned staff development program that includes current drug, alcohol and tobacco prevention education, an explanation of the district's plan and staff responsibilities within that plan will be developed by the superintendent. The input of staff, parents and the community is encouraged to ensure a staff development program that best meets the needs of district students.

The district will develop a public information plan for students, staff and parents.

The district's Drug, Alcohol and Tobacco Prevention, Health Education policy, related board policies, rules and procedures will be reviewed annually and updated as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575	OAR 581-015-2060	OAR 581-015-2420
ORS 336.067	OAR 581-015-2070	OAR 581-015-2425
ORS 336.222	OAR 581-015-2075	OAR 581-015-2430
ORS 339.873	OAR 581-015-2205	OAR 581-015-2435
ORS Chapter 475	OAR 581-015-2220	OAR 581-015-2440
	OAR 581-015-2225	OAR 581-015-2600
OAR 581-011-0052	OAR 581-015-2230	OAR 581-015-2605
OAR 581-015-2000	OAR 581-015-2235	OAR 581-021-0050
OAR 581-015-2040	OAR 581-015-2240	OAR 581-021-0055
OAR 581-015-2045	OAR 581-015-2325	OAR 581-022-0413
OAR 581-015-2050	OAR 581-015-2410	OAR 581-022-1210
OAR 581-015-2055	OAR 581-015-2415	

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).
Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).
34 C.F.R. §§ 300.108.

Cross Reference(s):

IGAEC - Anabolic Steroids and Performance-Enhancing Substances

**West Linn-Wilsonville
School District 3J**

Code: **IGAEC**
Adopted: 3/07/16

Anabolic Steroids and Performance-Enhancing Substances

The district will not tolerate the possession, selling or use of unlawful drugs or hormonal substances chemically or pharmacologically related to testosterone.

Definitions

“Anabolic steroid” includes any drug or hormonal substance chemically or pharmacologically related to testosterone, all prohormones, including dehydroepiandrosterone and all substances listed in the Anabolic Steroid Control Act of 2004. Anabolic steroid does not include estrogens, progestins, corticosteroids and mineralocorticoids.

“Performance-enhancing substance” means a manufactured product or oral ingestion, intranasal application or inhalation containing compounds that contain a stimulant, amino acid, hormone precursor, herb or other botanical or any other substance other than an essential vitamin or mineral; and are intended to increase athletic performance, promote muscle growth, induce weight loss or increase an individual’s endurance or capacity for exercise.

“School district employee” means an administrator, teacher or other person employed by a school district; a person who volunteers for a school district; and a person who is performing services on behalf of a school district pursuant to a contract.

The Board directs the superintendent to ensure that anabolic steroid and performance-enhancing substance abuse by students is addressed and may be a part of the district’s Prevention Program (OAR 581-022-0413).

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.107](#)
[ORS 342.721](#)

[ORS 342.726](#)

[OAR 581-022-0413](#)
[OAR 581-022-0416](#)

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).
34 C.F.R. §§ 300.108.

Cross Reference(s):

IGAEB - Drug, Alcohol and Tobacco Prevention, Health Education
JFC - Student Conduct
JGDA/JGEA - Discipline of Students with Disabilities

**West Linn-Wilsonville
School District 3J**

Code: **IGAI**
Adopted: 3/07/16

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035(2).

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455 to -336.475](#)

[ORS 339.370](#)
[OAR 581-022-0705](#)

[OAR 581-022-1440](#)
[OAR 581-022-1910](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGBA**
Adopted: 3/07/16
Readopted: 7/12/19

Students with Disabilities - Students with Disabilities

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction that have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency, Clackamas Educational Service District, is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Native American preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private (religious or secular) school located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statute (ORS) Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five years old on or before September 1 of the school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all

children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 338.165](#)
[ORS 339.115 to -137](#)
[ORS 343.151](#)
[ORS 343.157](#)
[ORS 343.193](#)
[ORS 343.221](#)
[ORS 343.517](#)
[ORS 343.533](#)

[OAR 581-015-2040](#)
[OAR 581-015-2045](#)
[OAR 581-015-2080](#)
[OAR 581-015-2085](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2315](#)
[OAR 581-015-2480](#)
[OAR 581-021-0029](#)
[OAR 581-022-1340](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2006).

Education Records/Records of Students with Disabilities**

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School officials may also include a volunteer or contractor who performs an institutional service on behalf of the school.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or emancipated and the general public.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 339.270](#)
[ORS 343.177\(3\)](#)

[OAR 166-400-0010](#) to [166-450-0010](#)
[OAR 581-021-0220](#) to [-0430](#)
[OAR 581-022-1660](#)
[OAR 581-022-1670](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2006).

