

Public Comment

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

Written Public Comment

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at public.comment@springfield.k12.or.us

Commenters are asked to clearly label the subject line as “Written Public Comment” and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

Oral Public Comment – In-Person, or Virtual

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at public.comment@springfield.k12.or.us

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting “in-person” or “virtually”

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

Commenting Guidelines

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.



Comentario Público

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

Comentario público por escrito

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en public.comment@springfield.k12.or.us

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

Comentarios Públicos Orales: En persona o Virtuales

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en public.comment@springfield.k12.or.us.

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

Pautas para Comentar

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplimiento que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
October 14, 2024
Administration Building Board Room
640 A Street, Springfield, OR 97477

[En español](#)

7:00 pm In Person Board Meeting

Streaming Meeting URL: <http://www.vimeo.com/SpringfieldPS>

AGENDA

TAB

- | | |
|---|-------------------------|
| 1. Call Meeting to Order | Board Chair Kelly Mason |
| A. Pledge of Allegiance | Chair Mason |
| B. Land Acknowledgement | Jonathan Light |
| 2. Approval of the Agenda | Chair Mason |
| 3. Presentations | |
| A. Introduction of Student Board Representatives | Chair Mason |
| 4. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.) | |
| 5. Action Items | |
| A. Approve Consent Agenda | |
| 1. September 9, 2024 Board Meeting Minutes | |
| 2. September 23, 2024 Work Session Minutes | |
| 3. Financial Statement, Resolution #24-25.006 | Brett Yancey |
| 4. 2023-24 Financial Statement, Resolution #24-25.007 | Brett Yancey |
| 5. Personnel Report, Resolution #24-25.008 | Dustin Reese |
| 6. Lane ESD Transit Dollar Request 2025-2026, Resolution #24-25.009 | Superintendent Hamilton |
| B. Approve Out of State Travel, Thurston High School, Boys Baseball, Resolution #24-25.010 | David Collins |
| C. Approve Out of State Travel, Thurston High School, Cheer & Stunt, Resolution #24-25.011 | David Collins |
| D. Approve Out of State Travel, Springfield High School, Girls Basketball, Resolution #24-25.014 | David Collins |
| E. Adopt Policy C, Resolution #24-25.012 | Superintendent Hamilton |
| F. Approve Superintendent Evaluation Standards and Timeline, Resolution #24-25.013 | Chair Mason |
| 6. Discussion | |
| A. Policy Updates, Sections D, E & F | Superintendent Hamilton |
| B. HB 2009 Enterprise Zone (City of Springfield) | Allie Camp |
| 7. Reports and Information | |
| A. 2023-2024 Division 22 Assurances Report | David Collins |
| B. Superintendent Communication | Superintendent Hamilton |
| C. Board Communication and Comments | Chair Mason |
| 8. Next Meetings: | |
| October 28, 2024 - Board Work Session at 5:30 PM | |
| November 12, 2024 – Board Business Meeting at 7:00 PM | |
| 9. Adjournment | Chair Mason |



CONSEJO DE EDUCACIÓN

14 de Octubre de 2024

Sala de la Juna del Edificio de Administración

640 A Street, Springfield, OR 97477

En español

7:00 pm Reunión de la Junta En Persona

URL de la Reunión: <http://www.vimeo.com/SpringfieldPS>

AGENDA

TAB

- 1. Apertura de la reunión**
A. Juramento a la bandera
B. Reconocimiento de tierras
Presidenta de la Junta Directiva Kelly Mason
Presidenta Mason
Jonathan Light
- 2. Aprobación del Orden del Día**
Presidenta Mason
- 3. Presentaciones**
A. Presentación de los Representantes de la Junta de Estudiantes. Presidenta Mason
- 4. Comentarios del público** (tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no podrán ceder su tiempo a otros oradores).su tiempo a otros oradores).
- 5. Acciones**
A. Aprobar la agenda de consentimiento
 1. Minutos de la Junta Directiva del 9 de Septiembre de 2024
 2. Minutos de la Sesión de Trabajo del 23 de Septiembre de 2024
 3. Declaración Financiera, Resolución #24-25.007 Brett Yancey
 4. 2023-2024 Estado Financiero, Resolución 24-25.008 Brett Yancey
 5. Informe de Personal, Resolución 24-25.008 Dustin Reese
 6. Lane ESD Solicitud de Dólares de Tránsito 2025-2026, Resolución #24-25.009 Superintendente Hamilton
- B. Aprobar Viaje Fuera del Estado, Escuela Secundaria Thurston, Béisbol Masculino, Resolución #24-25.010 David Collins
- C. Aprobar Viaje Fuera del Estado, Escuela Secundaria Thurston, Porristas y Acrobacias, Resolución #24-25.011 David Collins
- D. Aprobar Viaje Fuera del Estado, Escuela Secundaria Springfield, Porristas y Acrobacias, Resolución #24-25.014 David Collins
- E. Adoptar la Política C, Resolución #24-25.012 Superintendente Hamilton
- F. Aprobar las Normas de Evaluacion del Superintendente y Proceso, Resolución #24-25.013 Presidente Mason
- 6. Discusión**
A. Actualizaciones de políticas, Secciones D, E y F Superintendente Hamilton
B. HB 2009 Zona Empresarial (Cuidad de Springfield) Allie Camp
- 7. Reportes e información**
A. Informe sobre las garantías de la División 22 2023-2024 David Collins



ESCUELAS PÚBLICAS DE
SPRINGFIELD

Cada Estudiante Cuenta, Cada Día

B. Comunicación del Superintendente
Hamilton

Superintendente

C. Comunicación y comentarios de la Junta Directiva

Presidenta Mason

8. Próximas reuniones:

- 28 de Octubre de 2024 – Sesión de trabajo a las 5:30 p.m
- 12 de Noviembre de 2024 – Reunión de la Junta Directiva a las 7:00 p. m.

9. Aplazamiento

Presidenta Mason

October Student Report A3

Board Goals: Promote growth, Provide personalized learning, Support Families

This month, A3 showed how they support families by hosting Downtown Springfield's 2nd Friday Artwalk. We celebrated by offering 5 free art classes featuring the following art forms: painting, natural products, pop, scratch and led. Community members and families came in for a free night of fun. The walls featured a staff Art show as at A3, showcasing that everyone at A3 is a teacher, student and leader.

Peace Rally

On September 20, A3 celebrated International Peace Day by participating in an amazing rally dedicated to peace. Students and staff made signs, walked down to Day Island Park where they listened to a guest speaker, performed spoken word poetry, watched a guest speaker, and participated in art dedicated to peace. This activity is part of a larger all school unit focused on learning about the 60's and participating in authentic activities that model what the 60's were like.

Prestigious Award

Scott Crowell, long time teacher and peace advocate won the Nobel Peace Laureate Project award on September 21 at the Nobel Peace Park Celebration event for "Inspiring Peace in the Community." Needless to say, A3 is extremely proud of Scott as a leader, teacher and learner and all he does in the community.

Banned Book Week

A3 celebrated banned book week with a read out as a collaboration with the Springfield Public Library on September 24th. The students took turns reading pages from the book "The Perks of Being a Wallflower" in the atrium area of the library.

1. One positive thing that happened in the classroom was:

Headwaters

The year kicked off with our annual Headwaters all school activity. We all gathered for an all-school assembly at the Wildish to learn about the focus of the year: the 60's. We learned about our values that we are focusing on: Being Open and striving for excellence. Teachers were introduced by Leadership students. Students made kaleidoscopes and learned about the science and math used to create them. In addition, students participated in a variety of art activities and community projects.

Coming up!

Testing Day, October 15

Fall Dance, October 23rd, 6-9

Student Led Conferences, October 23/24

Spirit Week Dress up October 28-November 1

October Board Report Gateways High School

In September, Brattain campus students were happy to be back in the building to start the year. The year started off with good energy in learning to get to know one another and doing team-building games in advisory. The first week of school teachers were encouraged to begin classes with ice-breakers and get-to-know-you questions. Some included mini-games or written prompts students would share aloud.

Additionally in advisory students played fun games such as spoons and Pictionary. On days games were not played there was an overarching theme for Hispanic Heritage month. As well as days for students to check their progress and get technology help if needed.

Many students are excited and on track for graduation. In fact, one GED student has already graduated. Other students are trekking along, and many are preparing for upcoming night school classes, which include "The History of Rock," "Geometry," and "Astronomy."

Cosmetology is in full swing for the advanced-level students, who are now seniors. They have been taking clients left and right and improving their talents. We were lucky to have Willamalane Seniors come in for free services, which will become a quarterly tradition. All of the seniors were very happy to be pampered for an afternoon and were eager to return.

The new juniors in the program are adjusting well and are excited about what's to come. They have worked on a lot of bookwork and have already begun acing tests. Each junior student has a senior mentor, and they have all touched base and are excited about their eventual start in the salon.

Overall September has kicked off the school year with a lot of hope and excitement for Brattain campus students. Thank you board for your time and support.

October School Report

Springfield High School

Good evening board members, and thank you for allowing me to speak on behalf of Springfield High School. At the beginning of the school year, our student body officers organized our freshmen orientation day, where freshmen were split into groups so that they could efficiently visit their College and Career Readiness (or CCR) classes, engage in interactive group activities, and be given a tour around the school campus.

Cross Country hosted their 2nd annual Springfield Legacy Run/Walk on September 14th, in memory of Shana Thomas Barr, a former Miller athlete who set a triple jump record in 1993 but sadly passed away due to cervical cancer. This event raised \$1,473 to support future track and field athletes in need of supplies.

As the early action deadline approaches for colleges and universities, many seniors have begun visiting the college and career center more often to get help on their college applications. On October 4th, one of our seniors received their college acceptance letter, making them the first out of many on our campus to be accepted to college. Our Sources Of Strength team is focused on helping their peers recognize things that they are regularly doing, and what more they could do for their overall well-being. Papers with such information were passed out during advisory to all students to help encourage them to lean into their resources and support groups, especially when they are struggling.

Petitions for 9th grade level representatives were opened on October 7th. On October 10th we had our 10/10, best of SHS, pep rally, where students brought their friends and family to enjoy our Miller community. There were performances from groups on our campus such as our mariachi, theater, and from our very own teacher Mr. K. The days following, we had our homecoming football game on the 11th, with the student section theme being Pink-Out, and our Homecoming dance, with the theme of Celestial Serenade on the 12th. However, In contrast to our previous years, homecoming tickets were sold online via QR codes posted around the school and on social media.

On October 19th, SHS's mariachi, jazz band, and cheer, will be performing at the night of 11,000 stars. Interact club will also be present, helping to greet people as they enter. Additionally, before school started, the Interact club had helped decorate the fences around our campus by placing put-in-cups to form messages of school pride. Some of these messages include "Miller Pride" and "Miller Nation". For their international project, Interact club is collecting donations of compasses and protractors to give to the Cambodia center for the children in need of school supplies.

Our Theatre program is preparing for the showing of *Hanging By Our Fingernails*, which is a performance written, directed, and acted solely by students. The show will be from October 24th to the 26th, with tickets being sold at the door. This year, Booster Club will host a trunk or treat in the student parking lot of SHS on October 26th. Students, clubs, and groups on our campus will be able to participate by decorating their trunks and giving out candy to the children in our community.

SHS has implemented a new hall pass system this year, and it is all digital. Students can log into Synergy and request a hall pass. This system tracks how many students are out at a time, how long they are out, and where they are going.

This concludes the school Report for Springfield High School, thank you.

BOARD REPORT - OCTOBER 2024 THURSTON HIGH SCHOOL

Eliana presents

Dear Board,

Thank you for welcoming our student representative to share our experience with you. My name is Eliana, all student body president, and I am representing Thurston High School.

We are Colts: Caring, Brave, Prepared

We've done a lot in the first quarter to live out our commitment to being caring, brave, and prepared.

Prepared - ready for what comes next

Freshman Day - student leaders and staff welcomed our newest Colts to campus. Freshman spent the day with their Freshman Learning Team where they built community, toured campus, and learned how to show their Colt pride in a practice pep assembly.

First Days of School - we had mini lessons at the start of each class period on our first school days to prepare students for each class and school routines. The environment was welcoming and positive as students ease back into routines for the 24-25 school year.

Our College and Career Center hosted Senior Beyond High School Planning Night. Over 80 students and families attended to learn more about how to plan for a strong launch into life beyond high school. The next College and Career Center event is on October 9th - Scholarship and Financial Aid Night.

College and Career Readiness Day is tomorrow - Underclassmen have the chance to practice with the preACT; for juniors it's the real deal. Seniors got to choose to do a college visit or career readiness workshops. Students seem excited to learn more about the colleges.

Caring - looking out for our community

We had our first all school assembly of the year, the hello bash assembly where classes compete in games and school spirit for the Colt Cup. At this assembly the freshman class won the Colt Cup!

The Hello Bash Dance, is the first dance of the school year and it was themed "on island time" and was successfully put on by the leadership class. Hosted outdoors in the main courtyard, it was a great way to say goodbye to summer.

Thurston Thrift was created for this school year as where students have the resources to get clothes, as well as the usual resource center where food, hygienic products, and school supplies can be found. Our family resource center coordinator is seeking 100 community responders to sign up to serve our THS students and community.

Brave - showing up, making our voices heard

In our first month, we had a schoolwide focus on attendance and keeping cell phones off and away.

Our Biology classes hosted an off-site field trip for all 11th grade students. Students collected leaves and had a chance to conduct a lab with the samples gathered in the field.

This month, our Women's Empowerment Club hosted an event on Nationals Girls Night on 9/22.

Our MAPAS group kicked off our first after school meeting (Tuesdays) for latin(e) and indigenous students to learn about their heritage and culture.

BSU kicked off planning for the MLK assembly in January.

ASB gave student input on our advisory time to help generate ideas to make this time impactful.

This fall, all of our fall varsity sports teams are off to a great start:

Girls and Boys Soccer have played on the turf and under the stadium lights. Boys soccer is currently on a three game winning streak!

At our last football game, we honored our two-time state championship winning baseball team.

Our homecoming football game is on Friday, 10/25 and the theme is USA.

Our student section continues to lead the league with school spirit, led by our band, senior leaders, and cheer.

Volleyball is hosting their annual pink out

Cross Country and THS' Carson B. broke the 44 year-old school record at the Harrier Classic, beating the existing record of 15:45, running a speedy 15:30 to place 4th overall. The boys team also placed 9th as a team out of 44 teams represented.

Rehearsals are well underway for the fall play, "One Stoplight Town" by Tracy Wells showing November 7 & 8, and November 14-16.

We welcome our community to campus:

College and Career Readiness Day, 10/15

Band Concert - October 16th

Homecoming Dance, 10/26

Choir Concert - October 30th

Fall Play, November 7th, 8th, 14th-16th

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on September 9, 2024.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Kelly Mason called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Kohl read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since ["Time Immemorial"](#), were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Kelly Mason, Board Vice Chair Nicole De Graff, Director Ken Kohl, Director Jonathan Light and Director Heather Quaas-Annsa.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Kristen Noor, David Willis, Craig Annsa, Wayne Waas, Laura Waas, Jose da Silva, Sarah Bosch, Hollea Puzio, Aspen Hickman, Ame Beard, Jody Barnhart, Marion Malcolm, Jonathon Gault, Terry Smeltzer, Andy Price, Troy Barnhart, Melissa Locke, Joan Bolls, Sasha Chang.

2. APPROVAL OF THE AGENDA

Chair Mason asked for a motion to approve the September 9, 2024 agenda as presented.

MOTION: Director De Graff moved, seconded by Director Kohl, to approve the September 9, 2024 agenda as presented.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they supported the motion in favor of approving the September 9, 2024 agenda as presented: Director Quaas-Annsa – Yes, Director Kohl – Yes, Director De Graff– Yes, Director Light – Yes and Chair Mason– Yes.

Motion passed, 5:0.

3. PRESENTATIONS

A. Oath of Office

Todd Hamilton

Superintendent Todd Hamilton administered the oath of office to Heather Quaas-Annsa for position 2, a ten-month term of office on the Springfield Public School Board.

B. Honor Dr. Emilio Hernandez

Todd Hamilton

Superintendent Todd Hamilton praised Dr. Hernandez for his dedication and leadership over the past seven years. Dr. Hernandez was recognized for his commitment to equity, inclusion and supporting students during challenging times, such as the Pandemic and the Holiday Farm fire.

A gift was presented to Dr. Hernandez's family in recognition of his service.

4. PUBLIC COMMENT

Chair Mason shared: This is the portion of our agenda for public comment. The board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today 2:00pm. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

Time permitting, the board may also hear public comment from individuals who signed up in person at the Administration Office before the meeting. We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

— Volunteer Springfield Communications Director David Willis, thanked the Board for their efforts and presented a gift of pears harvested by church volunteers.

— Springfield student parent Terry Smeltzer, shared concerns regarding the accuracy of school supply lists and suggested improvements moving forward.

— Springfield student Aspen Hickman, returned to raise awareness regarding bullying and gun violence.

5. ACTION ITEMS

A. Approve Consent Agenda

1. August 12, 2024 Board Meeting Minutes
2. August 26, 2024 Special Meeting Minutes
3. Financial Statement, Resolution #24-25.005
4. Personnel Report, Resolution #24-25.002

Brett Yancey
Dustin Reese

MOTION: Director Kohl moved, Director Light seconded the motion to approve the consent Agenda.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes and Director De Graff – Yes.