Cross Reference(s):

JO/IGBAB - Education Records/Records of Students with Disabilities
 JOA - Directory Information
 JOB - Personally Identifiable Information
 JN - Student Fees, Fines and Charges

**West Linn-Wilsonville
School District 3J**

Code: **IGBAC**
Adopted: 3/07/16
Re-Adopted: 7/12/2019

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, district personnel are appropriately and adequately prepared to implement special education and related services and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retain personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL - Staff Development – Licensed.

END OF POLICY

Legal Reference(s):

[OAR 584-220-0180](#)
[OAR 584-220-0185](#)

Individuals with Disabilities Education Act [20 U.S.C. § 1412 (a)(14)(D) and] 20 U.S.C. § 1413 (a)(3).
Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207.

**West Linn-Wilsonville
School District 3J**

Code: **IGBAE**
Adopted: 3/13/08
Readopted: 3/07/16
Orig. Code(s): IGBAE

Special Education - Participation in Regular Education Programs

The district ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students without disabilities.

Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

END OF POLICY

Legal Reference(s):

[ORS 343.223](#)

[OAR 581-015-2040](#)

[OAR 581-015-2045](#)

[OAR 581-015-2050](#)

[OAR 581-015-2055](#)

[OAR 581-015-2060](#)

[OAR 581-015-2065](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.114-330.118 (2006).

**West Linn-Wilsonville
School District 3J**

Code: **IGBAF**
Re-adopted: 10/03/22

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities who is eligible for special education services in the district, kindergarten through 21, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.151](#)
[ORS 343.155](#)

[OAR 581-015-2000](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)
[OAR 581-015-2229](#)
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501.

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education¹;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

¹If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and upon any other parent request. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an IEP evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.500 - 300.505, 300.515, 300.517 (2006).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).

Cross Reference(s):

JGDA/JGEA - Discipline of Students with Disabilities

Special Education - Evaluation Procedures

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability. Upon receiving a request from a parent or public agency for an initial evaluation, the district will designate a team to determine whether an initial evaluation will be conducted.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Native American preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Attending private (religious or secular) school located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for all children, birth through 21 years of age. The district is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or reevaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a reevaluation;
2. When the child's parents or teacher requests a reevaluation; and
3. At least every three years, unless that parent and the district agree that a reevaluation is unnecessary.

The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise and at least once every three years, unless the parent and district agree that a reevaluation is unnecessary.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 to-2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.7, 300.530 - 300.534, 300.540 - 300.543.
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300.

**West Linn-Wilsonville
School District 3J**

Code: **IGBAI**
Adopted: 3/13/08
Readopted: 3/07/16
Orig. Code(s): IGBAI

Special Education - Private Schools

IDEA requires special education services for two different groups of private school students: those referred or placed by the district and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the district to implement differentiated procedures and services for these districts.

The district shall ensure that a student with a disability who is placed in or referred to a private school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education at the private school. The district will offer a service plan and annual consultation.

All parentally-placed private school students attending a private school within the district's boundaries will be included in the district's special education private school student count and the private school students for whom the district may provide services.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[OAR 581-015-2080](#)

[OAR 581-015-2085](#)

[OAR 581-015-2265](#)

[OAR 581-015-2270](#)

[OAR 581-015-2280](#)

[OAR 581-015-2450](#)

[OAR 581-015-2455](#)

[OAR 581-015-2460](#)

[OAR 581-015-2470](#)

[OAR 581-015-2480](#)

[OAR 581-015-2515](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.221, 300.380 - 300.382 (2006).

**West Linn-Wilsonville
School District 3J**

Code: **IGBAJ**
Adopted: 3/07/16
Readopted: 7/12/19

Special Education - Free Appropriate Public Education (FAPE)

1. The district admits all resident school age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they are advancing from grade to grade;
 - b. Who have not graduated with a regular diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21 years of age.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities and children with disabilities who are enrolled in public charter schools located in the district.
4. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
5. If the placement team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
6. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)
[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 to-2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)
[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).

Special Education - Public Availability of State Application

The superintendent or designee will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the district implements policies, procedures and programs for special education consistent with state and federal requirements;
 - b. Performance of student with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
 - (1) Identifying the excess costs of educating students with disabilities;
 - (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort or MOE); and
 - (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA)
 - (4) Documenting the annual district application for IDEA funds; and
 - (5) Reporting of official audits, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

[State-Administered Programs, 34 C.F.R. § 76.304 \(2006\).](#)
[Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 \(2006\).](#)
[Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGBAL**
Adopted: 3/07/16

Special Education - Services for Home-Schooled Students with Disabilities**

If the district receives notice that a parent intends to home school a student with a disability, the district will offer an opportunity for an individualized education program (IEP) meeting to consider providing special education and related services in conjunction with home schooling and will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district.

This notice shall be provided annually as long as:

1. The student remains eligible for special education; and
2. The student is exempt from compulsory education as a home-schooled student; and
3. The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s):

[ORS 339.020](#)
[ORS 339.030](#)
[ORS 339.035](#)
[ORS 343.165](#)

[OAR 581-015-2080](#)
[OAR 581-015-2130 to 2190](#)
[OAR 581-015-2210](#)
[OAR 581-015-2310](#)

[OAR 581-015-2315](#)
[OAR 581-021-0026 to -0029](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

**West Linn-Wilsonville
School District 3J**

Code: **IGBB**
Adopted: 9/10/07
Readopted: 12/5/22
Orig. Code(s): IGBB

Talented and Gifted Program and/or Services

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn, and to culturally relevant indicators of ability.

The Board directs the superintendent or designee to develop a process for identification of talented and gifted students in kindergarten through grade 12.

The district will develop a written plan of instruction for talented and gifted students in accordance with law that:

1. Includes a statement of the district policy on the education of talented and gifted students;
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to the Oregon Dept. of Education.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing leadership ability in motivating the performance of others in educational or non-educational settings and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints.

END OF POLICY

Legal Reference(s):

[ORS 343.391](#)
[ORS 343.395](#)
[ORS 343.396](#)
[ORS 343.397](#)
[ORS 343.401](#)

[ORS 343.407](#)
[ORS 343.409](#)
[ORS 343.413](#)
[OAR 581-022-2370](#)
[OAR 581-022-2325](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGBBA**
Adopted: 3/07/16

Identification – Talented and Gifted**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Smarter Balanced or state assessment.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Cross Reference(s):

IGBBB - Identification – Talented and Gifted Students among Nontypical Populations
IGBBC - Programs and Services – Talented and Gifted

**West Linn-Wilsonville
School District 3J**

Code: **IGBBB**
Adopted: 3/07/16

Identification – Talented and Gifted Students among Nontypical Populations**

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Cross Reference(s):

IGBBA - Identification – Talented and Gifted

IGBBC - Programs and Services – Talented and Gifted

**West Linn-Wilsonville
School District 3J**

Code: **IGBBC**
Adopted: 3/07/16

Programs and Services – Talented and Gifted**

A written plan will be developed by the district for programs and services that accommodate assessed levels and rates of learning for identified talented and gifted students. The curriculum and instruction in all classes will be at the appropriate rate and level to provide continued learning and engagement. Talented and gifted students will have opportunities to develop critical thinking skills and to extend and apply their learning.

The district plan for talented and gifted students will be used to develop plans for individuals that address their areas of giftedness and are reviewed with parents and students. School principals are prepared to answer questions, address concerns and collaborate with parents about programs and services, options and the implementation of the students' talented and gifted plans.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)

Cross Reference(s):

IGBBA - Identification – Talented and Gifted
IGBBB - Identification – Talented and Gifted Students among Nontypical Populations

West Linn-Wilsonville School District 3J

Code: **IGBC**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IGBC

Title I/Parental Involvement**

The Board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and Oregon Department of Education guidelines, the district shall meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually and at a convenient time. All parents of participating students shall be invited to attend. Title I funds may be provided for transportation, childcare, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents shall be informed of their right to be involved in the development of the district's parental involvement policy, Title I plan and school-parent compact.

Parental Involvement Policy

A parental involvement policy shall be developed jointly and agreed upon with parents of participating students. The district shall ensure:

1. Involvement of parents in the joint development of the district's overall Title I plan and the process of school review and improvement;
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Development of activities that promote the schools' and parents' capacity for strong parent involvement;
4. Coordination and integration of parental involvement strategies with appropriate programs as provided by law;
5. Involvement of parents in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I;
6. Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified;

7. Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy;
8. Parents are involved in the activities of schools served under Title I.

Title I Plan

As a part of the district's overall Title I plan, the district shall ensure effective involvement of parents by promoting activities that support a partnership among the school, parents and the community and that promote the improvement of student achievement. Participating district schools individually or collectively may develop plans.