Motion passed, 5:0.

B. School Board Representation, Agencies & Civic Organizations

Chair Mason

The Board discussed school board representation for agencies and civic organizations. Chair Mason discussed the interests of board members serving on various boards and committees.

- Director De Graff agreed to continue serving on the Springfield Education Foundation (SEF).

- Director Kohl expressed interest in continuing to serve on the board of Lane Council of Governments (LCOG) as well as volunteered to serve on the Audit Committee.
- Director Light mentioned that he would be interested in serving on the Wildish Theatre Board.
- The Board discussed filling the vacancy on the Wildish Theater Board and potential representation on the Lane Educational School District (ESD).

B. Alternative Education Program, Resolution #24-25.003

Brian Megert

It is recommended the Board approve the following in-district programs and private contractors for alternative education services for the 2024-2025 academic year.

MOTION: Director De Graff moved, Chair Mason seconded the motion to approve the following in-district programs and private contractors for alternative education services for the 2024-2025 academic year.

Chair Mason asked if there was any discussion.

Board members held a discussion on:

- The approval process for contracted service providers and the evaluation of those programs.
- Brian Megert expounded upon the approval process for contracted service providers and the evaluation of those programs.
- The approval of Bridgeway's inclusion in the resolution, despite a pending fire marshal inspection at Camp Creek.
- The options provided to the Board included passing the resolution as presented, with a delay until the next meeting, or excluding Bridgeway.
- The Board's approval would allow for formalizing contracts with the organizations, allowing for the same assurances as the evaluation process.
- The Board discussed the long-standing partnership with Bridgeway and the need to acknowledge all processes once the fire marshal approval is in place.

Superintendent Hamilton stated they would return to provide an update to the Board, once all processes had been completed.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the following in-district programs and private contractors for alternative education services for the 2024-2025 academic year: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

C. Approve Bus Purchase, Resolution #24-25.004

Brett Yancey

It is recommended that the Board of Directors approve the purchase of Four (4) Type 20, Ford Transit activity buses with a total purchase cost of \$509,313.90, and three (3) Blue Bird Vision Conventional, 40 passenger, special needs buses with a total purchase cost of \$655,500. The total purchase cost of all buses is \$1,164,813.90. This purchase is being executed through the Salem-Keizer Cooperative RFP process.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to approve the purchase of Four (4) Type 20, Ford Transit activity buses with a total purchase cost of \$509,313.90, and three (3) Blue Bird Vision Conventional, 40 passenger, special needs buses with a total purchase cost of \$655,500. The total purchase cost of all buses is \$1,164,813.90. This purchase is being executed through the Salem-Keizer Cooperative RFP process.

Chair Mason asked if there was any discussion.

- Brett Yancy reminded the Board that the \$1,164,813.90 had been approved and funded through reimbursable state funds and would not impact the general operating fund.
- There is a demand for transportation, even though the overall student enrollment is decreasing.
- The District will take delivery of the new school buses in 9-10 months and quickly get them deployed on routes.
- A new Bus Replacement Strategy was discussed.
- The Board inquired of the logistics of transporting new busses from Georgia, including the involvement of district staff in the process.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the purchase of Four (4) Type 20, Ford Transit activity buses with a total purchase cost of \$509,313.90, and three (3) Blue Bird Vision Conventional, 40 passenger, special needs buses with a total purchase cost of \$655,500. The total purchase cost of all buses is \$1,164,813.90. This purchase is being executed through the Salem-Keizer Cooperative RFP process: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

6. Discussion

A. Board Policy Updates

Superintendent Hamilton

Superintendent Hamilton introduced the board policy updates and explained the process of a comprehensive desk rewrite with the Oregon School Board Association.

- An explanation of the policy review process, including legislative changes, state board of education updates, and best practices was provided.

- The board will review the policies in sections, beginning with administration, and will provide opportunities for public input and board feedback.
- No action is needed on a first reading. Announcements will be placed on the school district's website.

The Board reviewed the comprehensive policy update process, with a goal to complete all policy updates by February, ensuring clean policies for the 2025-2026 school year.

7. Reports and Information

A. Learning and Engagement Programs

Melissa Locke

Federal Programs and Grants Coordinator, Melissa Locke shared highlights on summer learning and Springfield Public Schools (SPS).

- The summer of 2024, SPS served 1,836 students in grades pre-K through 12, across various programs, with funding from multiple sources including Esser funds, State Summer Learning grants, and 21st Century grant funds.
- The success and expansion of summer programming along with the need for continued funding was emphasized.
- Through translations, phone calls, and coordinated outreach, efforts were improved to recruit students. Programs included special education teachers, behavior support staff, mental health supports, English Language Development standards (ELD) supports health aides, and bilingual emergency alert system (EAS). The success of the programs, KITS, especially Spark and Strong Start and the High School Credit Recovery programs were discussed.
- Community Partners included Willamalane, Lane Arts Council, Springfield Library, Connected Lane County, and the Decision Education Foundation.
- Concerns about funding replacement for Esser funds were raised, with a strategy to be discussed during the upcoming budget process.
- Program impacts and recruitment were measured through surveys, pre and post-assessments, staff testimonials, advertising including social media, flyers and targeted outreach, and counselor recommendations with additional efforts by special education teachers and family resource coordinators.

B. Superintendent Communication

Superintendent Hamilton

Superintendent Hamilton shared:

- The implementation of HVAC projects over the summer successfully placed air conditioning in all Springfield schools.
- All Esser funded projects are on track and on budget.
- The importance of community engagement and the district's readiness for the school year was emphasized.
- The dedication of operations and facilities crews were praised, with a focus on the behind-the-scenes work that supports teaching and learning.
- The district's forward-thinking approach and commitment to student success were highlighted.

- Extreme weather had caused issues with freezers and refrigerators, necessitating the redirection of technicians.
- Board conversation emphasized the need for clear communication to manage expectations and keep everyone informed.
- Summer programming had wrapped up. Students were being registered for the new school year.
- Student enrollment is being tracked and the final numbers will be reported to the board once they are available.
- An emphasis on the importance of safe and healthy spaces throughout the entire year for students and staff.
- Agnes Stewart Middle School will receive their chiller on September 26th.
- Encouraged all to continue with their involvement and excitement for the new school year.

C. Board Communication and Comments

Chair Mason

Chair Mason wished all a safe and good first week back at school. She appreciated the public comment from the student. Mason was pleased that Springfield Public Schools had participated in the block party. She wished to publicly thank Emilio Hernandez for his service and for everything he had done for her and for the board as a whole.

Director De Graff announced that the Springfield Education Foundation (SEF) fundraiser Night of 11,000 Stars gala will be held on October 19th. Five days remain to buy tickets.

Director Light shared that he was excited and looked forward to another school year. He encouraged any who could, to make time to attend the school's open houses. Light expressed his appreciation for Emilio Hernandez's contribution to the students and to the community.

Director Kohl did not have anything to share.

Director Quaas-Annsa shared that her kids and herself were excited that school is back in session, crediting the faculty for making a difference with the students.

8. NEXT MEETINGS

September 23, 2024 – Work Session at 5:30 PM

October 14, 2024 – Board Meeting at 7:00 PM

Chair Mason thanked everyone for attending.

9. ADJOURNMENT

With no other business, Chair Mason adjourned the meeting at 8:29 p.m.

(Minutes recorded by Trenay Ryan (LCOG)

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on September 23, 2024.

1. CALL MEETING TO ORDER

Board Chair Mason called the Springfield Board of Education work session to order at 5:30 p.m.

- A. Chair Mason led the Pledge of Allegiance
- B. Director Quaas-Annsa shared the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members in attendance included, Board Chair Kelly Mason, Vice Chair Nicole De Graff, Director Ken Kohl, Director Quaas-Annsa, and Director Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Vincent Adams with OSBA, Jeff Michna, Moriah Shanahan, Brian Megert, Mindy LeRoux and Joyce Johnson.

2. DISCUSSION

- A. OSBA, Roles and Responsibilities

Vincent Adams

Mr. Adams discussed the roles and responsibilities of the school board and highlighted the reasons that school boards exist. The Board was asked thought provoking questions in relation to each of the targeted categories below within the Focus Framework.

Focus Framework of the Board's Role

- Set clear expectations
- Learn together as a Board team
- Create conditions for success
- Hold the system accountable

- Build public will

Discussion topics:

- Board members shared their motivations for serving on the board, as well as the impact of board culture and the importance of continuous improvement in education.
- The school district's demographics were highlighted, while metrics, such as the poverty rate and graduation rate were discussed.
- The importance of improving student outcomes.
- How the Board's approach to governance and resource allocation would shift by aiming for 100% student success.
- The necessity of higher-order goals, effective leadership, cultural responsiveness, and the creation of a learning organization.
- The challenges of school Boards in Oregon, the need for stable effective governance, and advocating for increased school funding from the legislature.

Lighthouse Twenty-Four Hour Training Program

- Set high expectations, create a climate of success and align resources
- Data monitoring and community engagement
- Cohesive teaming and unified governance
- The importance of respectful working relationships within the Board, with the superintendent, and with the community
- The importance of policy accountability

Board Responsibilities:

- Set the vision and goals, provide informed oversight, empower the superintendent to lead effectively, versus the role of the superintendent.
- Hire and evaluate the superintendent's performance and ensure the district is on track to achieve its goals.
- Set budget and monitor progress.
- Develop and adopt policy, track district progress, and ensure fiscal oversight.
- Set expectations and hold the superintendent accountable for meeting those expectations.
- Avoid making excuses and instead focus on achieving district goals.

Superintendent Responsibilities:

- Hire staff
- Employee relations
- Turn plans into action
- Develop administrative regulations
- Plan expenditures
- Report progress

The superintendent has a profound impact on the district's function. The need for balanced governance and avoiding micromanagement was stressed.

The Targeted Feedback Survey (TFS) uses the following standards to measure the performance of the Superintendent. Out of the twelve standards below, there are five highlighted standards known as core standards.

Twelve - Balanced Governance Standards:

- **Vision-Directed Planning**
- Community Engagement
- Effective Leadership
- **Accountability**
- **Using Data**
- Cultural Responsiveness
- Culture & Climate
- Learning Organization
- Innovation & Creativity
- **Board Conduct & Superintendent Relationship**
- **Budgeting & Finance**

Adams discussed practices associated with positive, as well as negative impacts on student outcome, with the Board and Superintendent. The need for gathering and regularly monitoring data was stressed as a necessity to ensuring student success and in reaching formally adopted goals.

The Board made plans to:

- Implement the use of data to drive decision-making and measure progress.
- Evaluate the organization's cultural responsiveness and identify areas for improvement.
- Explore innovative approaches and systems thinking to achieve unprecedented student success.

[illegible]

The remainder of the meeting consisted of the use of various scenarios, which provided even clearer definitions of board, superintendent, and administrative professional roles.

Discussion Topics based on Presented Scenarios:

- Appropriate versus inappropriate school visits by board members, to ensure minimal disruptions and maintenance of appropriate roles.
- Foremost, to preserve trust and to maintain a transparent and respectful relationship between the board and the superintendent.
- Following proper procedures and adherence to policy in handling complaints and community interaction, while remaining calm and empowering the superintendent to address issues.
- Balancing the role of a parent and school board member, with a particular focus on maintaining clear boundaries between the two.
- The potential long-term damage to the superintendent's authority if a board member were to undermine them within the community.
- The importance of board members following proper procedures and in not making promises they cannot keep.
- The lack of authority of board members outside of legal sessions and the inability to direct the superintendent's actions without Board authorization.
- Ex parte communication and the complaint process, directing parents to the appropriate channels.
- Keeping the superintendent informed in regard to complaints, to ensure proper handling.
- Policy and communication guidelines, including informal conversations with staff.
- The importance of following the formal complaint process and not engaging in investigations.

- Contentious issues and Board involvement.
- The Board's role and responsibility in approving the budget and allocating funds.
- The need for clear communication and ensuring transparency in budget decisions.
- The importance of avoiding surprises, along with the importance of having early conversations with the superintendent.

Superintendent Hamilton agreed to a request made by the Board, to reach out to the legal team to obtain a standard script, language and/or established clear process for Board members to use when responding to complaints or issues, including when to involve the superintendent.

Oregon School Board Association (OSBA) Superintendent Evaluation

- The negotiation is private, while the discussion of contract parameters is public and relates to district resources.
- A discussion was held regarding the April OSBA meeting about self-evaluation for Boards and the OSBA/COSA Superintendent Evaluation Tool.
- Adams described the process of collecting and analyzing data, including that of quantitative data and open-ended responses.
- The superintendent may set eight standards and optional goals in partnership with the Board.
- Adams outlined the process for approving evaluation standards.

Superintendent Evaluation Calendar

- **October 14** – Discuss Superintendent Evaluation Standards and Timelines
- **October 28th — Fall Check-in**
The Board and superintendent meet to discuss progression of formally adopted goals and any concerns related to the superintendent's performance. The Board along with Vince Adams will plan the TFS process on October 28, 2024 and will decide on 2-3 standards of focus. They will collaborate with the superintendent to identify who will provide feedback for the survey.
- **January 27th — Superintendent's Self-Evaluation**
Superintendent presents their self-evaluation. Board members ask clarifying questions. The TFS results are received by the board.
- **February 24th through March — Evaluation of the Superintendent**
The Board will conduct the OSBA Superintendent TFS on February 24, 2025, after which the consolidated ratings and feedback are presented to the superintendent. Constructive dialogue and support for professional growth is offered to the superintendent.
- **April — Evaluation Debrief and Evaluation Summary Development**
The Board and superintendent meet for a final discussion of the TFS. Plans for the next steps, implementation of feedback and goal setting for the next evaluation cycle are made. The Board will draft a summary and present it to the superintendent in April or May. Results of the Superintendent's TFS are made available to the public.
- **April - May — Conclusion**
The Board adopts the evaluation summary in a public meeting.

Adams concluded by encouraging the Board to continue focusing on decisions that benefit the students and align with strategic priorities. He thanked the Board for their work and impact on student achievement.

3. NEXT MEETINGS

October 14, 2024 - Board Meeting at 7:00 p.m.

October 28, 2024 - Board Work Session at 5:30 p.m.

4. ADJOURNMENT

With no further business, Chair Mason adjourned the work session at 8:38 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

SPRINGFIELD PUBLIC SCHOOLS
2024-2025 Revenue/Expenditure Forecast
As of September 30, 2024
****Please see attached report****

REVENUES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date there has been no current year or prior year tax revenue received, however the first tax payment is anticipated to be collected in November. This report is based on the information received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. The district projects to receive approximately \$88.97 million for the current year based on 2024-2025 projected enrollment and the allocation designated by the Oregon Department of Education. As the district continues to realize a decline in enrollment, these numbers may be adjusted over the course of the year.
- The district is anticipating receiving approximately \$190,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately \$1.24 million in Common School Funds. To date the district has received \$732,750 of anticipated funds.

EXPENDITURES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The (conservative) current projection of 97% expenditures for salary related items.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 98% expended. This projection will change as the year advances and stipend positions begin to be filled during the winter and spring seasons.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, however are shown at 100% expended at this early point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2024-2025 adopted budget.

- Fund transfers allocated during the 2024-2025 budget process include \$2.2 million (Co-Curricular Fund), \$800,000 (Instructional Materials Fund), \$800,000 (Technology Fund) and \$890,842 (Debt Service Fund).

Additional Notes: For the 2024-2025 budget year the current estimate of ending fund balance is \$12,599,802. Included in this number is the preliminary un-audited ending fund balance from the 2023-2024 fiscal year (\$20,260,981). As with previous years, this is an early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2024-2025 REVENUE/EXPENDITURE FORECAST
as of
9/30/24

	BUDGET	ACTUAL through 09/30/24	ESTIMATED from 09/30/24 to year end	PROJECTED 2024-2025	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	32,435,783	0	32,435,783	32,435,783	100.00%
Property taxes - prior years	375,000	54,424	320,576	375,000	100.00%
Other local sources	850,000	153,080	696,920	850,000	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	88,974,235	29,494,126	59,480,109	88,974,235	100.00%
Common School Fund	1,237,062	732,750	504,312	1,237,062	100.00%
Total revenues	124,062,080	30,434,380	93,627,700	124,062,080	100.00%
Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total resources	143,100,750	50,695,361	93,627,700	144,323,061	100.85%
EXPENDITURES:					
Personal services	72,574,717	8,132,875	62,264,601	70,397,475	97.00%
Employee benefits	39,292,023	4,045,490	34,460,692	38,506,183	98.00%
Purchased services	11,386,648	1,774,530	9,612,118	11,386,648	100.00%
Supplies & materials	4,064,299	1,030,507	3,033,792	4,064,299	100.00%
Capital outlay	1,138,590	374,652	763,938	1,138,590	100.00%
Other objects	1,539,222	1,490,032	49,190	1,539,222	100.00%
Fund transfers	4,690,842	0	4,690,842	4,690,842	100.00%
Total expenditures	134,686,341	16,848,086	114,875,173	131,723,259	97.80%
Unappropriated	7,614,409	0	0	0	-
Contingency	800,000	0	0	0	0.00%
Total appropriations	143,100,750	16,848,086	114,875,173	131,723,259	92.05%
Total resources		50,695,361	93,627,700	144,323,061	
Total appropriations		16,848,086	114,875,173	131,723,259	
Ending fund balance		33,847,275	(21,247,473)	12,599,802	
Less: contingency			0	0	
Net fund balance		33,847,275	(21,247,473)	12,599,802	

**SPRINGFIELD PUBLIC SCHOOLS
2023-2024 Revenue/Expenditure Forecast
As of June 30, 2024
Please see attached report**

REVENUES:

- Both current year and prior year tax collections were projected for 100% collection. The district received \$31.4 million in current year tax revenue received (99.62% of budget), and prior year tax revenue received totaled \$351,301 (100.37% of budget). This report is based on the information and payments received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. To date, the district has received \$87.08 million, including a reconciliation from the prior year.
- The district originally anticipated receiving approximately \$190,000 in County School Funds. The actual revenue received was \$256,886.
- The district received \$393,725 in Federal Forest Fees, which was not budgeted for or anticipated during the 2023-24 fiscal year.
- The district anticipated (and received) \$1.45 million in Common School Funds, which is 97.6% of anticipated revenue budgeted.

EXPENDITURES:

- Salary expenditures are based upon staff allocations adopted during the budgeting process, as well as substitute employees and stipends. At year end 96.2% of total allocation is anticipated for salary related items, which is under expended based on vacancies during the year.
- Benefit amounts are based upon staffing expenditures and are directly tied to the salary assumptions. Expenditures are anticipated to be 87.9% of budgeted allocation. A large portion of this under-expenditure is due to vacancies and not all employees being eligible for insurance benefits.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and were anticipated to be expended similar to past trends. These budget objects are reported as being over budget allocations, however the overall budget was not over expended due to the under expenditures in salary and benefit line items. Areas that contributed were an increase in Charter School allocation due to increased enrollment and multi-year software subscriptions that were required to be recognized in the year they were purchased (via GASB pronouncement).

- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2023-2024 adopted budget.
- Fund transfers allocated during the 2023-24 budget process include \$1.8 million (Co-Curricular Fund), \$1.0 million (Instructional Materials Fund), \$1.0 million (Technology Fund) and \$431,896 (Debt Service Fund).

Additional Notes: For the 2023-2024 budget year the current estimate of ending fund balance is \$20.26 million (preliminary audit), assuming all revenue is received and all expenditures are expended as reported. Included in this number is the audited ending fund balance from the 2022-2023 fiscal year (\$19,759,871).

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2023-2024 REVENUE/EXPENDITURE FORECAST
as of
6/30/24

	BUDGET	ACTUAL through 06/30/24	ESTIMATED from 06/30/24 to year end	PROJECTED 2023-2024	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	31,518,746	31,398,594	0	31,398,594	99.62%
Property taxes - prior years	350,000	351,301	0	351,301	100.37%
Other local sources	767,000	3,368,225	0	3,368,225	439.14%
County School Fund	190,000	256,886	0	256,886	135.20%
State School Fund	86,231,208	87,079,545	0	87,079,545	100.98%
Federal Forest Fees	0	393,725	0	393,725	N/A
Common School Fund	1,481,364	1,445,253	0	1,445,253	97.56%
Total revenues	120,538,318	124,293,529	0	124,293,529	103.12%
Beginning fund balance	18,299,843	19,759,871	0	19,759,871	107.98%
Total Beginning fund balance	18,299,843	19,759,871	0	19,759,871	107.98%
Total resources	138,838,161	144,053,400	0	144,053,400	103.76%
EXPENDITURES:					
Personal services	69,795,917	66,367,376	0	66,367,376	95.09%
Employee benefits	39,285,659	35,128,492	0	35,128,492	84.95%
Purchased services	9,805,590	10,278,922	0	10,278,922	104.83%
Supplies & materials	3,830,915	4,464,573	0	4,464,573	116.54%
Capital outlay	1,601,500	1,528,143	0	1,528,143	95.42%
Other objects	1,347,979	1,793,017	0	1,793,017	133.02%
Fund transfers	4,231,896	4,231,896	0	4,231,896	100.00%
Total expenditures	129,899,456	123,792,419	0	123,792,419	95.30%
Unappropriated	7,938,705	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	138,838,161	123,792,419	0	123,792,419	89.16%
Total resources		144,053,400	0	144,053,400	
Total appropriations		123,792,419	0	123,792,419	
Ending fund balance		20,260,981	0	20,260,981	
Less: contingency			0	0	
Net fund balance		20,260,981	0	20,260,981	

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires and resignations. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Retirement
- Leaves of Absence

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	LINSTER, JESSICA	TEMPORARY TEACHER	FT	10/14/24-06/13/2025	TEMPORARY NEW HIRE
	RETIREMENT				
2	392049	CONTRACT TEACHER	FT	01/31/2025	RETIREMENT

LANE ESD TRANSIT DOLLAR REQUEST FOR FISCAL YEAR 2025-2026

RELEVANT DATA:

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane Education Service District be distributed to the school district for any purpose identified by the District school board. The request for these “Transit Dollars” will be distributed on an ADMw basis.

Since 2015, Springfield School District has requested up to 50% of our transit dollars and utilized the resource to support Special Education programming for students in our district. If needed, we will utilize the transit dollars in 2025-2026 to support Special Education programming in Springfield Public Schools. The ORS requires that the Board submit the request to Lane ESD no later than November 1, 2024.

RECOMMENDATION:

It is recommended that the Board of Directors approve the Lane Education Service District – School District Transit Request for fiscal Year 2025-2026. Specifically, it is recommended that the Board of Directors request does not exceed 50% of the Transit Dollars pursuant to ORS 334.177.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2025-26**

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: Springfield Public Schools, SD19

Date of Board Action: October 14, 2024

District Representative: Todd Hamilton, Superintendent

Signature: _____

Date Submitted: _____

Select One

X	Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i>
	More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i>
	100% <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i>

Withdrawal of Transit Funds: Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

*51%-80% 10% service fee
81%-100% 15% service fee*

RESOLUTION #24-25.010
OUT-OF-STATE TRIP REQUEST

DATE: OCTOBER 14, 2024

THURSTON HIGH SCHOOL'S
BASEBALL TEAM

RELEVANT DATA:

The objective of our trip is for THS Baseball team to travel to Phoenix, Arizona to work on teamwork, skill building and team bonding. It allows our team to play new teams and be productive in different environments and learn tolerance working with a variety of personalities.

RECOMMENDATION:

It is recommended the Board approve Thurston High School Baseball Team's request to travel to Phoenix, Arizona to participate in the Coach Bob National Invitational tournament. Dates of travel will be March 22-29, 2025.

Students will not miss any school days.

The Baseball Team has already fundraised all monies needed to cover the cost of this trip.

There is no cost to the district for this trip.

Dennis Minium, Matt Wolf and Tony Corgain will accept liability and purchase full coverage insurance for van rentals once in Arizona.

Kimberlee Pelster and Dennis Minium will be available to answer questions.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: THS Contact: Dennis Minium Date: 8/29/2024

Club/Organization Going on Trip: THS Baseball # of Students (M/F): 16 / M

Number of Faculty Chaperones: 7 Number of Parent/Other Chaperones: _____

Names of Chaperones: Dennis Minium, Jim Rise, Cason Cunningham, Tony Corgain, Glen Macdonald, Matt Wolf,
and TBA

School Staff: _____

Destination: Phoenix, Arizona Dates of Trip: 3/22/2025 to 3/29/2025

Estimated Total Cost: \$36,339.64 Cost to the Program/Building*: \$0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$36,339.64

Fundraising Activities: Apple/pear sales, summer tournaments, concessions, field signs, 100 inning game
fundraiser, text-a-thon

Lodging: Hyatt Place, Phoenix/Chandler Fashion Center

Food: Hotel provides breakfast; lunch, and dinner as a team (kids pay). One team dinner provided by program

Method of travel: Alaskan Airlines to Phoenix. We will have 2-15 passenger vans waiting at the airport
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: Zero
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) N/A Type of Coverage _____ Cost per Person _____

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form N/A Student Fundraising Agreement

Purpose for the trip and a tentative Itinerary must be included with this form.

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: √ Denied: _____ Principal: Kimberlee Pelster Date: 9/25/24

Approved: √ Denied: _____ Secondary Director: Mindy LeRoux Date: 9/27/24

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

**Thurston High School Baseball
Coach Bob National Invitational
Phoenix, Arizona
March 22-29, 2025**

PURPOSE OF THE TRIP

What are the objectives of the trip and how are the experiences provided related to class or school program?

Teamwork, Skill Building, team bonding, play new teams from other states, experience different cultures. Be productive in different environments. Get along with a variety of different personalities, learning tolerance.

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

With a small group of kids learning to live with others. Learn tolerance of different habits and quirks. Learn to deal with stress. Real world experiences make learning more meaningful and memorable.

How will the experience motivate students for further learning?

Reward for working hard for student athletes per school GPA guidelines of 2.0 GPA.

Does the trip make best use of available time and money?

Yes, spring break for student athletes using fundraising money.

What effect does the trip have on other classes or programs?

Student athletes will not miss any school.

What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

Coaches will be at everything we do. Hotel rooms are blocked together. Team meetings, curfew and bed checks every night.

Have all monies required to cover the cost of this trip been fundraised?

Yes.

**Thurston High School Baseball
Coach Bob National Invitational
Phoenix, Arizona
March 22-29, 2024**

ITINERARY

Departure Date & Time: Saturday March 22, 2025
Noon – out of Portland. Land in Phoenix at 2:38 pm

Return Date & Time: Saturday March 29, 2025
11:00 am out of Phoenix. Land in Portland 1:35 pm

Please note we will be together at everything we will do; we will have team bonding/meetings every night along with bed checks.

Saturday March 22: Leave Thurston HS at 7:00 am, bus ride to Portland for flight at 12:00 pm. Arrive in Phoenix, AZ at 2:38 pm. Check into hotel, swimming and relaxing. Dinner and team bonding/meeting.

Sunday March 23: practice in the morning. MLB spring training game in the afternoon. Breakfast, lunch, and dinner. Pool time and team bonding/meeting

Monday 24: practice in the morning. Game day 7 pm. Breakfast, lunch, and dinner. Team bonding, meeting.

Tuesday March 25: short hitting practice in the morning. Game day 4 pm and 7 pm. Breakfast, lunch, and dinner. Team bonding/meeting.

Wednesday March 26: practice in the morning. Pool time. Team activity. Breakfast, lunch, and dinner. Team bonding/meeting.

Thursday March 27: game day at 12 pm. Pool time after game. Breakfast, lunch, and program team dinner. Team bonding/meeting

Friday March 28: game day at 12 pm. Pool time after game. Breakfast, lunch and program team dinner. Clean rooms, pack and be ready to leave Saturday.

Saturday March 29: leave Phoenix at 11:00 am and arrive back to Portland airport at 1:35 pm. Bus ride back to Thurston HS, arriving around 4:00 pm.

RESOLUTION #24-25.011
OUT-OF-STATE TRIP REQUEST

DATE: OCTOBER 14, 2024

THURSTON HIGH SCHOOL'S
CHEER & STUNT TEAM

RELEVANT DATA:

The objective of our trip is for THS Cheer & Stunt team is to compete against teams from across the country that qualified. Our program is very competitive in the state of Oregon; we have 11 State Championships, the most recent was in 2022, and more banners on the THS gym wall than any other sport at our school. Competing at Nationals will provide a chance for our athletes to see how they measure up against teams from outside of Oregon.

RECOMMENDATION:

It is recommended the Board approve Thurston High School Cheer & Stunt Team's request to travel to Las Vegas, Nevada to participate in the Jamz School Cheer Nationals. Dates of travel will be January 23-26, 2025.

Students will not miss any school days.

The Cheer & Stunt Team has fundraised over half the monies needed to cover the cost of this trip. We are confident we will meet our goal by the end of December 2024. Monies not fundraised will be paid out of pocket by families.

There is no cost to the district for this trip. The program/building will cover \$5,500 costs for subs, etc.

Student-athletes will be transported in Nevada by charter bus.

Kimberlee Pelster and Robin Erickson will be available to answer questions.

SUBMITTED BY:

RECOMMENDED BY:

David Collins
Assistant Superintendent

Todd Hamilton
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: THS Contact: Robin Erickson Date: 9/17/2024

Club/Organization Going on Trip: THS Cheer & Stunt # of Students (M/F): 2 M / 16 F

Number of Faculty Chaperones: 3 Number of Parent/Other Chaperones: 4

Names of Chaperones

School Staff: Justin Starck, Robin Erickson, James Underwood

Parents/Others: Audrey Morton, Abby Remington, Lenny Herrera, Blake Hoogstad

Destination: Las Vegas, Nevada Dates of Trip: 1/23 to 1/26, 2025

Estimated Total Cost: \$24,000 Cost to the Program/Building*: \$5500
(Includes substitute teacher cost.)

Amount Fundraised to Date: estimate: \$14,000

Fundraising Activities: Cleaning Autzen, UO Concessions, Kids Clinic, Fall Showcase, Sponsors,
Text-a-thon, hosting OSAA Sanctioned competitions in January

Lodging: Orleans Hotel, 4500 W Tropicana Ave, Las Vegas, NV 89103

Food: Per diem for kids for most meals, one team dinner

Method of travel: Airplane to/from; hire charter bus for airport transfers & transportation to team dinner
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: 2 (travel day & preliminary competition day)
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) _____
Type of Coverage _____ Cost per Person _____

Applicable forms on file: (please check)

_____ Parent Permission Form _____ Medical Release Form _____ Student Fundraising Agreement

Purpose for the trip and a tentative Itinerary must be included with this form.

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: √ Denied: _____ Principal: Kimberlee Pelster Date: 9/25/24

Approved: √ Denied: _____ Secondary Director: Mindy LeRoux Date: 9/27/24

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

**Thurston High School Cheer & Stunt
Jamz School Cheer Nationals
Las Vegas, Nevada
January 23-26, 2025**

PURPOSE OF THE TRIP

What are the objectives of the trip and how are the experiences provided related to class or school program?

In October we hope to qualify for this prestigious event. Only the best of the best will receive a score high enough to compete at this competition. Our objective is to compete against teams from across the country that qualified. Our program is very competitive in the state of Oregon; we have 11 State Championships, the most recent was in 2022, and more banners on the THS gym wall than any other sport at our school. Competing at Nationals will provide a chance for our athletes to see how they measure up against teams from outside of Oregon.

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

By seeing other teams compete, our athletes will gain new knowledge, as trends in our sport are different across the country. They may see new stunts, new tumbling passes, new warm-up drills, etc. They will interact with thousands of athletes from diverse backgrounds. Our students work diligently on their competition routines while support Thurston athletics on the sidelines. This competition allows them to put their skills to the ultimate test as national judges, who are professionals in the industry and college coaches, evaluate them.

Because of my coaching experience, and because I have taken previous year's teams to Nationals, I have seen firsthand that these types of trips increase the desire of our athletes to not only improve their cheerleading skills, but to think about their lives after graduation. Any time we can take our students out of state, exposing them to new places and people, their horizons are going to be broadened. For some of our students, this will be the first time on an airplane or staying in a hotel. We are using their passion, cheerleading, to open their eyes to life outside of the Thurston community.

How will the experience motivate students for further learning?

In order to score better, we need more individual skills and team skills. From past experience, I know this experience motivates our students to work on their individual skill sets so that as a program we can increase the difficulty and complexity of the things we accomplish together.

Does the trip make best use of available time and money?

Jamz Nationals has a lower price point than other events we looked at attending. We can fly Southwest Airlines direct out of Eugene, limiting wasted time traveling through Portland. We are putting the maximum number of students in each hotel room, and the competition company has discounted room blocks available at the competition site hotel. By staying where we are competing we are able to minimize transportation costs. Our biggest expense is airfare and food, but we will try to book a few team meals where we can eat family style.

The dates of this event mean the students miss two (2) days of school prior to final exams, but we will arrive home on Sunday evening so they can attend their finals on Monday. We will also structure study hall time with the three teachers (Starck, Underwood and myself).

What effect does the trip have on other classes or programs?

Students will miss one Red day and one early-release Black day. No one class will be affected more than another. Students will communicate well in advance with their teachers.

What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

This will be the sixth time taking students out of state and the fifth time for James Underwood. We have it down to a science and have not had a negative experience yet. Families will drive the athletes to the Eugene airport. We are flying reputable airlines and we will charter our own bus to take us from the airport to the hotel. We plan to stay at the Orleans Hotel, the host site of the event. We have seven (7) adult chaperones which means nearly a 2:1 ratio of students to staff. Students are well aware that males and females may NEVER be in each other's rooms.

Have all monies required to cover the cost of this trip been fundraised?

We have not met our fundraising goal yet, but I am confident we will meet our goal by the end of December. Monies not fundraised will be paid out of pocket by families.

RATIONALE*

*Rationale must be included if students will miss two or more school days.