District schools:

1. Shall provide assistance to participating parents of students served by the school in such areas as understanding such topics as the state's academic content standards and state student academic achievement standards, Title I plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the performance achievement of their student as well as information on how parents can participate in decisions relating to the education of their student;
2. Shall provide materials and training, such as:
 - a. Coordinating necessary literacy training from other sources to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 - b. Training to help parents work with their student to improve their student's achievement.
3. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between home parents and the school;
4. Shall coordinate and integrate parent-involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool programs and other programs, to the extent feasible and appropriate;
5. Shall ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the homes of participating students in the a format and in a language used in such homes the parent can understand;
6. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training in improving instruction and services to the students of such parents;

7. May provide necessary literacy training from Title I funds received if the district has exhausted all other reasonably available sources of funding for such activities training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities;
9. May train and support parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, such as in the mornings and evenings, in order to maximize the opportunities for parents to participate in school-related activities or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation;
11. May arrange for teachers or other educators who work directly with participating students to conduct in-home conferences with parents who are unable to attend such conferences at school;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
13. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities;
14. May adopt and implement model approaches to improving parental involvement, such as Even Start; and
15. Shall provide such other reasonable support for parental involvement activities as parents may request consistent with Title I requirements.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title I schools. The compact shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's student performance academic achievement standards;
2. Describe the ways in which each parent will be responsible for supporting their student's learning;
3. Stress the importance of ongoing communication between teachers and parents through annual parent-teacher conferences at the elementary school level.

The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, or parents with disabilities, parents of homeless students and parents of migratory students. Including information and school profiles reports will be provided in a format and language and form parents understand.

The district's policy, plan and compact shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

[OAR 581-015-0750](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

**West Linn-Wilsonville
School District 3J**

Code: **IGBHA**
Adopted: 03/07/16
Re-Adopted: 02/07/22

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and OAR 581-022-1350. The superintendent will develop administrative regulations as necessary to implement this requirement.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. Private alternative education programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in ORS 336.625, 336.631 and 336.637.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district's contract will meet the requirements of the law.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.014](#)

[ORS 336.145](#)

[ORS 336.175](#)

[ORS 336.615 to -336.665](#)

[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)

[OAR 581-021-0065](#)

[OAR 581-021-0070](#)

[OAR 581-021-0071](#)

[OAR 581-022-2320](#)

[OAR 581-022-2505](#)

[OAR 581-023-0006](#)

[OAR 581-023-0008](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGBHB**
Adopted: 1/07/08
Readopted: 3/07/16
Orig. Code(s): IGBHB

Establishment of Alternative Education Programs

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

The superintendent will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
2. For students who have not met or who have exceeded all of Oregon's academic content standards;
3. When necessary to meet a student's educational needs and interests;
4. To assist students in achieving district and state academic content standards;
5. When a public or private alternative education program is not readily available or accessible.

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure, pedagogy and may include:

1. A separate school.
2. Evening classes.
3. Tutorial instruction.
4. Summer programs.
5. Computer-assisted instruction.
6. Professional technical programs.
7. Cooperative work experience and/or supervised work experience, in accordance with the student's educational goals.
8. Instructional activities provided by institutions accredited by the Northwest Accreditation Commission.

9. Supervised community service activities performed as part of the instructional program.
10. Supervised independent study in accordance with a student's educational goals.
11. The district's Expanded Options Program.

The superintendent will develop administrative regulations for establishing alternative education programs.

END OF POLICY

Legal Reference(s):

[ORS 329.035](#)
[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.145](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)

[ORS 339.250](#)
[ORS Chapter 340](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

[OAR 581-021-0071](#)
[OAR 581-022-1350](#)
[OAR 581-022-1620](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Cross Reference(s):

IGBHA - Alternative Education Programs
IGBHC - Alternative Education Notification
JGEA - Alternative Education Programs Following Expulsion

Alternative Education Notification**

General notification of the alternative education law, the availability of existing programs and the procedures to request the establishment of new alternative education programs shall be contained in the student/parent handbook distributed each year.

Individual notification to students and parents regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period (Severe disciplinary problems will be defined in the student/parent handbook.);
2. When attendance is so erratic the student is not benefitting from the educational program (Erratic attendance will be defined on a case-by-case basis.);
3. When a student's parent or emancipated student applies for exemption from attendance on a semiannual basis;
4. When an expulsion is being considered;
5. When a student is expelled.

Individual notification shall be **hand delivered** or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.

Notification shall include:

1. The student's action;
2. A list of alternative education programs for this student;
3. The program recommendations based upon the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

The superintendent will develop notification procedures in accordance with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)
[ORS 339.250\(9\), \(11\)](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-021-0076](#)

[OAR 581-022-1350](#)
[OAR 581-022-1620](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Cross Reference(s):

IGBHA - Alternative Education Programs
IGBHB - Establishment of Alternative Education Programs
JGEA - Alternative Education Programs Following Expulsion

**West Linn-Wilsonville
School District 3J**

Code: **IGBHE**
Adopted: 3/07/16

Expanded Options Program

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program will comply with all requirements of Oregon law.