January 23rd is a travel day and January 24th is a Preliminary Competition day

**Thurston High School Cheer & Stunt
Jamz School Cheer Nationals
Las Vegas, Nevada
January 23-26, 2024**

ITINERARY

Departure Date & Time: Thursday, January 23, 2025

Our ideal flight is:

Southwest #3684, leaving EUG @ 2:35 pm, arriving in LAS @ 4:35 pm

- Check into hotel
- Check out the competition space
- Team dinner

Friday, January 24, 2025

- Preliminary competition day
- We are trying to compete in both the traditional and game day categories
- Per diem provided for breakfast, lunch & dinner

Saturday, January 25, 2025

- Finals competition
- Per diem provided for breakfast, lunch & dinner

Return Date & Time: Sunday, January 26, 2025

Our ideal flight is:

Southwest #5304, leaving LAS @ 2:45 pm, arriving in EUG @ 5:05 pm

RESOLUTION #24-25.014
OUT-OF-STATE TRIP REQUEST

DATE: OCTOBER 14, 2024

SPRINGFIELD HIGH SCHOOL'S
GIRLS' BASKETBALL TEAM

RELEVANT DATA:

The purpose of this trip is to allow our student-athletes the opportunity to engage in a highly competitive and learning experience that will advance the individual student-athletes and team.

RECOMMENDATION:

It is recommended the Board approve Springfield High School Girls' Basketball Team's request to travel to Phoenix, Arizona to participate in the Nike Tournament of Champions. Dates of travel will be December 17-22, 2024.

Students will miss four (4) school days.

The Girls Basketball Team has fundraised 2/3 of monies needed to cover the cost of this trip.

There will be no cost to the district for this trip.

Audrea Shelley and Joe Williamson will accept liability and purchase full coverage insurance for van rentals once in Arizona.

José da Silva and Audrea Shelley will be available to answer questions.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: SHS Contact: A Shelley/J Williamson Date: 9/17/24

Club/Organization Going on Trip: SHS Girls Basketball # of Students (M/F): 12 / F

Number of Faculty Chaperones: 4 Number of Parent/Other Chaperones: 1

Names of Chaperones:

School Staff: Audrea Shelley, Joe Williamson, Jermaine Robinson, Josie Williamson

Destination: Phoenix, Arizona Dates of Trip: 12/17-22/2024

Estimated Total Cost: \$26,340.20 Cost to the Program/Building*: \$0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$20,000

Fundraising Activities: U of O Duck Concessions, Hour A Thon and free throw contests

Lodging: Arizona Grand Resort, 8000 S Arizona Grand Pkwy, Phoenix, Arizona 85044

Food: Food is budgeted per diem, accounting for travel days accordingly: \$7497.00. Also, we do not believe we will spend that much on food, utilizing Costco and other lower cost options (i.e., grab and go breakfast).

Method of travel: American Airlines then ground transportation will be 2 - 12 passenger vans
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: Four (4)
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) N/A Type of Coverage _____ Cost per Person _____

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form X Student Fundraising Agreement

Purpose for the trip and a tentative Itinerary must be included with this form.

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: √ Denied: _____ Principal: José da Silva Date: 10/9/24

Approved: √ Denied: _____ Secondary Director: Mindy LeRoux Date: 10/9/24

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

**Springfield High School Girls' Basketball
Nike Tournament of Champions
Phoenix, Arizona
December 17 – 22, 2024**

PURPOSE OF THE TRIP

What are the objectives of the trip and how are the experiences provided related to class or school program?

The purpose of this trip is to allow our student-athletes the opportunity to engage in a highly competitive and learning experience that will advance the individual student-athletes and team. The lessons student-athletes learn outside of the classroom as part of a team are valuable: growth mindset, goal setting, work ethic, leadership, teamwork and persistence. This experience will encourage our girls basketball student-athletes to be leaders in the school and to connect the value of working hard in all aspects of their student and athletic lives to achieve high level outcomes. This tournament is a high level tournament that draws coaches from all over the country to come and watch these young ladies play.

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

During this trip, the girls basketball team will be demonstrating all the skills they have developed as SHS athletes throughout our season in games and practices. Additionally, they will be representing our school and student body as leaders and student-athletes. This is an opportunity for our young athletes to compete outside of their comfort zones and compete at the highest level.

How will the experience motivate students for further learning?

In Arizona at the Nike Tournament of Champions, our student-athletes will have the opportunity to be seen by Division I college level coaches and programs and possibly access college scholarships. Our goal is to prepare our student-athletes for success after high school both academically and athletically and this is a valuable experience that prepares them for college and helps them understand college expectations and process.

Does the trip make best use of available time and money?

The SHS girls basketball program is one of the best in the state. Coming off placing 4th in the state this last year, these opportunities do not come along very often. We are utilizing funds that were fundraised by each individual going on the trip, coaches, chaperones and AD.

What effect does the trip have on other classes or programs?

Students will miss 4 days of school. Grades will be checked by Audrea Shelley the week prior to leaving for the trip and all student-athletes will have to be in good standing with grades in order to go on the trip.

What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

We will be flying to Phoenix Arizona Sky Harbor Airport. We will use vans driven by Audrea Shelley and Joe Williamson to transport kids around and to all of their games. We have 1 supervisor for every 2 students. There is an athlete code of conduct that will be

signed by every student-athlete and parent that assures students will never be left alone or leave any part of the facility alone without adult supervision. Each room for the athletes will have an adult supervisor in the room next to them, attached itinerary.

Have all monies required to cover the cost of this trip been fundraised?

The girls and coaches have raised $\frac{2}{3}$ of the money for the trip through fundraising.

RATIONALE*

*Rationale must be included if students will miss two or more school days.

Students will miss 4 days of school. December 17th-20th. The reason for the school days missed, is that Arizona has their Christmas break start a week prior to Oregon. We will make sure that all student-athletes are up to date with their grades. I will personally make sure that all students communicate with their teachers about any work they will be missing and a timeline for making it up. We will assure that anything the students can do to get ahead before leaving on the trip is done. While we are on the trip, we will hold a study hall for the girls to get their homework done and turned in along the way. We appreciate this opportunity to play in an elite tournament and represent Springfield High School in a positive way.

**Springfield High School Girls' Basketball
Nike Tournament of Champions
Phoenix, Arizona
December 17 – 22, 2024**

ITINERARY

Girls Basketball Arizona Trip Itinerary:

[Arrangements for flights were done through Carlos Guzman](#)

December 17th

Depart Eugene: 3:30pm
Flight: American Flight # 4049

Arrive Phoenix: 7:03pm

December 22nd

Depart Phoenix: 5:40pm
Flight: American 3260

Arrive Eugene: 7:26

Once on the ground we will have 2-12 passenger vans rented for ground transportation. Audrea Shelley and Joe Williamson will be in charge of driving the vans.

RESOLUTION: #24-25.012

DATE: October 14, 2024

POLICY UPDATES - SECTION C

BACKGROUND INFORMATION:

In collaboration with the Oregon School Boards Association (OSBA), district staff have initiated a comprehensive update of all district policies. This process is expected to take place over the next five months, ensuring all policies are current and aligned with best practices and law.

Superintendent Hamilton provided details on this process during the September Board meeting.

Policies in Section C (Administration) of the Springfield School Board Policy Manual were presented to the board for review on September 9, 2024. Following a period for board members to share comments, questions, concerns, recommended edits – along with consultation with OSBA – the policies are now presented for board adoption.

RECOMMENDATION:

It is recommended that the Board of Directors adopt the revised Section C (Administration) policies as presented.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code: CB
Adopted: 1/22/07
Revised/Readopted: 12/14/20
Orig. Code: CB

Superintendent

The superintendent¹ is designated as the district's chief executive officer. Under the Board's direction of the Board, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts board for that management.

The superintendent may has the authority to delegate to other district duties and responsibilities to appropriate personnel any powers and duties imposed upon the superintendent by Board policies or by vote. The delegation of the Board. Delegation of power or duty such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

END OF POLICY

Legal Reference(s):

<u>ORS 332.505</u>	<u>OAR 581-022-2405</u>
<u>ORS 332.515</u>	<u>OAR 584-005-0005(51)</u>

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

Springfield School District 19

Code: CBA
Adopted: 2/09/15
Revised/Readopted: 12/14/20
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current ~~Oregon administrative license that qualifies the individual to serve as with an authorization for all levels, a superintendent's endorsement, or a transitional superintendent of the district~~^{1}; license;
2. A master's ~~or doctorate~~ degree ~~or higher~~ in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets ~~alternative transitional administrator or exceptional administrator~~ licensure requirements. The Board may take steps to assist an ~~individual to qualify, submit an application for such a license for Teacher Standards and Practices Commission approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and 584-080-0161.~~

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community, and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence, and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation, and development;
5. Knowledge of curriculum development, implementation, and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control, and accountability;
7. Experience in administering collective bargaining agreements;

^{1} Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.

8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. ~~The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.~~
2. ~~The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.~~

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff, and community;
3. Act as the district's Board's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Schedule meeting places, prepare an agenda in consultation with the Board chair and record minutes for all Board meetings and other committee meetings authorized by the Board;
6. Attend all regular and special meetings and executive sessions of the Board, except when excused for his/her own salary and performance review;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly/Annually review adopted Board policies and make recommendations for needed changes;
10. Advise, inform, and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
11. Provide an ongoing program of communication to and from the community, staff and Board concerning the school program and district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff. ~~Policies approved by the Board will be included in the written rules and regulations of the district;~~ *(this policy is about the superintendent; see policy BFC for corroborating language being struck here)*
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance, and operation of a constructive program of in-service, training, and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract non-renewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and nonrepresented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material, and supplies;

28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;
30. Recommend instructional materials, instructional supplies, and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
33. Direct the district in its relationships with federal, state, and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state, and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action~~], and report such action to the Board no later than the next regular Board meeting]~~;
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.075
ORS 342.143
ORS 342.173

ORS 342.850
OAR 584-020-0000 - 0035
OAR 584-046-0003 - 0024

OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

Springfield School District 19

Code: CBC
Adopted: 12/10/07
Revised/Readopted: 12/14/20
Orig. Code: CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their~~his/her~~ duties. The Board may not enter into an employment contract that contains provisions that expressly obligate~~obligates~~ the district ~~or school~~ to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

Reaches 65 years of age; or

Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

END OF POLICY

Legal Reference(s):

ORS 332.432
ORS 332.505

ORS 342.549
ORS 342.815

OAR 584-005-0005(51)

Springfield School District 19

Code: CBG
Adopted: 1/22/07
Revised/Readopted: 12/14/20
Orig. Code: CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least ~~once each year.~~^{annually.} The evaluation will be based on the superintendent's ~~administrative~~ job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at ~~the public board~~^{Board} meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and ~~their~~^{his/her} performance will be ~~conducted in an~~ executive session, unless the superintendent requests ~~an open~~ session ~~open to the public.~~ ~~Such.~~ ~~However, such~~ an executive session will not include a general evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.107

ORS 332.505

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

BDC - Executive Sessions
CB - Superintendent
CBA - Qualifications and Duties of the Superintendent

Springfield School District 19

Code: CCB
Adopted: 1/22/07
Revised/Readopted: 12/14/20
Orig. Code(s): CCB

Line and Staff Relations

The Board expects the superintendent to establish a clear understanding of working relationships in the school system with all staff.

Lines of direct authority will be those approved by the Board and shown on the district organization charts.

Staff members will be expected to refer matters requiring administrative action to the administrator to whom they report. That administrator will refer such matters to the next higher administrative authority, when necessary. All staff will inform their immediate supervisor of their activities by whatever means the supervisor considers appropriate.

Lines of authority should not restrict the cooperative working relationship of all staff members in developing the best possible district programs and services. In addition, this policy does not restrict protected labor relations communications of bargaining unit members. The established lines of authority represent direction of authority and responsibility. When the staff work together, the lines represent avenues for a two-way flow of ideas to improve the programs and operations in the district.

END OF POLICY

Legal Reference(s):

ORS 332.505

OAR 581-022-2405

Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Springfield School District 19

Code: CCD
Adopted: 12/10/07
Revised/Readopted: 12/14/20
Orig. Code(s): CCD

Administrator Contracts

“Administrator” means a person who is employed as an administrator or is performing administrative duties, regardless of whether the person is required to have a license, and includes but is not limited to superintendents, assistant superintendents, and business managers. Administrator does not include a person who is subject to Oregon Revised Statute (ORS) 342.805 to 342.937.

The district shall enter into an employment contract with each administrator, that has provisions that cover the duration of the contract, conditions for contract termination and extension and conditions of employee resignation. The contract shall be kept on file in the district office.

The district may not enter into an employment contract that contains provisions that expressly obligate the district or school to compensate the administrator for work that is not performed.

The district may provide health benefits for an administrator who is no longer employed by the district until the administrator:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the administrator may not:

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 342.549

Springfield School District 19

Code: CCG
Adopted: 12/14/20

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for ~~administrators~~ ~~administrative personnel~~. The purpose of administrator evaluations is to assist an administrator with developing and strengthening ~~his/her~~ professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle.~~ ~~[A formal evaluation will be conducted [regularly] [at least once each year].]~~

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle.~~

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2),(8)
ORS 332.505
ORS 342.120

ORS 342.815
ORS 342.850
ORS 342.856
OAR 581-022-2405

OAR 581-022-2410
OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).

Springfield School District 19

Code: CHCA
Adopted: 1/22/07
Revised/Readopted: 12/14/20
Orig. Code(s): CHCA

Handbooks

In order that pertinent Board policies, administrative regulations, school rules and procedures may be known by all staff members, patrons, students, and parents affected; district administrators and principals are granted authority to issue staff and student/parent handbooks.

The contents of all handbooks must conform with districtwide board policies and administrative regulations. The publication shall bear the name of the district, or one of its schools, and be of a quality that reflects favorably on the district. The Board expects all handbooks to be approved by the superintendent or designee before publication.

The district will make all published handbooks available to the Board for informational purposes.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: CM
Adopted: 1/22/07
Revised/Readopted: 12/14/20
Orig. Code(s): CM

Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education in OAR Chapter 581, Division 22, for the preceding school year and submit that report to the Board.

The district's annual report will be presented orally at a public Board meeting by November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by November 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

ORS 329.095		OAR 581-022-2260	
ORS 329.105		OAR 581-022-2305	

Springfield School District 19

Code: CPA
Adopted: 1/14/13
Revised/Readopted: 12/14/20
Orig. Code(s): CPA

Layoff/ and Recall —~~Licensed Administrative Personnel~~for Administrators

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.1

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 342.934

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

RESOLUTION: #24-25.013

DATE: October 14, 2024

SUPERINTENDENT EVALUATION

BACKGROUND INFORMATION:

With consultation from representatives from the Oregon School Boards Association (OSBA), the Board will use the OSBA/COSA Superintendent Evaluation Workbook as a framework for the superintendent evaluation process.

Superintendent performance standards outlined in the workbook are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA). The eight (8) performance standards include:

1. Visionary District Leadership,
2. Ethics and Professional Norms,
3. Inclusive District Culture,
4. Culturally Responsive Instructional Leadership and Improvement,
5. Communication and Community Relations,
6. Effective Organizational Management,
7. Effective Financial Management, and
8. Policy, Governance and Advocacy.

At the September 23 Work Session, the board discussed a timeline for the superintendent evaluation. Based on the feedback from that meeting, Vincent Adams (OSBA Facilitator) developed a Superintendent Evaluation Calendar to guide the annual evaluation process.

The OSBA/COSA Superintendent Evaluation Workbook and Superintendent Evaluation Calendar are provided for reference with this resolution.

RECOMMENDATION:

It is recommended that the Board of Directors adopt the Superintendent Performance Standards and Evaluation Calendar, as presented.

SUBMITTED & RECOMMENDED BY:

Kelly Mason
Board Chair



Superintendent Evaluation Calendar

Springfield School District

Date	Activity
October 14, 2024	Preplanning (public meeting) <ul style="list-style-type: none"> Board approves evaluation standards and process. The board and Superintendent establish calendar dates for the superintendent evaluation process.
October 28, 2024	Establish Superintendent Goals (public meeting) <ul style="list-style-type: none"> The board and superintendent meet to develop a clear set of goals for the superintendent related to the organization's goals for the coming year. (public meeting) The board adopts the superintendent's goals by voting in a public meeting. (public meeting) Plan targeted feedback summary parameters with consultant
January 27, 2025	Superintendent's Self-Evaluation (executive session) <ul style="list-style-type: none"> Superintendent presents their self-evaluation, highlighting achievements and areas for growth. Board members listen and ask clarifying questions to understand the superintendent's self-assessment fully. Receive results of the targeted feedback survey, if applicable
February 24, 2025	Evaluation of the Superintendent (executive session) <ul style="list-style-type: none"> Board members discuss the superintendent's performance standard by standard, reaching consensus on ratings. The board collaboratively develops three to five bullet feedback points and a rationale for each standard, resulting in celebration areas and steps for professional development for the superintendent. Present the consolidated ratings and feedback to the superintendent, emphasizing constructive dialogue and support for professional growth.
April TBD	Evaluation Debrief and Evaluation Summary Development (executive session) <ul style="list-style-type: none"> The board meets with the superintendent to clarify questions and points needing further discussion. The board responds to questions, ensuring a shared understanding of the evaluation outcomes. The board collaboratively drafts and finalizes the evaluation summary, incorporating key feedback and ratings, ready for public sharing. The board and Superintendent discuss the next steps, including implementing feedback and goal setting for the next evaluation cycle.
April-May	Conclusion (public meeting) <ul style="list-style-type: none"> The board adopts the evaluation summary in a public meeting.
June 2025	Preplanning (public meeting) <ul style="list-style-type: none"> Review any statutes, recent legislation, policies, and the superintendent's contract for any criteria regarding evaluation that the board must follow. Board approves evaluation standards and process. The board and Superintendent establish calendar dates for the superintendent evaluation process.
July-August 2025	Establish Superintendent Goals (public meeting) <ul style="list-style-type: none"> The board and superintendent meet to develop a clear set of goals for the superintendent related to the organization's goals for the coming year. The board adopts the superintendent's goals by voting in a public meeting.