Eligible Students

Eligible students may apply to take courses at a post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she: (1) is 16 years or older at the time of enrollment in a course under the Expanded Options Program; (2) is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program; (3) has developed an educational learning plan; and (4) has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

END OF POLICY

Legal Reference(s):

[ORS 329.035](#)
[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 to -336.665](#)
[ORS Chapter 340](#)

[OAR 581-022-1363 to -1373](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGBI**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IGBI

Bilingual Education

Students whose primary language is a language other than English will be provided appropriate assistance as they learn English in a manner that allows effective, relevant participation in regular classroom instruction.

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

END OF POLICY

Legal Reference(s):

[ORS 336.074](#)
[ORS 336.079](#)

[OAR 581-021-0046](#)
[OAR 581-022-1140](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6811-7014 (2006).

West Linn-Wilsonville School District 3J

Code: **IGDA**
Adopted: 3/07/16

Student Organizations

The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them.

The principal will develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one staff adviser to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school premises during noninstructional time. If the content of such a club's meetings is religious in nature, school staff may attend only in a nonparticipatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

END OF POLICY

Legal Reference(s):

[ORS 339.880](#)

[ORS 339.885](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).

Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Cross Reference(s):

IB - Freedom of Expression

**West Linn-Wilsonville
School District 3J**

Code: **IGDF**
Adopted: 3/07/16

District Fund-Raising Activities

Students, with the permission of the principal and under the direct supervision of their advisers, may carry out fund-raising activities in which no outside fund-raising agency or contract is concerned. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval by the superintendent or designee. Activities concerned with fund raising for charitable or other causes not relating to school activities may not be carried on without prior approval of the principal and the superintendent.

Schools within the district initiate fund raisers throughout the year for various activities. To protect members of the community from unauthorized persons raising funds in the district's name, a letter of introduction will be provided to all persons authorized to raise funds for the district.

END OF POLICY

Legal Reference(s):

[ORS 339.880](#)

[OAR 137-025-0020 to -0530](#)

[OAR 581-022-1660\(2\)](#)

**West Linn-Wilsonville
School District 3J**

Code: **IGDG**
Adopted: 3/07/16

Student Activity Funds

Student activity funds shall be defined as those funds which include all moneys raised or collected by and/or for school-approved student groups, excluding those moneys budgeted in the general fund.

Student activity fund moneys shall be collected and expended for the purpose of supporting the school's cocurricular/extracurricular activities program.

Cocurricular/Extracurricular activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups or in large groups — at school events, public events or combination of these — for motivation, enjoyment and/or improvement of skills.

The principal and the person in charge of the student activities program shall be responsible for administration of the building's student activity funds.

The student-treasurer of the school-recognized student government organization may serve as a representative of that organization in partial administration of the building's student activity funds.

All student activity fund moneys shall be receipted and deposited into a checking account under the supervision of the business manager.

All expenditures from the general account of student activity funds shall be expended to benefit the student body as a whole and must also be approved by the school-recognized student government organization and its adviser, if such organization exists.

All expenditures from a specific account of student activity funds related to other school-recognized student groups shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures must be approved by the members of that organization and their adviser.

All student activity fund expenditures must be approved by the principal.

END OF POLICY

Legal Reference(s):

[ORS 294.305 - 294.565](#)

[ORS 328.441 - 328.470](#)

[OAR 581-022-1660\(2\)](#)

West Linn-Wilsonville School District 3J

Code: **IHGA**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IHGA

Alternative Instructional Programs

In addition to the regular curriculum and courses offered, it is possible for students to obtain credit from the following activities with prior administrative approval:

1. Community college and college/university courses;
2. Correspondence courses from accredited educational institutions;
3. Challenge tests developed by appropriate school faculty;
4. Independent study designed by appropriate school faculty;
5. Distance learning from accredited educational institutions;
6. GED preparation courses;
7. Other approved by the Board.

END OF POLICY

Legal Reference(s):

[ORS 329.860](#)
[ORS 332.072](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)
[ORS 336.800](#)
[ORS 339.141 to -339.147](#)

[ORS Chapter 340](#)
[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

[OAR 581-021-0071](#)
[OAR 581-022-1130](#)
[OAR 581-022-1350](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

**West Linn-Wilsonville
School District 3J**

Code: **IIA**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IIAA

Textbook/Instructional Materials Selection and Adoptions

The superintendent shall recommend to the board textbooks to be used in the schools in accordance with the procedure adopted by the Board.

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

Teachers involved in the use of particular instructional materials will play a major role in their selection. A textbook committee, under the direction of the superintendent or designee will review and study the materials available. Following the completion of the study, recommendations will be submitted to the Board for approval.

END OF POLICY

Legal Reference(s):

ORS 336.035	ORS 337.260	OAR 581-021-0045
ORS 336.840	ORS 337.511	OAR 581-021-0046
ORS 337.120	ORS 339.155	OAR 581-022-1140
ORS 337.141		OAR 581-022-1520
ORS 337.150	OAR 581-011-0050 to -0117	OAR 581-022-1640

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Cross Reference(s):

INB - Studying Controversial Issues
KH - Gifts
KL - Public Complaints

Electronic Communications System

In a free and democratic society, access to information is a fundamental right of citizenship. Accordingly, the Board is committed to the development and establishment of a quality, equitable and cost-effective communication system. The system's purpose shall be for the advancement and promotion of learning and teaching. The system will be used to provide statewide, national and global communications opportunities for staff and students.

Electronic information research skills are now fundamental to learning and teaching. The Board supports access by students and staff to rich information resources along with the development of appropriate skills to analyze and evaluate them. Resources need to be appropriate to curriculum and instruction standards and practices that are consistent with district-adopted goals and that are congruent with the district's high standards of learning and teaching. The Board expects that staff will blend thoughtful use of electronic information throughout the curriculum and that the staff will provide guidance and instruction to students in its appropriate use.

Students and staff are responsible for good behavior on school computer networks just as they are in a classroom or elsewhere on school property. Communications on the network should be considered public in nature. Access to network services will be provided to all students and staff who use them in a considerate and responsible manner.

Students and staff are to use prudent judgment when accessing political and lobbying sources, chat rooms, electronic mail (e-mail), news user groups, social media and other sites. Students and staff are required by this policy to avoid threatening, hate-related, discriminatory and pornographic sites.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;

5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called “hacking” and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
8. Installing measures designed to restrict minors’ access to materials harmful to minors.

The superintendent will establish administrative regulations for use of the district’s system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district’s electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district’s system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 30.765	ORS 167.080	ORS 339.250
ORS 133.739	ORS 167.087	ORS 339.270
ORS 163.435	ORS 167.090	
ORS 164.345	ORS 167.095	OAR 581-021-0050
ORS 164.365	ORS Chapter 192	OAR 581-021-0055
ORS 167.060	ORS 332.107	OAR 584-020-0040
ORS 167.065	ORS 336.222	OAR 584-020-0041
ORS 167.070		

Children’s Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).
 Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).
Oregon Attorney General’s Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).
Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.
Americans with Disabilities Act Amendments Act of 2008.

**West Linn-Wilsonville
School District 3J**

Code: **IICA**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IICA

Extended Field Trips**

The district will allow students to participate in extended field trips when:

1. The field trip is an integral part of the curricular program.
2. All volunteers and chaperones participating on the field trip have met the district supervision criteria including fingerprint and background checks.
3. The field trip and its funding have been approved by the principal prior to any plans being made by the supervising teacher and/or students.
4. It is funded from the district budget, **or** it is funded by the total student group participating with the following stipulations:
 - a. If money-raising activities are planned, it be readily demonstrated that an excessive burden will not be placed upon staff, students or parents;
 - b. No student of the group will be eliminated due to an inability to raise his/her share of the total amount required;
 - c. Money-raising activities may not use or disrupt any regular school time.

All field trips will be planned and carried out using the criteria of proper transportation and supervision as required by the district.

For purposes of this policy, an “extended field trip” is defined as one that extends beyond one day, requiring lodging and meals in addition to basic transportation.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)
[ORS 339.155](#)

[OAR 581-022-1020](#)

Cross Reference(s):

EEAE - Student Transportation in Private Vehicles
KI - Public Solicitations in the District
KK - Visitors to School

Academic Achievement**

The Board affirms the importance that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least four times a year of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or behavior becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;

6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[ORS 343.295](#)

[OAR 581-021-0022](#)

[OAR 581-022-1660](#)

[OAR 581-022-1670](#)

Grade Reduction/Credit Denial **

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. If attendance is a factor, **prior** to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify how the attendance and class participation is related to the instructional goals of the subject or course and will inform and parents and students will be informed;
2. The districts' procedures will include due process for the student when the grade is reduced or credit denied for attendance rather than academic reasons;
3. The reasons for nonattendance 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.

END OF POLICY

Legal Reference(s):

[ORS 339.280](#)

**West Linn-Wilsonville
School District 3J**

Code: **IKE**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IKE

Promotion and Retention of Students**

The Board believes that children shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade or advancing a grade.

Retention

Retentions, or staying another year in the same grade, may be considered when:

1. Retention would not cause undue social and/or emotional adjustment to the child.
2. Retention would have a reasonable chance of benefitting the child totally.

Promotion

Promotions at greater than one grade per year may be considered when:

1. The child is achieving significantly above grade level as evidenced by a variety of assessments, student work and teacher observation.
2. A promotion would aid social and emotional development.