SUPERINTENDENT EVALUATION WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Green', with a long horizontal flourish extending to the right.

Jim Green, OSBA Executive Director

A handwritten signature in black ink, appearing to read 'C. Hawkins', with a long horizontal flourish extending to the right.

Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**

This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**

This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.


EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹ Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start
thinking about
next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING



COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)*

4

3

2

1

N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none">• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.• Implements the district's continuous improvement plan and communicates its progress.	<ul style="list-style-type: none">• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<ul style="list-style-type: none">· Newspaper, school banners, website, photo, or other media· Actions communicating clear and coherent vision: newsletter, professional development, etc.· Meetings or presentations to collaborate and implement vision, mission, goals and plans• Models learning through attending professional development opportunities and applying knowledge (transparency)• Presentation of at least one plan (e.g., CIP or SIA application)• Resources are clearly aligned with the vision and strategic initiatives:<ul style="list-style-type: none">· Budget examples of how funds support the vision/strategic initiatives· Staffing patterns that reflect where there is an identified need· Data support goals that are aligned to student learning and growth• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

ARTIFACTS

- | DESCRIPTORS | ARTIFACTS |
|--|---|
| <ul style="list-style-type: none"> • Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity. | <ul style="list-style-type: none"> • Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders |

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL
BOARDS ASSOCIATION**

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**COALITION OF OREGON
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POLICY UPDATES – SECTIONS D, E, and F

BACKGROUND INFORMATION:

In collaboration with the Oregon School Boards Association (OSBA), district staff have initiated a comprehensive update of all district policies. This process is expected to take place over the next five months, ensuring all policies are current and aligned with best practices and law.

Superintendent Hamilton provided details on this process during the September Board meeting.

For your review and consideration, Sections D (Fiscal Management), E (Support Services), and F (Facilities) of the Springfield School Board Policy Manual are now submitted. These sections have undergone preliminary updates and are ready for your input prior to final adoption.

RECOMMENDATION:

It is recommended that the Board of Directors review Sections D (Fiscal Management), E (Support Services), and F (Facilities) in preparation for their adoption at the November Board meeting.

SUBMITTED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code: DBDB
Adopted: 6/24/19
Orig. Code(s): DBDB

Fund Balance

The Board recognizes its responsibility to establish an unrestricted fund balance¹ in an amount sufficient to:

1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

Consequently, the Board directs the superintendent or designee to manage the currently adopted district budget in such a way to ensure an ending fund cash balance of at least ~~4~~ five (5) percent of total adopted revenues.

In determining an appropriate unrestricted fund balance, the Board will consider a variety of factors with potential impact on the district's budget including the predictability and volatility of its expenditures²; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds³; liquidity⁴; and designations⁵. Such factors will be reviewed annually.

END OF POLICY

¹The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unrestricted fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Oregon Association of School Business Officials recommends, at a minimum, an unrestricted ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

² Higher levels of unrestricted fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

³ The availability of resources in other funds may reduce the amount of unrestricted fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unrestricted fund balance be maintained in the general fund.

⁴ The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

⁵ The need to maintain a higher level of unrestricted fund balance to compensate for any portion of unrestricted fund balance already designated for a special purpose.

Legal Reference(s):

ORS 294.311(18)

☐ ORS 294.398

☐ ORS 332.107

Springfield School District 19

Code: DBEA
Adopted: 1/22/07
Revised/Readopted: 6/24/19
Orig. Code(s): DBEA

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The terms of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable possible, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.^{1} The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

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

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending but will not determine programs nor personnel assignments.

~~Final Action~~

~~The budget committee will approve an estimated district budget document for submission to the Board.~~

~~Officers~~ Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall A chair and secretary will be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's district's educational plan, data from previous budgets and other pertinent material bearing on the preparation of the district budget.

¹ {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.}

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

~~It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.~~

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695

ORS 294.305 - 294.565
ORS 329.711

ORS 433.835 - 433.875

Springfield School District 19

Code: DBH
Adopted: 6/24/19
Orig. Code(s): DBH

Budget Adoption

After the public hearing on the budget and any modifications of the budget deemed necessary as a result of that hearing, the Board will approve the resolutions to adopt and appropriate the budget. The Board will further determine, make and declare the ad valorem property tax amount or the rate, to be certified to the assessor for the ensuing year or for each of the years of the ensuing budget period, and itemize and categorize the ad valorem property tax amount or rate, as provided in Oregon Revised Statute (ORS) 310.060.

The superintendent will ensure all necessary documentation is submitted to the county assessor's office as required by the Local Budget Law.

END OF POLICY

Legal Reference(s):

ORS Chapter 255
ORS 294.305 to -294.565

ORS 310.060
ORS 328.542

OAR 150-310-0020

Springfield School District 19

Code: DBI
Adopted: 6/24/19
Orig. Code(s): DBI

Budget Amendments

The budget estimates and proposed ad valorem property tax amount or rate of any fund as shown in the budget document may be amended by the Board prior to adoption. Such amendment may also be made following adoption if the amendments are adopted prior to the commencement of the budget period to which the budget relates.

The amount of estimated expenditures for each fund in an annual budget may not be increased by more than \$5,000 or 10 percent of the estimated expenditures, whichever is greater.

The ad valorem property tax amount or rate to be certified may not exceed the amount approved by the budget committee, unless the amended budget document is republished and another public hearing is held as required by law.

END OF POLICY

Legal Reference(s):

ORS 294.456

☐ ORS 294.471

☐ ORS 294.473

Springfield School District 19

Code: DBJ
Adopted: 1/22/07
Revised/Readopted: 6/24/19
Orig. Code(s): DBJ

Budget Implementation

The district budget, as adopted by the Board, becomes the financial plan of the district for the ensuing budget period when adopted by the Board coming year.

The superintendent and staff are authorized to make expenditures and commitments in accordance with the policies of the Board and the adopted district budget.

The superintendent will make the Board aware of any substantial changes in expected revenues or unusual expenditures so the Board may adjust the budget, if necessary.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565

ORS Chapter 310

Springfield School District 19

Code: DBK
Adopted: 2/13/12
Revised/Readopted: 6/24/19
Orig. Code(s): DBK

Budget Transfer Authority

The adopted district budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be authorized when completed by official resolution of the Board. The authorizing resolution must state: the need for the transfer, its purpose, and the amount of the transfer.

Transfers of general operating contingency appropriations, which in aggregate during a fiscal year or budget period exceed 15 percent of the total appropriations of the fund, may be made only after the adoption of a supplemental budget prepared for that purpose.

The clerk or deputy clerks have the authority to approve transfers between programs (i.e., elementary, middle school, high school) and or object codes (i.e., 100-salaries, 200-benefits, 300- purchasing service, 400-supplies) within the same appropriation.

END OF POLICY

Legal Reference(s):

ORS 294.463

Springfield School District 19

Code: DD
Adopted: 1/22/07
Revised/Readopted: 6/24/19
Orig. Code(s): DD

Funding Proposals and Applications

The district ~~shall~~ may pursue federal, state or private grants or other such funds that will assist the district in meeting adopted Board and district its goals. Proposals for external funds will be submitted to the superintendent or designee for evaluation and approval, and to the Board when required by law.

The Board reserves the right to reject funds associated with any grant which has been approved.

The district shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565

ORS 332.075

Springfield School District 19

Code: DFA
Adopted: 6/24/19
Orig. Code(s): DFA

Investment of Funds

At certain times during the course of the fiscal year, there will be available funds that are in excess of immediate operational needs of the district.

The Board directs that the district invest such excess funds in accordance with applicable Oregon Revised Statutes.

Authority

The Board delegates to the Chief Operations Officer (COO) or designee, the responsibility of investment portfolio manager. The portfolio manager is responsible for investment decisions and activities, under the direction of the COO. The portfolio manager will maintain written procedures for the operation of the investment program, consistent with related policies.

Objectives

There are three principles that will guide the portfolio manager in implementation of this policy:

1. The primary objective of investment activities is the preservation of capital and the protection of investment principal. In investing public funds, the district will not assume unreasonable investment risk to obtain investment income. In all investment activities, the portfolio manager will follow the prudent investor rule, which states, “Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.”;
2. Adequate liquidity to meet daily funds needs for payment of district operating requirements which might be reasonably anticipated will be the second objective of the portfolio manager;
3. The third objective of the portfolio manager will be optimization of investment earnings consistent with adherence to the objectives.

Reporting Requirements

The portfolio manager shall prepare daily and monthly reports for management purposes. Additionally, the Board will be provided quarterly reports which will include data providing information such as dealer name, type of investment, issue date, maturity date, rate of interest and principal invested as well as any further data or narrative explaining the basis of the investment decision. As soon as practical after the end of the fiscal year, a comprehensive annual report on the investment program and investment activity shall

be presented to the Board. The annual report shall include a summary of administrative accomplishments, the overall trend of the economy and interest rates and other pertinent data.

END OF POLICY

Legal Reference(s):

ORS 294.033

ORS 294.125

ORS 294.145

ORS 294.035

ORS 294.135

ORS 294.155

Springfield School District 19

Code: DFEA
Adopted: 6/24/19
Orig. Code(s): DFEA

Admissions to District Events

District residents 65 years of age and older may be given senior citizen guest passes for all school activities, including athletic events. Additionally, the athletic director shall provide complimentary passes to the following:

1. Volunteers (e.g., doctors, fire department, police department);
2. Unpaid officials who perform frequently at athletic events (e.g., scorekeepers, public address personnel, photographers).

District employees and Board members will be assessed the uniform district admission rate. Such individuals may be admitted at no charge only when assigned specific duties and such admission is consistent with the provisions of Oregon Revised Statute (ORS) Chapter 244.

The district will establish accounting procedures, including any income liability, consistent with this policy.

END OF POLICY

Legal Reference(s):

ORS Chapter 244

ORS 332.107

Springfield School District 19

Code: DFG
Adopted: 1/22/07
Revised/Readopted: 6/24/19
Orig. Code(s): DFG

Income from Program-Related Sales and Services

Certain career-technical activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and goods sold through these activities will be kept current with costs for the service or item.

Money collected will be deposited in the student body fund account within the General Fund.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565

Springfield School District 19

Code: DGA
Adopted: 1/22/07
Revised/Readopted: 6/24/19
Orig. Code(s): DGA

Authorized Signatures

The Board will, ~~authorize the district clerk and/or deputy clerk to sign district checks~~ at its annual organizational meeting following in July 1 or at other times deemed necessary by the Board, ~~authorize the district clerk and/or deputy clerk or other individuals designated by the superintendent to sign district checks~~. The Board may authorize the use of facsimile signatures by those designated persons.

END OF POLICY

Legal Reference(s):

ORS 294.120

ORS 328.441

ORS 328.445

Springfield School District 19

Code: DH
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DH

Bonded Employees and Officers Loss Coverage

All district employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss in an amount determined by the Board and upon recommendation of the district's agent of record. In compliance with Oregon statutes and administrative rules, the superintendent, custodian of funds and other individuals as deemed necessary by the Board will have individual fidelity bond coverage or equivalent crime coverage. The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board[, in consultation with the district's agent of record]. The district will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

ORS 328.441

ORS 332.525

OAR 581-022-2405

Springfield School District 19

Code: DI
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DI

Fiscal Accounting

The district's accounting and reporting system will operate in accordance with generally accepted accounting principles procedures and will conform with applicable state laws and regulations.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565 OAR 581-023-0035

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

Springfield School District 19

Code: DIC
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DIC

Financial Reports and Statements

Upon the Board's request, appropriate staff member(s) will be available at any Board meeting, to respond to questions and to present current financial information. The superintendent will notify the Board at any time substantial deviations from anticipated income or expenditures are anticipated.

The Board will receive financial reports that include estimates of expenditures for the major general fund accounts in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.

The Board will receive a pre-audit report recapping the year-end closure of financial statements prior to the annual audit by the district's authorized accountant.

END OF POLICY

Legal Reference(s):

<u>ORS 294.155</u>	<u>ORS 328.465</u>	<u>OAR 162-010-0000 to -0330</u>
<u>ORS 294.311</u>	<u>ORS 332.105</u>	<u>OAR 162-040-0000 to -0160</u>
<u>ORS Chapter 297</u>		<u>OAR 581-023-0037</u>

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

Springfield School District 19

Code: DID
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DID

Property Inventories

The district will maintain a complete property inventory that lists all school sites, buildings, and equipment with a value greater than \$5,000. This inventory will be updated annually. The Board may authorize the employment of an appraisal company to assist with the inventory procedure. To update the inventory, the district will keep current records of equipment disposed of and purchased.

The superintendent or designee will develop and implement procedures for schools and departments to maintain inventories of equipment valued less than \$5,000 per item. Equipment of lesser value than \$5,000 shall not be listed on the district asset inventory. Other district supplies will be included as part of the district's [annual] inventory. Current records shall be maintained for the receipt, distribution/disposal and inventory of commodity foods as required by federal law. Additionally, there shall be a report to the Board of substantial loss of equipment and supplies not consumed in the process of use.

The district may authorize the employment of an appraisal company to assist with the inventory procedure.

For insurance purposes only, a count of non-consumable, theft-sensitive supplies with a value less than \$5,000 shall be kept by classification/description by school site and submitted to the district's business office with property inventory records.

Tangible Assets

Criteria for capitalizing land, new construction, extraordinary building repairs, betterments, improvements, and replacements.

1. Capitalize all land acquisitions, regardless of cost. All ancillary costs, such as legal and title fees, surveying fees, appraisal and negotiation fees, site preparation costs and costs related to the demolition of unwanted structures should be included. Depreciation is not calculated for land.
2. Capitalize all costs of new construction, including professional fees of architects, attorneys, or appraisers, as well as any other costs necessary to place a building into its intended state of operation. Depreciation is not calculated for construction in progress.
3. Capitalize costs of repairs or improvements that increase future benefits from an existing fixed asset beyond its previously assessed standard of performance.

Criteria for capitalizing vehicles, furniture, and equipment.

1. All computers, with a historical cost greater than or equal to \$5,000, shall be included in the fixed asset inventory. Computers costing under \$5,000 shall be inventoried for tracking and insurance purposes but will not be capitalized and depreciated.

2. All vehicles, furniture, and equipment with an individual value of \$5,000 or more should be capitalized. In addition to the costs of the item itself, the capitalized cost should include any other normal or necessary costs required to place the asset in its intended state of operation, such as transportation charges, installation costs and any extended maintenance or warranty contracts purchased at the same time as the fixed asset.

Depreciation on all capitalized assets is calculated using the district defined useful life. The straight-line method of depreciation will be used to calculate depreciation expense.

Intangible Assets

As part of ongoing operations, the district may acquire intangible assets. Examples of intangible assets are easements, water rights, patents, trademarks, and computer software.

All intangible assets should be classified as capital asset and be reported on the government-wide statement of net assets only if they are identifiable. An intangible asset is identifiable when it is either separate (capable of be separable from the government) or arises from contractual or legal rights.

1. Assets developed/acquired before July 1, 2009 should be reported based on the previous capitalization threshold of \$5,000. These assets will continue to be reported and amortized for the remainder of their useful life
2. Assets developed/acquired after July 1, 2009 are subject to the revised capitalization threshold of \$25,000.

END OF POLICY

Legal Reference(s):

ORS 332.155

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

Springfield School District 19

Code: DIE
Adopted: 6/24/19
Orig. Code(s): DIE

Audits

An audit of all district accounts will be made annually by an accountant selected by the Board from the roster of authorized municipal accountants maintained by the Oregon Board of Accountancy. The audit examination will be conducted in accordance with minimum auditing standards established by the Secretary of State.

Every five years the Board will review the contract with the audit firm and, if necessary, solicit request for proposals from authorized municipal accountants.

A copy of the audit report will be presented to the Board. The superintendent or designee will submit a copy of the audit report to the Oregon Department of Education and to the Oregon Secretary of State, Audit Division.

END OF POLICY

Legal Reference(s):

ORS 294.155
ORS Chapter 297

ORS 327.137
ORS 328.465

OAR 162-010-0020(11)
OAR 581-023-0037

Springfield School District 19

Code: DJ
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DJ

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. Items commonly used in the various schools and their subdivisions will be standardized and be consistent with educational goals and in the interest of efficiency or economy.

The superintendent or designee is appointed by the Board to serve as the purchasing agent. They will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget, or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, and authorized credit cards, the district requisition and purchase order system shall be used.

No purchase with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made with an approved purchase order.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$150,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations.

The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The superintendent or designee will review bills due and payable for the purchase of supplies and services to determine if they are within current budget appropriations. After review, the superintendent or designee will direct payment of the bills to be made for just claims against the district. The superintendent or designee is responsible for the accuracy of all bills and vouchers.

No Board members, officers, employees, or agents of this district shall use their official position to obtain financial gain or avoid financial detriment for themselves, a relative or any member of their household, or for any business with which the Board member, relative or member of the household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS Chapters 279, 279A, 279B, 279C
ORS 294.311

ORS 328.441 to -328.470
ORS 332.075

OAR 125-055-0040

Springfield School District 19

Code: DJB
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DJB

Petty Cash Accounts

Petty cash funds will be established annually in the amount sufficient for each school building and for the central administrative office. Such funds will be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment. Allowances, responsibility, security, and accounting of petty cash funds will be in accordance with Board policy and requirements of law.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

END OF POLICY

Legal Reference(s):

ORS 294.311

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

Springfield School District 19

Code: DJC
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code: DJC

Bidding Requirements

(Version 1)

(Delete this version and adopt proposed version.)