Determination of Retention or Promotion

Whenever such retention or promotion is being considered, the teacher shall confer with the principal and other staff members involved with the child, such as a specialist or counselor.

The parents may initiate or be invited to a meeting with the principal, teacher and any other staff members for discussion of the matter. A determination of retention or promotion shall be agreed upon jointly by the school team and the parents. If the parents disagree with the retention or promotion, the school staff will note the reasons and keep the child at the current grade level. If the school staff disagrees with the retention or promotion request by the parents, the denial holds and the child will stay at the current grade level. Parents may appeal the decision to the assistant or deputy superintendent.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1130](#)
[OAR 581-022-1670](#)

West Linn-Wilsonville School District 3J

Code: **IKF**
Adopted: 3/07/16
Readopted: 2/6/23

Graduation Requirements

The West Linn-Wilsonville School Board establishes graduation requirements for awarding high school diplomas. See Policy IKFA. The information below outlines the requirements for each of the districts' diplomas.

Standard WLWV Diploma

Credit Requirements:

The WLWV High School Diploma will be awarded to students in grades 9 through 12 who complete a minimum of **27 credits** and additional requirements as stated herein. The 27 credits will include at least:

1. Three credits of mathematics (must be Algebra 1 and above). Courses aligned to the adopted Algebra, Geometry and Data Reasoning standards
2. Four credits of language arts
3. Three credits of science (must include Scientific Inquiry and Lab experiences)
4. Three credits of social sciences (must include .5 credit from Civics)
5. One credit of health education
6. One credit of physical education
7. Three credits of career and technical education, the arts or world language (credits may be earned in any one or a combination)
8. One credit of personal growth and development
9. One credit of college/career and future planning (developing an educational plan and profile; developing extended application learning through a collection of evidence; participating in career-related learning experiences outlined in the education plan)
10. Seven credits of elective coursework

Schedule of Increasing Credit Requirements (in addition to current state minimum 24 credits):

- Class of 2024: .5 credit in career planning
- Class of 2025: 1 credit in career planning and .5 credit in elective
- Class of 2026: 1 credit in career planning, .5 credit in personal growth & development, .5 credit in elective
- Class of 2027: Full 27 credits outlined above required

Skill Requirements:

1. Meet standards in reading, writing and mathematics
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

As the district is establishing diploma requirements beyond the state minimum requirements, the district shall grant a waiver for the additional district requirements to any student who, at any time from grade 9 to 12, was, as defined under the law:

1. A foster child;
 2. Homeless;
 3. A runaway;
 4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
 5. A child of a migrant worker; or
 6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.
- For any student identified above for a waiver, the district shall accept any credits earned by the student in an educational program in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision. A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

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

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

1. Three credits in language arts
2. Two credits in mathematics
3. Two credits in science
4. Two credits in social sciences
5. One credit in health
6. One credit in physical education
7. One credit in career technology, the arts or a world language (credits may be earned in any one or a combination)
8. One credit of personal growth and development
9. One credit of career planning (developing an educational plan and profile; developing extended application learning through a collection of evidence; participating in career-related learning experiences outlined in the education plan)
10. Ten credits of elective coursework

Skill Requirements:

1. Develop an education plan and build an education profile
2. Demonstrate extended application through a collection of evidence

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must have a documented history of:

- An inability to maintain grade level achievement due to significant learning and instructional barriers;
- A medical condition that creates a barrier to achievement; or
- A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

Credit Requirements:

While in grade nine through completion of high school, complete 12 credits, which must include and will include:

1. Two credits of mathematics;
2. Two credits of language arts;
3. Two credits of science;
4. Three credits of history, geography, economics or civics;
5. One credit of health;
6. One credit of physical education; and One credit of the arts or a world language.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Oregon Diploma

An Oregon State diploma is an option for some students and will be determined on a case by case basis. Students can submit applications for the Oregon State Diploma beginning the fall of senior year. Earning an Oregon Diploma is met by earning all the requirements set out by the State of Oregon and does not include the additional requirements of the West Linn-Wilsonville School District.

Other District Responsibilities

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

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

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

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school, unless reduced by the IEP team.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

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

Graduation Ceremonies

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise. Every student who is receiving a standard diploma, modified diploma, an extended diploma or an alternative certificate that year will have the option of participating in a high school graduation ceremony with the student's class. Graduating students will be allowed to wear Native American or other items of cultural significance.

END OF POLICY

Legal Reference(s):

Legal Reference(s):
ORS 329.007 ORS 329.045
ORS 329.451 ORS 329.479
ORS 332.107 ORS 332.114
ORS 336.585 ORS 336.590
ORS 339.115 ORS 339.505
ORS 343.295
OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-202
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

Cross Reference(s):

IKFA- Early Graduation

**West Linn-Wilsonville
School District 3J**

Code: **IKFA**
Adopted: 3/07/16

Early Graduation

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the student's request and if the student's parent or guardian consents, if required.

END OF POLICY

Legal Reference(s):

[ORS 339.030](#)

[ORS 339.115](#)

[ORS 343.295](#)

[OAR 581-022-0102\(17\)](#)

[OAR 581-022-1130](#)

[OAR 581-022-1210](#)

[OAR 581-022-1350](#)

Cross Reference(s):

IKF - Graduation Requirements

**West Linn-Wilsonville
School District 3J**

Code: **IKH**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IKH

Proficiency Based Credit

The district shall grant required and elective credit toward graduation with either a diploma or modified diploma to students, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by one or more of the options below.

A district may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards, i.e., knowledge and skills, (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by one or more of the following options:

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-1210;
2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or
5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

END OF POLICY

Legal Reference(s):

[ORS 329.885](#)
[ORS 332.107](#)
[ORS 336.615 to -336.665](#)

[OAR 581-022-0102](#)
[OAR 581-022-1130](#)
[OAR 581-022-1131](#)

[OAR 581-022-1140](#)
[OAR 581-022-1350](#)
[OAR 581-023-0008](#)

**West Linn-Wilsonville
School District 3J**

Code: **IL**
Adopted: 9/10/07
Readopted: 3/07/16
Orig. Code(s): IL

Assessment Program**

The district's assessment program shall be designed to determine district and school program improvement and individual student needs, and to meet the requirements of Oregon Administrative Rules. Each year the district shall determine each student's progress in relation to federal, state and district achievement goals.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, assessments of English Language Development and other valid assessments required by state and federal regulations;
2. Assessment of Essential Skills;
3. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained (e.g., Talented and Gifted, Special Education);
4. Assessments by individual teachers, including formative assessments that occur as students are learning;
5. Other districtwide and schoolwide assessments approved by designees of the superintendent.

It is the intent of the Board, that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress in relation to academic content standards and Essential Skills. The district, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of sex, sexual orientation¹, race, national origin, creed or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

A periodic review and evaluation of the district's assessment program will be conducted.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.485](#)

[ORS 336.187](#)

[ORS 659.870](#)

[OAR 581-021-0030](#)

[OAR 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-0612](#)

[OAR 581-022-0615](#)

[OAR 581-022-1140](#)

[OAR 581-022-1210](#)

[OAR 581-022-1510](#)

[OAR 581-022-1670](#)

[OAR 581-022-1910](#)

HB 2655 (2015)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 23, 2015.

Studying Controversial Issues

The Board supports the inclusion of controversial issues as part of students' education. The presentation and discussion of controversial issues will be informative. The development of ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled and weighed and to see relationships before drawing inferences or conclusions are among the most valuable outcomes of a free educational system.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have had an opportunity to:

1. Find, collect and assemble factual material on the subject;
2. Interpret the data without prejudice;
3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to explore the subject matter and use critical thinking skills to come to their own conclusion.

Before beginning a class in the study of an obviously controversial topic, a teacher will discuss with the principal:

1. Its appropriateness to the course;
2. Its appropriateness for the students' maturity level;
3. The approach to instruction;
4. The instructional materials to be used.

Students will be given the opportunity to not participate in the discussion, and will be given an alternative similar assignment.

END OF POLICY

Legal Reference(s):

[ORS 336.067](#)

[OAR 581-022-1020](#)

[OAR 581-022-1910](#)

U.S. CONST. amend. I.

OR. CONST., art. I.

Cross Reference(s):

GBG - Staff Participation in Political Activities

IIA - Textbook/Instructional Materials Selection and Adoptions

IB - Freedom of Expression

**West Linn-Wilsonville
School District 3J**

Code: **ING**
Adopted: 7/12/2019

Animals in District Facilities

Only service animals¹ serving persons with a disability and animals approved by the Superintendent or designee that are part of an approved district curriculum or co-curricular activity are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured throughout the day. Only the teacher or students designated by the teacher are to handle the animals.

Animals are not to be kept in the classroom on days when classes are not in session; arrangements must be made for their care.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

END OF POLICY

Legal Reference(s):

[ORS.332.107](#)
[ORS 659A 400](#)
[OAR 581-053-0010](#)
[OAR 581-053-0230\(9\)\(j\)](#)

[OAR 581-053-0330\(1\)\(q\)](#)
[OAR 581-053-0430\(16\)](#)
[OAR 581-053-0531\(15\)](#)

¹The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.