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. All public contracts for goods or services shall be based upon applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except:

1. Contracts between contracting agencies or between contracting agencies and the federal government;
2. Insurance and services contracts as provided for under state law;
3. Contracts for the procurement or distribution of textbooks;
4. Energy savings performance contracts;
5. Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;
6. Public improvement contracts exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the contracting agency;
7. Special procurements exempted by the LCRB upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the contracting agency;
8. Emergency contracts;
9. Any other public contract specifically exempted from the code by another provision or law.

The Board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the adopted rules.¹

The Board acting as its own LCRB adopts the Oregon Attorney General's Model Public Contract Rules Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted. These rules govern purchasing procedures, and other matters subject to public contracting provisions of law.

¹ The Board may contract with another public agency to serve as its LCRB.

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3). Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

Where necessary, the Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (6)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. New rules, as necessary, will be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required. The Board recognizes that a public contracting agency that has not established its own rules of procedure as required by ORS 279A.065 (5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.

Opportunity will be provided to all responsible suppliers to do business with the district. The Director of Business Operations will develop and maintain lists of potential vendors for various types of materials, equipment, and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the Oregon Attorney General's Model Public Contract Rules.

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)
[ORS Chapter 279A](#)
[ORS Chapter 279B](#)

[ORS Chapter 279C](#)
[ORS 670.600](#)
[OAR Chapter 125](#), Divisions 246 - 249

[OAR Chapter 137](#), Divisions 045 - 049
[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.

Cross Reference(s):

DJ - District Purchasing
DJCA - Personal Services Contracts
EH - Records and Data Management

Springfield School District 19

Code:
Adopted:

DJC

Bidding Requirements (Version 2)

{Highly recommended policy. The Board serves as the Local Contract Review Board (LCRB) and has the ability to adopt its own procurement rules. Many districts choose to use the *Oregon Attorney General's Model Public Contracting Rules* in OAR Chapter 137, Divisions 045 - 049. If the LCRB does not adopt rules, the Attorney General's Model Public Contracting Rules apply. This policy is based on those rules. The LCRB may also include as part of its rules portions of the Oregon Department of Administrative Services administrative rules in OAR Chapter 125, Divisions 269 - 249. If the LCRB adopts its own rules, delete portions of this policy that are inconsistent with those rules.}

The Board serves as the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*¹ shall apply to the district.²

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. Small Procurement. For purchases of goods and services with a contract price not exceeding \$25,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a

¹ Oregon Administrative Rules (OAR) 137-045 - 049

² See ORS 279A.065(5). {The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.}

prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. **Formal Procurement.** For purchases exceeding \$250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through formal procurement must be in accordance with OAR 137-047-0800.
4. **Emergency Procurements.** In situations of emergency⁵, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.
5. **Sole-source Procurements.** If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.⁶
6. **Special Procurements.** “Special procurement” means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, this policy and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.^{7}
7. **Personal Services Contracts.** “Personal services contract,” as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.⁸ Unless otherwise designated by the LCRB, personal services contracts will be procured

⁵ “Emergency” means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

⁶ If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

⁷ {If the LCRB has designated contracts or classes of contracts as special procurements, include this information along with reference to the LCRB action.}

⁸ This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19))). Also includes architectural, engineering, photogrammatic

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in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding.⁹ All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.¹⁰

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.¹¹ The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the district may utilize three quotes¹²:
 - a. The request for the quotes shall be in writing (unless not reasonably practicable)¹³;
 - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Formal Procurements. For purchases exceeding \$100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-

mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

⁹ {If the LCRB has designated contracts or classes of contracts as personal services contracts, include this information along with reference to the LCRB action.}

¹⁰ See ORS 670.600 and OAR 459-005-0020.

¹¹ Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

¹² If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

¹³ For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.

4. **Emergency Procurements.** Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. **Community Benefit Contracts.** “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:
 - a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
 - b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
 - c. Provide employer -paid family health insurance; and
 - d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. **Construction Manager/General Contractor (CM/GC) Procurement.** The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

END OF POLICY

Legal Reference(s):

ORS Chapter 279
ORS Chapter 279A
ORS Chapter 279B
ORS Chapter 279C

ORS 670.600
OAR Chapter 125, Divisions 246 - 249

OAR Chapter 137, Divisions 045 - 049
OAR 459-005-0020

OREGON PROCUREMENT MANUAL, Oregon Department of Administrative Services.

Springfield School District 19

Code: DJCA
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code: DJCA

Personal Services Contracts

(Delete this policy. OSBA has moved personal services contract language to DJC.)

The district may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. "Personal services contracts", as used in this policy, means contracts for specialized skills, knowledge, and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism, and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$150,000 shall require prior Board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

<u>ORS Chapters 279</u>	<u>ORS 332.107</u>	<u>OAR 459-010-0030</u>
<u>ORS Chapters 279A, 279B and 279C</u>	<u>ORS 670.600</u>	

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012).

Cross Reference(s):

DJC - Bidding Requirements

Springfield School District 19

Code: DJFA
Adopted: 10/14/13
Revised/Readopted: 6/24/19
Orig. Code(s): DJFA

Credit Cards/Procurement Cards

The Board authorizes the superintendent and chief operations officer (COO) to hold a bank credit card in the name of the district. Procurement cards may be issued to designated employees. Approved cardholders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards/Procurement cards shall have a maximum limit established and authorized by the superintendent or COO.

Cards issued to employees may only be used to purchase items authorized by the adopted district budget.

Purchase slips and receipts must be turned in to the business office within 20 days of the transaction. The business office shall pay in full the credit card balance(s) no later than the due date so that finance charges will not be incurred.

District-issued credit cards/procurement cards shall be subject to the following:

1. Personal items shall not be charged on district-issued cards. If a personal item is inadvertently purchased on a district-issued card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in discipline and an automatic deduction from the individual's next payroll disbursement. Accordingly, the district will require individuals issued such cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of any item over designated card limit, is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization by the superintendent, or COO;
3. Leaving a gratuity that exceeds 15 percent is prohibited;
4. Airline tickets may be purchased with a district-issued card for the purposes of district-related business only with prior superintendent or designee approval. If the issued card provides for purchase incentives (i.e., points, discounts, or airline mileage credits), such incentives shall be the property of the District and may only be redeemed for authorized district business.

Violation of the provisions provision of this policy may result in the revocation of the credit card/procurement card and/or discipline up to and including dismissal.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 652.610(3)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, Advisory Opinion 01A-1007 (Aug. 29, 2001).

Springfield School District 19

Code: DLB
Adopted: 6/24/19
Orig. Code(s): DLB

Salary Deductions

Any withholdings outside those required by law and permitted by the collective bargaining agreements shall have Board approval and shall be arranged for through the deputy clerk.

Employees may have contributions to tax-sheltered annuities (TSA) paid through payroll deductions. The district reserves the right to limit the number of TSA programs.

Changes of TSA companies or plans will only be allowed from the starting of fall in-service to the payroll cutoff date for September of that fiscal year.

The district will comply with federal requirements that establish maximum annual TSA allowable contributions. The district reserves the right to reduce, suspend and/or reinstate employee TSA contributions at any time to ensure compliance with applicable law.

END OF POLICY

Legal Reference(s):

ORS 243.650(10), (16)
ORS 243.666

ORS 332.505
ORS 652.110

ORS 652.120
ORS 652.610

I.R.C. 26 U.S.C. § 403 (2012).
29 C.F.R. § 541.603 (2016).

Springfield School District 19

Code: DLBA
Adopted: 6/24/19
Orig. Code(s): DLBA

Advance Salary Payments

All requests for advance salary payments shall be submitted in writing to the chief operations officer. Payment will not exceed the amount of net salary earned at the time of the request. If approved, the amount of the advance will be reduced by any associated additional processing costs. No more than one advance will be approved in a calendar year.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 652.140

Springfield School District 19

Code: DLC
Adopted: 6/27/16
Revised/Readopted: 6/24/19
Orig. Code(s): DLC

Expense Reimbursements *

District employees who incur expenses in carrying out their authorized duties will be reimbursed upon submission of a properly completed and approved voucher and receipts as required by the business office.

Such expenses may be incurred and approved in line with budgetary allocations for specific types of expenses.

Expenses for travel will be reimbursed when the travel has the advance authorization of the superintendent or designee. Out-of-state travel will, additionally, require prior ~~Board~~ **Superintendent** approval.

Reimbursement for mileage will be based on the Internal Revenue Service rate at the time the expense is incurred.

Persons who travel at district expense will exercise the same economy as a prudent person traveling on personal business, and will differentiate between business expenditures and those for personal convenience.

The Board authorizes the superintendent or designee to establish administrative regulations to implement this policy. Regulations will include provisions for the use of private and rental vehicles, insurance coverage, expense reimbursement and accounting procedures.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of airfare or mileage rate, whichever is lower.

END OF POLICY

Legal Reference(s):

ORS 294.155

ORS 332.107

OAR 581-022-2260

I.R.C. § 162 (2006); Business Expenses, 26 C.F.R. 1.162-1 (2006).

INTERNAL REVENUE SERVICE, PUBLICATION 463: TRAVEL, ENTERTAINMENT, GIFT AND CAR EXPENSES.

Springfield School District 19

Code: DN
Adopted: 6/27/16
Revised/Readopted: 6/24/19
Orig. Code(s): DN

Disposal of District Property

The district may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete.

The superintendent or designee will follow procedures for the disposal of all obsolete, surplus, unwanted, and/or excessively damaged equipment, property, not including real estate, and supplies owned by the district in accordance with state law.

The disposal shall be in a manner to the district's best advantage and will, whenever possible, utilize cooperative efforts with local, non-profit groups that provide a direct return to the district. If reasonable attempts to dispose of surplus equipment, property (not including real estate) and supplies fail to produce a monetary return to the district, the superintendent or designee may dispose of them in some other manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

ORS 279B.055 ORS Chapters 279A, 279B and 279C ORS 332.155

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

Springfield School District 19

Code: EB
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): EB

Safety Program

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others from fire, natural disasters, mechanical and electrical malfunction, and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state, and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers, and other safety devices required by state and federal laws and regulations.

The superintendent will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules, and regulations.

END OF POLICY

Legal Reference(s):

<u>ORS 329.095</u>	<u>OAR 437-002-0144</u>	<u>OAR 437-002-0390</u>
<u>ORS 654.003 to -654.022</u>	<u>OAR 437-002-0145</u>	<u>OAR 437-002-0391</u>
	<u>OAR 437-002-0180 to -0182</u>	<u>OAR 581-022-2030</u>
<u>OAR 437-001-0760</u>	<u>OAR 437-002-0260 to -0268</u>	<u>OAR 581-022-2225</u>
<u>OAR 437-002-0020 to -0081</u>	<u>OAR 437-002-0360</u>	<u>OAR 581-022-2250</u>
<u>OAR 437-002-0100</u>	<u>OAR 437-002-0368</u>	
<u>OAR 437-002-0140</u>	<u>OAR 437-002-0377</u>	

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).

Springfield School District 19

Code: EBAC
Adopted: 4/27/09
Revised/Readopted: 6/24/19
Orig. Code(s): EBAC

Centralized Safety Committee

A centralized safety committee shall be established to implement the district's safety program as part of an ongoing effort to help ensure the safety of students, staff, and others while on district property.

The superintendent or designee will coordinate the efforts of the district's centralized safety committee efforts and maintain all necessary records.

The superintendent or designee will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

END OF POLICY

Legal Reference(s):

ORS 654.176
ORS 654.182

OAR 437-001-0765
OAR 581-022-2225(7)

Springfield School District 19

Code: EBB
Adopted: 6/25/12
Revised/Readopted: 6/24/19
Orig. Code(s): EBB

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)¹ which emphasizes the least possible risk to students, staff and community members, and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage, and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection, and pest control measures;

¹ See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the assistant director of facilities or designee as the Integrated Pest Management Plan Coordinator giving them the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property, and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the Material Data Safety Data Sheet (SDS);
 - c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
 - d. The approximate amount and concentration of pesticide applied;
 - e. The location of where the pesticide was applied;
 - f. The type of application and whether the application was effective;
 - g. The name(s) of the person(s) applying the pesticide;
 - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - i. The dates and times for the placement and removal of warning signs; and
 - j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;
10. Conduct outreach to district staff about the district's IPM plan.

END OF POLICY

Legal Reference(s):

ORS 634.116

ORS 634.700 - 634.750

Springfield School District 19

Code: EBBA
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code: EBBA

Student Health Services**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district provides a menstrual product dispenser with a variety of products in every student bathroom¹¹ which meets the requirements of law.

First Aid**

~~In cases of sudden illness or injury to a student or staff member, emergency medical care (First Aid) will be given by staff. Further medical attention to students is the responsibility of the student's parents' or guardians', or of someone the parent(s) or guardian(s) have designated in writing to act in their behalf.~~

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR 851-047-0030.

¹¹ "Student bathroom" means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)

~~Each manager is charged with providing for the immediate care of ill or injured persons within their area of control. Immediate care includes emergency transportation when necessary.~~

~~In each district facility, procedures for handling health emergencies will be established and made known to the staff. Each district facility and district vehicle will be equipped with appropriate first aid supplies. Replenishment of first aid supplies is the responsibility of each manager. All employees are expected to know where first aid supplies and equipment are kept in their work areas.~~

~~Designated employees in each building shall hold current first aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.~~

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204

ORS 336.211 – 336.214
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587

OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Cross Reference(s):

GB - General Personnel Policies
GBE - Staff Health and Safety

Springfield School District 19

Code: EBBAA
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code: EBBAA/GBEBC/JHCCC

Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, AIDS, HBV¹ and/or other bloodborne pathogens².

The district shall develop an Exposure Control Plan in accordance with requirements in law³ that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens.

Infection Control

Staff and students shall receive an annual in-service that includes correct procedures to be used in the event of body fluid spills and for personal cleanup, appropriate disposal, immunization and personal hygiene, as well as the location and a content review of first aid and clean-up kits. Body fluid spill clean-up kits in each school room and each school vehicle. Replenishment of clean-up kits, after each use, shall be the responsibility of each manager.

In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.

The information shall emphasize infection—how infection is spread as well as how it is not spread.

Bloodborne Pathogens

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

¹ HIV—Human Immunodeficiency Virus; AIDS—Acquired Immune Deficiency Syndrome; HBV—Hepatitis B Virus

² “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). 29 CFR 1910.1030(b)

³ See 29 CFR 1910.1030(c)(1) and OAR 437-002-1059 for more information about an Exposure Control Plan. {A template for an exposure control plan may be available from Oregon OSHA.}

Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens; Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of ~~hepatitis immunization with~~ Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually^[4] thereafter. Staff will receive the annual training⁵ as well as the location and a content review of first-aid and clean-up kits. Kits shall be readily available⁶ in close proximity⁷ to all employees in the building and for district vehicles, including each bus⁸.

~~thereafter.~~ Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, ~~as required by Oregon Administrative Rule (OAR) 437-002-1030,~~ employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate. The district will document the solicitation of input from such staff in the plan.

Documentation, including a sharps injury log, will be maintained in accordance with law⁹ ~~as required by OAR 437-002-1030(3) and 437-002-1035.~~

The Exposure Control Plan ~~district~~ will be accessible to employees in accordance ~~cooperate~~ with law¹⁰.

Students will be instructed in safe practices to prevent transmission ~~the Oregon Department of~~ bloodborne pathogens in accordance with ~~Education, the Oregon Health Standards. Authority, Public Health Division, the local health department and the education service district in delivering HIV, AIDS and HBV education.~~

⁴ [Annual training for all employees shall be provided within one year of their previous training. (29 CFR 1910.1030(g)(2)(iv))]

⁵ See 29 CFR 1910.1030(g)(2) for information about training requirements.

⁶ OAR 437-002-0161(2) First-Aid Supplies. (a) The employer shall provide first-aid supplies based upon the intended use and types of injuries that could occur at the place of employment. The first-aid supplies shall be available in close proximity to all employees. Either bulk pack or unit pack supplies are acceptable. (b) "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need.

⁷ "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need. (OAR 437-002-0161(1)(b))

⁸ Emergency equipment for buses, includes, but is not limited to, body fluid cleanup and first-aid kits. (OAR 581-053-0240(23); OAR 581-053-0640)

⁹ See OAR 437-002-1030(3) and OAR 437-002-1035.

¹⁰ See 29 CFR 1910.1020(e) for requirements on providing access.

END OF POLICY

Legal Reference(s):

<u>ORS 332.107</u>	<u>OAR 437-002-1035</u>	<u>OAR 581-053-0250(1)</u>
<u>OAR 437-002-0161</u>	<u>OAR 581-022-2050</u>	<u>OAR 581-053-0640(2)</u>
<u>OAR 437-002-0360</u>	<u>OAR 581-022-2220</u>	
<u>OAR 437-002-1030</u>	<u>OAR 581-053-0240(23)</u>	

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §§ 1910.1020, 1910.1030.

Springfield School District 19

Code: EBBB
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code: EBBB

Injury and Illness Reports

All injuries and illnesses¹, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related² illness or injury to an employee resulting in in-patient overnight hospitalization for medical treatment³ other than first aid, loss of an eye, amputation or avulsion⁴ the district safety officer shall report the incident to inform the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁵ shall be reported⁶ to OSHA within eight hours.

ALL injuries and illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records and reports on serious injuries, and illnesses, and including accidents involving district property, or employees, students or visiting public. These records will include prevention measures taken, reporting information, and periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and as well as on the measures being taken to prevent such injuries/illnesses in the future.

¹ The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6)) condition.

³ "Medical treatment" is the management includes managing or care of a patient to combat for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a physician or other licensed health-care professional solely for observation or counseling; diagnostic procedures, such as x-rays and blood tests, including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid according to OAR 437-001-0700(8)(d)(A)(iii).

⁴ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁵ "Catastrophe" A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁶ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

The records will include monthly reporting information and annual analyses an analysis of accident the data, and trends will be conducted at least annually. Such reports will be submitted to the superintendent Board, for review annually.

END OF POLICY

Legal Reference(s):

ORS 339.309

OAR 437-001-0700

OAR 437-002-0360

OAR 437-001-0704

OAR 437-002-0377

OAR 437-001-0015

OAR 437-001-0760

OAR 581-022-2225

Cross Reference(s):

EH - Records and Data Management

GBE - Staff Health and Safety

Springfield School District 19

Code: EBBC
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): EBBC

Resuscitation

In a life threatening situation, district staff shall dial 911 for paramedic assistance and resuscitate any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel.

The district values the contributions of all students to the overall success of all educational environments; therefore, no employee of the district shall comply with any parental request, written or verbal, for non-resuscitation of a student.

“Resuscitation” is defined as an attempt to restore breathing and/or pulse.

END OF POLICY

Legal Reference(s):

ORS 30.800

OAR 437-002-0161
OAR 581-022-2220

OAR 581-022-2225

Springfield School District 19

Code: EBC/EBCA
Adopted: 12/10/07
Revised/Readopted: 6/24/19
Orig. Code: EBC/EBCA

Emergency Procedures and Disaster Plans

(Delete this double coded policy and consider EBC.)

The superintendent shall develop and maintain a plan specifying procedures to be used in such emergencies as disorderly behavior, unlawful assembly, disturbance at school activities, natural disaster, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district's emergency procedures plan will meet the standards of the State Board of Education.

Copies of the emergency procedures plan will be available in every school office and other unit offices. Parents will be informed of the district's plan for the care of students during an emergency situation.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)
ORS 332.107
ORS 433.260

ORS 433.441
OAR 437-002-0161

OAR 581-022-2030(3)(c)
OAR 581-022-2220
OAR 581-022-2225

Cross Reference(s):

EEAC - School Bus Safety Program
GBE - Staff Health and Safety
GBEB - Communicable Disease-Staff
JHCC - Communicable Diseases- Students

OSBA Model Sample Policy

Code: EBC
Adopted:

Emergency Plan and First Aid**

{Highly recommended policy. This policy informs districts about requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.}

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

ORS 30.800
ORS 192.660(2)(k)
ORS 332.107
ORS 433.260
ORS 433.441

OAR 437-002-0042
OAR 437-002-0120 - 0139
OAR 437-002-0161
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2030(3)(c)

OAR 581-022-2220
OAR 581-022-2225
OAR 581-053-0003(40)
OAR 581-053-0220(3)(e)(B)(iii)
OAR 581-053-0320(5)(b)
OAR 581-053-0420(2)(f)(B)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

OSBA Model Sample Policy

Code:
Adopted:

EBCA

Safety Threats**

{Required policy. Requirement for policy comes from ORS 339.324 which outlines actions of a school district when a safety threat action has occurred.}

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)

ORS 332.107

ORS 339.324

Springfield School District 19

Code: EBCB
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code: EBCB

Emergency Procedure Drills and Instruction

Each building administrator will shall conduct emergency procedure fire, earthquake or rapid dismissal drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.-.

All schools are required to instruct and drill students on district emergency procedures so they can that students may respond to an emergency without confusion and/or panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a tsunami hazard zone and safety threats. Instruction on emergency procedures fires, earthquakes and safety threats and drills for students, shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)
ORS 336.071

ORS 339.324
ORS 476.030

OAR 581-022-2225

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE.

Cross Reference(s):

GBE - Staff Health and Safety

Springfield School District 19

Code: EBCD
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): EBCD

Emergency Closures**

In case of hazardous or emergency conditions, the superintendent may alter district school and transportation bus schedules as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal or late arrivals of students.

The superintendent will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

At the beginning of each school year students, parents, and staff will be informed of the procedures that will be used to notify them in case of an emergency closure. Staff may be required to report when schools are closed.

END OF POLICY

Legal Reference(s):

OAR 437-002-0360
OAR 437-002-0377

OAR 581-022-2225
OAR 581-022-2320

OAR 581-053-0004

Springfield School District 19

Code: ECAB
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): ECAB

Vandalism, Malicious Mischief or Theft**

Students, staff, and patrons are urged to cooperate in reporting any incidents of graffiti, vandalism, or malicious mischief, or theft and the name or names(s) of the person or persons(s) believed to be responsible.

Each district employee will shall report to the appropriate building administrator or other person(s) in authority incidents of graffiti, vandalism, or malicious mischief, or theft and the name of the person or persons responsible, if known.

A principal building administrator will submit a report of any incidents of graffiti, vandalism, or malicious mischief, theft or district property damage, to the maintenance facilities department, which will compile information and report said information to the superintendent or designee.

The superintendent or designee are is authorized and directed to sign a criminal complaintcomplaints and to press charges against those committing acts of graffiti, vandalism, or malicious mischief against district property or theft of districtschoo property. It is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will be sought from such persons, or, in the case of a minor, from their parents. *(ORS 339.260 was repealed in 2011:)* Grade reports, diplomas and records may be withheld for failure to make restitution for assessed damages. Records requested by another district to determine a student's appropriate placement may not be withheld. Until such fees or restitutions are paid, certain restrictions and/or penalties may be imposed.

A studentstudents who willfully destroys districtschoo property through graffiti, vandalism, malicious mischief, theft or arson, who commits larceny, or who creates a hazard to the safety of othertheir people on districtschoo property will be disciplined in accordance with state law and the Board's policies on student suspensions and expulsions¹conduct and referred to law enforcement.

Any staff member who fails to report such an act, or willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny or who creates a hazard to the safety of other people on district property will be disciplined, up to and including dismissal and referred to law enforcement.

The district is not liable or responsible for personal property brought onto district property.

END OF POLICY

¹ Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

Legal Reference(s):

ORS 30.765
ORS 164.345
ORS 164.365

ORS 326.575
ORS 332.107
ORS 339.240

ORS 339.250
ORS 339.270
ORS 419C.680

Springfield School District 19

Code: ECAC
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): ECAC

District Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent or designee.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board policy and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and labor agreements including provisions related to evaluation, discipline, and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student's education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will also be subject to established district procedures regarding education records including access, review, and release of such records. Staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action and may become part of a staff member's personnel record. The district shall comply with applicable state and federal laws related to record and retention.

The superintendent may develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school property and such other procedures as may be required for the implementation of this policy.

END OF POLICY

Legal Reference(s):

<u>ORS 30.864</u>	<u>ORS 332.107</u>	<u>OAR 166-400-0010 to -0065</u>
<u>ORS 192.420 to -192.505</u>	<u>ORS 336.187</u>	<u>OAR 581-021-0210 to -0430</u>
<u>ORS 326.565</u>	<u>ORS 342.850</u>	<u>OAR 581-022-2260</u>
<u>ORS 326.575</u>		

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Springfield School District 19

Code: ECACA
Adopted: 6/24/19
Orig. Code(s): ECACA

Radio Frequency Identification Device**

The district will operate a Radio Frequency Identification Device (RFID) program to locate, track or take attendance of students. The district shall provide notice to parents and students at least 30 days¹ before the district implements a RFID program or makes a modification to the current RFID program.

This notification shall:

1. Specify the purpose for the RFID program;
2. Specify where the RFID readers will be located;
3. Outline the expectations of participation in the program, including any possible disciplinary actions, which may be imposed on a student, for not following the RFID program rules;
4. Inform parents and students of the right to not participate in the RFID program and how to opt-out;
5. Outline the procedure to opt-out of the RFID program; and
6. Communicate to parents and students in at least two formats, one of which shall be the district website, if available.

Voluntary Opt-In RFID Program

The district may create the RFID program without notification, if the district creates a form allowing parents to voluntarily opt-in to the RFID program.

1. The form created under this section shall:
 - a. Require a parent signature, or signature of a student if the student is 14 years of age or older, for consent to join the RFID program;
 - b. Specify the purpose for the RFID program;
 - c. Specify where the RFID readers will be located;
 - d. Outline the expectations of participation in the program including any possible disciplinary actions for not following the RFID program rules;
 - e. Outline the procedures to discontinue participation in the RFID program; and
 - f. Expire one year from the date that the form is signed by the parent.

¹ A district that establishes a RFID program before the start of the school year, shall provide notice to parents and students annually, and at least 30 days prior to the first day of classes.

2. Voluntary Opt-In RFID programs shall not require any student to use RFID who does not have a consent form on file.
3. Districts wishing to expand the Opt-In RFID program to students without a valid consent form on file, must provide the same 30-day notification as with any RFID program.

Opt-Out RFID Provisions

Parents, or students who are 14 years of age or older, may provide notice in writing that they no longer wish to participate in any RFID program.

The district shall:

1. Not ask for the reason or justification for the request;
2. Not impose a time restriction for a request to be made;
3. Ensure that the request is completed within three school days; and
4. Not initiate or continue any disciplinary action against the student for not following the RFID program rules.

Privacy and Security

The following privacy and security standards shall apply:

1. No personally identifiable information may be stored on the RFID (“Personally identifiable information” means data that could potentially identify a specific individual.);
2. The RFID may not have a readable range of more than 10 feet;
3. All data collected as part of the RFID program shall be considered part of the student record and shall be retained in accordance with state and federal student record laws and data privacy and security standards;
4. Data collected as part of the RFID program shall be retained for no more than 72 hours, except records for the purpose of taking attendance; and
5. The RFID reader locations must be conspicuously marked.

END OF POLICY

Legal Reference(s):

ORS 339.890

OAR 581-021-0505

Springfield School District 19

Code: ECACB
Adopted: 6/24/19
Orig. Code(s): ECACB

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee, volunteer, or representative of the district operating an unmanned aircraft system (UAS) shall do so in accordance with this policy, and all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws.

~~An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.~~ A small unmanned aircraft, as defined by law, may be operated by the district. A small unmanned aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

[The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, and airplane design and construction, and which can also serve as an academic tool in other areas such as television, film production, or the arts in general.]

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be. Therefore, in compliance with current FAA¹ regulations, the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff will not operate more than one UAS at the same time teaching a class that allows use of a UAS may provide limited assistance to a student operating a UAS, provided the student maintains operational control of the aircraft of the model aircraft such that the staff member's manipulation of the model aircraft's controls is incidental and secondary to the student's. The staff member's de minimis participation must be limited to the student's operation of the UAS as part of the course.

District employees shall work with administrators to ensure that proper insurance, registration as required by both FAA and ODA, reporting to FAA, ODA and authorization from district administration are in place prior to adoption of curriculum that allows operation of a UAS.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)² at OSAA-sanctioned events.

¹ https://www.faa.gov/uas/educational_users/

² <http://www.osaa.org/governance/handbooks/osaa#85>

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures³ for the implementation of this policy.

The district shall post a copy of this policy, associated procedures, and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

The district will report accidents involving a UAS to FAA no later than 10 calendar days after the accident when it involves:

1. Serious injury to any person or any loss of consciousness; or
2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed \$500, or the fair market value of the property does not exceed \$500 in the event of total loss.

Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities on district property for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Proof of UAS appropriate registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. § 44801) issued by the FAA, and proof of user registration with ODA when required⁴; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

[³ Procedures must include: the length of time data will be retained by the district; specifications for third party storage of data, including handling, security and access to the data by the third party; a policy on disclosure of data through intergovernmental agreements.]

⁴ A public body, as defined in ORS 174.109, operating an unmanned aircraft system must register as a user with ODA. (ORS 837.360)

Legal Reference(s):ORS 164.885ORS 837.300 - 837.390OAR 738-080-0015 - 080-0045ORS 174.109ORS 837.995

Senate Bill 581 (2019)

ORS 192.345

Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 (2012).

Small Unmanned Aircraft Systems, 14 C.F.R. Part 107 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK.

Springfield School District 19

Code: EDC/KGF
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): EDC/KGF

Authorized Use of District Equipment and Materials

Employees of the district are prohibited from borrowing district property or equipment such as vehicles, furniture, computers, tools or audio-visual equipment for personal use, or private gain. District materials and equipment will be used only for school purposes by district personnel on district properties.

~~Permission to use any equipment or materials for professional or association purpose must be obtained from the appropriate building principal or administrator.~~

Exceptions to this policy must be approved by the superintendent and authorized use shall be consistent with Oregon Revised Statute (ORS) Chapter 244.

In all cases of public use, equipment shall not be used for private financial gain. An equipment use form must be submitted and approved, and all conditions outlined on the attached district equipment list must be adhered to. In the event of excessive damage, a fee will be determined according to repair or replacement costs. Transportation of borrowed equipment will be the user's responsibility. No equipment may be transported off district property unless used for a district-sponsored activity.

END OF POLICY

Legal Reference(s):

ORS Chapter 244

ORS 332.107

OAR 584-020-0040

OREGON GOVERNMENT ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

Springfield School District 19

Code: EEA
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEA

Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, for transporting from one school or facility to another, and for approved school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for ~~homeless~~ students ~~experiencing homelessness~~ to and from the student's school of origin¹ as required by the Every Student Succeeds Act 2015 (ESSA). ~~Services~~ These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Elementary students (grades K-5) who live more than one mile from school will be transported. Secondary students (grades 6-12) who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

~~Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.~~

Miles from school will be determined by the transportation supervisor in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(e).

The district may use Type 10 Vehicles to transport students from home to school, school to home, and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

¹ "School of origin" means the school that ~~the~~ student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

² "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation. A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are/he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

⁴ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

<u>ORS 327.006</u>	<u>ORS 815.080</u>	<u>OAR 581-053-0040</u>
<u>ORS 327.033</u>	<u>ORS 820.100 - 820.190</u>	<u>OAR 581-053-0053</u>
<u>ORS 327.043</u>		<u>OAR 581-053-0060</u>
<u>ORS 332.405</u>	<u>OAR 581-021-0050 - 0075</u>	<u>OAR 581-053-0070</u>
<u>ORS 332.415</u>	<u>OAR 581-022-2345</u>	<u>OAR 581-053-0210</u>
<u>ORS 339.240 - 339.250</u>	<u>OAR 581-023-0040</u>	<u>OAR 581-053-0220</u>
<u>ORS 343.155 - 343.246</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0230</u>
<u>ORS 343.533</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0240</u>
<u>ORS 811.210</u>	<u>OAR 581-053-0004</u>	<u>OAR 735-102-0010</u>
<u>ORS 811.215</u>	<u>OAR 581-053-0010</u>	
<u>ORS 815.055</u>	<u>OAR 581-053-0031</u>	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Springfield School District 19

Code: EEAC
Adopted: 5/14/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEAC

School Bus Safety Program

The superintendent or designee will ensure instruction is provided for all students in school bus safety and emergency evacuation procedures is provided. Drivers shall assist in the instruction.

Students who are regularly transported by the district shall receive the following instruction within the first six weeks of each half of each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading, and crossing;
2. Use of emergency exits; and
3. Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

Students who are not regularly transported by the district will be given the following instruction at least once in the first half of each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading and crossing; and
2. Use of emergency exits.

The district will document and maintain records of the content and dates of instruction.

Buses will not exceed vehicle design capacity for seating at any time unless an unforeseen or unusual circumstance arises. Passengers will be provided a seat that fully supports them. A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits.¹ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles used for student transportation in excess of 10,000 pounds are exempt from this requirement unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

¹ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

During adverse weather conditions, the superintendent or designee may alter bus schedules or temporarily suspend bus services. The superintendent or his/her designee will advise local radio stations and other media of any changes in bus schedules or services.

In the case of emergency or disaster, evacuation of students will be carried out according to the district's emergency plan.

An accident review board will study accidents involving district buses and will make recommendations to avoid similar accidents.

END OF POLICY

Legal Reference(s):

<u>ORS 811.210</u>	<u>OAR 581-053-0004</u>	<u>OAR 581-053-0410</u>
<u>ORS 811.215</u>	<u>OAR 581-053-0010</u>	<u>OAR 581-053-0420</u>
<u>ORS 815.055</u>	<u>OAR 581-053-0021</u>	<u>OAR 581-053-0430</u>
<u>ORS 815.080</u>	<u>OAR 581-053-0031</u>	<u>OAR 581-053-0440</u>
<u>ORS 820.100 to -820.190</u>	<u>OAR 581-053-0210</u>	<u>OAR 581-053-0445</u>
	<u>OAR 581-053-0240</u>	<u>OAR 581-053-0510</u>
<u>OAR 437-002-0220 to -0227</u>	<u>OAR 581-053-0310</u>	<u>OAR 581-053-0520</u>
<u>OAR 581-022-2225</u>	<u>OAR 581-053-0320</u>	<u>OAR 581-053-0530</u>
<u>OAR 581-053-0002</u>	<u>OAR 581-053-0330</u>	<u>OAR 735-102-0010</u>
<u>OAR 581-053-0003</u>	<u>OAR 581-053-0340</u>	

Springfield School District 19

Code: EEACA
Adopted: 9/11/14
Revised/Readopted: 6/24/19
Orig. Code(s): EEACA

School Bus Driver Examination and Training

School bus driver selection procedures will be developed to ensure acceptance of drivers whose capabilities are commensurate with job responsibilities. Each new school bus driver will be selected for their potential for improving the fleet's record and performance.

1. School bus driver selection will be based on: investigating application references; a motor vehicles report from the department of motor vehicles; a criminal records check; a drug and alcohol test; - other physical requirements; a planned oral interview; tests conducted by the district; a driver training program; and verification that the driver's physical examination was certified by a medical examiner. This medical examiner's certificate must have been listed in the Federal Motor Carrier Safety Administration's, National Registry of Certified Medical Examiners as of the date of the issuance for the bus driver's examination certificate.
2. No school bus driver shall be placed on a route or in any vehicle transporting students without a school bus certificate issued by the Oregon Department of Education (ODE).
3. No school bus driver shall be placed in any vehicle subject to commercial driver's license requirements or permitted to perform any other safety-sensitive functions who does not comply with applicable provisions of the Omnibus Transportation Employee Testing Act of 1991.
4. In emergencies, only school bus drivers who are on the ODE emergency drivers' list will be used.

All school bus drivers are required to inform the district within 15 days of any change in their driving or criminal records that could affect their eligibility to maintain the necessary ODE approval for licensing.

A school bus manufacturer, school bus dealer or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

Legal Reference(s):

<u>ORS 659.840</u>	<u>ORS 807.038</u>	<u>OAR 581-053-0004</u>
<u>ORS 659A.300</u>	<u>ORS 820.110</u>	<u>OAR 581-053-0031</u>
<u>ORS 659A.306</u>		<u>OAR 581-053-0040</u>
<u>ORS Chapters 801, 802, 807, 809, 811,</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0053</u>
<u>813</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0060</u>

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).
Federal Motor Carrier Safety Administration Regulations, 49 C.F.R. Part 391, §§ 391.41, 391.43 (2016).

Springfield School District 19

Code: EEACB
Adopted: 9/11/14
Revised/Readopted: 6/24/19
Orig. Code(s): EEACB

School Bus Maintenance

District-owned and operated buses and leased buses will be constructed, equipped and inspected in accordance with federal and state laws and administrative rules and requirements adopted by the State Board of Education. Buses will be maintained in safe operating conditions through a sound preventive maintenance program.

1. Each driver will conduct pre-trip and post-trip inspections.
2. Each driver will make a written report regarding any mechanical defects as soon as defects are discovered.
3. Defects will be corrected, the driver notified, and a written report submitted as soon as possible.
4. A thorough inspection will be conducted and inspection results will be reported each time the vehicle is serviced. Records will be maintained in accordance with Oregon Administrative Rules. Vehicles will be serviced according to factory specifications and recommendations.
5. All buses will be thoroughly inspected both at the beginning and end of each school year with periodic inspections throughout the year. Written reports of each inspection will be maintained.

Adequate maintenance and storage facilities will be provided for all equipment.

Adequate mechanical services with trained personnel will be available at Springfield Public Schools maintenance center.

END OF POLICY

Legal Reference(s):

ORS 811.210
ORS 811.215
ORS 815.055
ORS 815.080
ORS 820.100 - 820.190

OAR 437-002-0220 to -0227
OAR 581-022-1420

OAR 581-053-0002 to -0015
OAR 581-053-0512 to -0555
OAR 735-102-0010

Springfield School District 19

Code: EEACC
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEACC

Student Conduct on School Buses

The following regulations will govern student conduct on school buses and Type 10 Vehicles if used for transporting students from home to school, school to home and to and from district-sponsored activities and will be posted in a conspicuous place in all buses:

1. Students being transported are under ~~the~~ authority of the bus driver and transportation assistant.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus;
3. Students ~~will~~~~shall~~ use the emergency door only in case of an emergency;
4. Students ~~will~~~~shall~~ be on time for the bus, both morning and evening;
5. Students ~~will~~~~shall~~ not bring, firearms, weapons, or other potentially hazardous items on the bus;
6. Students ~~will~~~~shall~~ remain seated while the bus is in motion;
7. Students may be assigned seats by the bus driver;
8. When it is necessary to cross the road, students ~~will~~~~shall~~ cross in front of the bus or as instructed by the driver;
9. Students shall not open or close windows without permission of the bus driver.;
10. Students ~~will~~~~shall~~ not extend their hands, arms, or heads through ~~the~~ bus windows;
11. Students ~~will~~~~shall~~ have written permission to leave the bus other than ~~for~~at home or school;
12. Students ~~will~~~~shall~~ converse in normal tones; loud or vulgar language is prohibited;
13. Students will keep the bus clean and must refrain from damaging it;
14. Students will be courteous to the driver, fellow students and passersby;
15. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.;
16. Students will not bring animals, except approved service animals, on the bus.

In addition to Oregon Administrative Rules, the district adopts the following rules:

1. Large items which cannot be safely transported while held in the student's lap or stored directly under the seat are generally prohibited unless the bus has a baggage compartment.

2. Large items may be allowed on the bus with the prior approval of the Transportation Supervisor. These items will only be allowed on the bus if transporting these items can meet the following ODE requirements:
 - a. The items can be placed in a location not adjacent to students.
 - b. The items can be secured by the driver in a manner that insures that they will not move even in the event of a bus collision.
 - c. The items do not block the aisle way or access to an emergency exit.
3. Students shall not interfere with school bus operating controls except in an emergency or as instructed by the driver.
4. Devices that create sounds that are distracting to the driver may not be used on the bus.
5. Skateboards are not allowed on buses.

The superintendent will establish other administrative regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.

END OF POLICY

Legal Reference(s):

<u>ORS 339.240</u>	<u>OAR 581-021-0050 to -0075</u>	<u>OAR 581-053-0004</u>
<u>ORS 339.250</u>	<u>OAR 581-023-0040</u>	<u>OAR 581-053-0010</u>
<u>ORS 820.100 to -820.190</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0210</u>
	<u>OAR 581-053-0003</u>	

Letter Opinion, Office of the OR Attorney General (Nov. 22, 1988).

Springfield School District 19

Code: EEACCA
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEACCA

Video Cameras on Transportation Vehicles

The Board recognizes the district's continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles.

The Board, after having carefully weighed and balanced the rights of privacy of students and staff with the district's duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles, supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on school transportation vehicles transporting students to and from curricular and extracurricular activities.

Such equipment may also be used to monitor the performance of district employees in the fulfillment of their duties ~~in~~ on school transportation vehicles that are transporting students to and from curricular and extracurricular activities.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board ~~policies~~ policy and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and ~~collective bargaining~~ labor agreements including provisions related to evaluation, discipline, and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student's education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will also be subject to established district procedures regarding education records including access, review, and release of such records.

The superintendent or designee shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school vehicles and such other procedures as may be required for the implementation of this policy.

END OF POLICY

Legal Reference(s):

<u>ORS 30.864</u>	<u>ORS 332.107</u>	<u>OAR 166-400-0010 to -0065</u>
<u>ORS 192.420 to -192.505</u>	<u>ORS 336.187</u>	<u>OAR 581-021-0210 to -0430</u>
<u>ORS 326.565</u>	<u>ORS 342.850</u>	<u>OAR 581-022-2260</u>
<u>ORS 326.575</u>		<u>OAR 581-053-0240(11)</u>

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Springfield School District 19

Code: EEACD
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEACD

Use of District Activity Vehicles for Student Transportation

The district may provide for the use of vehicles, commonly designated as Types 10, 20 or 21 pupil transportation vehicles, which do not meet the requirements of a “school bus” for the purpose of transporting students, licensed, classified or other supervisory personnel to and from curricular and extracurricular activities sponsored by the district.

The vehicle shall be insured for bodily injury, property damage, uninsured motorist coverage and personal injury protection. The business manager will recommend amounts to adequately protect the district against loss.

The district will meet or exceed minimum driver requirements and procedures as set forth in Oregon Administrative Rules, Revised Statutes Section 53. The district will require in-class instruction as part of its driver training approval process. The district shall meet child safety system requirements and minimum standards and specifications as set forth in state law.

END OF POLICY

Legal Reference(s):

<u>ORS 811.210</u>	<u>OAR 581-053-0310</u>	<u>OAR 581-053-0521</u>
<u>ORS 815.055</u>	<u>OAR 581-053-0320</u>	<u>OAR 581-053-0531</u>
<u>ORS 815.080</u>	<u>OAR 581-053-0330</u>	<u>OAR 581-053-0540</u>
<u>ORS 820.110</u>	<u>OAR 581-053-0340</u>	<u>OAR 581-053-0610</u>
<u>ORS 820.190</u>	<u>OAR 581-053-0410</u>	<u>OAR 581-053-0620</u>
	<u>OAR 581-053-0420</u>	<u>OAR 581-053-0630</u>
<u>OAR 437-002-0220 to -0227</u>	<u>OAR 581-053-0430</u>	<u>OAR 581-053-0640</u>
<u>OAR 581-053-0010</u>	<u>OAR 581-053-0440</u>	<u>OAR 735-102-0010</u>
<u>OAR 581-053-0220</u>	<u>OAR 581-053-0511</u>	

Springfield School District 19

Code: EEACE
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEACE

Loading and Unloading

The administration shall make arrangements to provide supervision of students during normal loading and unloading times at instructional sites only schools.

Buses shall be scheduled into loading areas ahead of school dismissal times whenever practical.

Students shall not be allowed to leave the bus at other than their regular stop without a signed note from the principal's office or parent/guardian note affirmed by school staff.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

OAR 581-021-0050
OAR 581-053-0010(11)

OAR 581-053-0230(9)(u)

Springfield School District 19

Code: EEAE
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEAE

Student Transportation in Private Vehicle

Transportation of students will be by the district's transportation system or by a district employee's vehicle, properly insured, except as provided below.

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

1. The school administrator has approved the activity;
2. A permission slip signed by the student's parent(s) has been received by the principal or ~~their~~ designee, granting permission for the student to participate in the field trip/activity and to ride in a privately-owned vehicle;
3. The parents, employee or other adult driving the vehicle is properly licensed to drive and has provided proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district;
4. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until ~~they are~~ four feet nine inches tall or age eight and the adult belt properly fits ¹. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under Oregon Revised Statute (ORS) 815.055. Training in the proper installation and use of child safety system may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.

The district will develop procedures to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 801.455

ORS 811.210
ORS 815.055

ORS 815.080
OAR 735-102-0010

¹ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Springfield School District 19

Code: EEBA
Adopted: 10/22/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEBA

District Vehicles

The district maintains a fleet of vehicles for use by staff for work-related in-town and out-of-town travel. These vehicles may be driven only by district employees over 18 years of age having valid Oregon driver licenses. When transporting students the employee must be 18 years of age or older. In addition, to operate district-owned vehicles with a gross vehicle weight (GVWR) exceeding 26,000 pounds, a school bus, or a vehicle carrying 16 or more passengers, employees must hold a valid commercial driver license.

The district shall deny use of district-owned vehicles to any employee who: 1) has not been authorized by the district to drive fleet vehicles; 2) has a restricted or suspended driver license for a cause involving the unsafe operation of a motor vehicle or because of driving record; 3) has a record of more than two moving violations within the past three years; 4) has been convicted for operating a vehicle under the influence of drugs or intoxicants.

The district reserves the right to deny use of district owned vehicles to any employee who has been cited for operating a vehicle under the influence of drugs or intoxicants; or who has been involved in a motor-vehicle accident when driving a district-owned vehicle.

Volunteers, parents, students, student teachers, sub-contracted workers, workers leased through temporary service companies, and non-district employees (e.g. ESD employees) are not authorized to operate district-owned vehicles.

The superintendent or designee will develop procedures to support this policy.

All drivers operating district-owned vehicles shall use seat belts. Failure to do so is grounds for discipline, up to and including dismissal.

The driver of any district-owned vehicle, except school buses, is responsible for determining that the proper number of seat belts is available for the passengers and their use is required.

1. Additionally, all drivers operating district-owned vehicles or conducting district business while driving a privately-owned vehicle, shall ensure the vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.¹ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under Oregon Revised Statute (ORS) 815.055. Training in the proper

¹ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

installation and use of child safety system may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.

A district vehicle more than 10,000 pounds or equipped with a lap belt only is exempt from child safety system requirements.

END OF POLICY

Legal Reference(s):

ORS 341.290 (2)

ORS 801.455

ORS 811.210

ORS 820.105

ORS 820.110

ORS 820.120

OAR 437-002-0220 to -0227

Springfield School District 19

Code: EEBB
Adopted: 6/11/12
Revised/Readopted: 6/24/19
Orig. Code(s): EEBB

Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for district business, including the transportation of students. Staff will use district-owned vehicles whenever possible and should schedule activities and transportation far enough in advance to avoid any nonemergency use of private vehicles.

The superintendent will develop regulations for staff use of private vehicles that will safeguard the district, its employees and students in matters of safety, insurance and liability. The Board will review such regulations at least annually.

No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a private vehicle on district business will be reimbursed in an amount established by the Board.

At least two staff members must accompany a student being transported in a private vehicle.

A student will not be allowed to perform district business with their own vehicle or a staff member's vehicle.

END OF POLICY

Legal Reference(s):

ORS 30.260 to -30.265
ORS 332.107
ORS 801.455

ORS 811.210
ORS 815.055
ORS 815.080

OAR 735-102-0010

Springfield School District 19

Code: EFAA
Adopted: 6/11/12
Revised/Readopted: 6/24/19
Orig. Code(s): EFAA

District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn ~~USDA Foodcommodity food~~ entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE. The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all ~~Child Nutrition ProgramNSLP~~ regulations ~~for which the district is approved to operate~~ regarding:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal ~~pattern~~patterns and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. ~~Food safety and sanitation inspections;~~
8. Nutrition standards for foods and beverages sold to students.

The superintendent or designee will develop ~~an~~ administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY

Legal Reference(s):

ORS 327.520 to -327.537
ORS 336.423

OR 581-022-2345

OAR 581-051-0100
OAR 581-051-0305

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District Nutrition and Food Services – EFAA

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2017).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C.§§ 1758, 1760 (2012).

National School Lunch Program 7 C.F.R. Part 210 (2017)

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250 (2017)

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200 (2017).

Springfield School District 19

Code: EGAAA
Adopted: 6/24/19
Orig. Code(s): EGAAA

Reproduction of All Copyrighted Materials

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audiotape, video or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

Violations may result in criminal or civil suits.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, ~~they~~he/she should seek permission from the copyright holders.

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

The superintendent will provide guidelines for the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments.

END OF POLICY

Legal Reference(s):

ORS 332.107

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).

Springfield School District 19

Code: EGACA
Adopted: 4/22/13
Revised/Readopted: 6/24/19
Orig. Code(s): EGACA

Cell Phones

The Board recognizes that the use of cell phones may be appropriate to provide for the effective and efficient operation of the district, and to help ensure safety and security of district property, staff and others while on district property or engaged in district-sponsored activities. To this end, the Board authorizes the purchase and employee use of cell phones~~cellular telephones~~, as deemed appropriate by the superintendent or designee.

District-owned cell phones shall be used for authorized district business purposes, consistent with the district's mission and goals. Personal use of such equipment is prohibited except in emergency situations. Employees do not have any expectations of privacy with district-owned cell phones or any information stored on them; the phone may be confiscated and searched at any time. Employee use of a district-owned cell phone shall not violate Oregon's ethics laws.

If an employee's cell phone purchase is reimbursed by the district, or the employee is provided a stipend to purchase a cell phone, all phone records, text messages, emails to and from the cell phone, and other communications made with the cell phone may be public records.

Employees shall not use cell phones, whether district-owned or personally-owned, for non-district-related business while attending to and/or performing their job responsibilities.

Use of cell phones in violation of Board policies, administrative regulations and/or state and federal laws will result in discipline up to and including dismissal and/or referral to Oregon Government Ethics Commission and law enforcement officials, as appropriate.

The superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately-owned cell phones for authorized district business.

END OF POLICY

Legal Reference(s):

<u>ORS 244.010</u>	<u>ORS 244.040(1)(a)</u>	<u>ORS 332.105</u>
<u>ORS 244.020(15)</u>	<u>ORS 244.120</u>	<u>ORS 332.107</u>

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985)
OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINIONS 02S-020 (Aug. 2, 2002), 02A-1008 (July 12, 2002), 01A-1004 (June 1, 2001) and 98A-1003 (July 9, 1998).

Springfield School District 19

Code: EHA
Adopted: 6/24/19
Orig. Code(s): EHA

Health Insurance Portability and Accountability Act

The Board has determined that it meets the definition of a hybrid of covered entities¹ under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA. In all electronic transactions involving student education records information, the district will adhere to the transaction requirements of HIPAA and the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

Additionally, because the district self-insures a health plan and self-administers an Internal Revenue Service Section 125 plan it also meets the health plan definition under HIPAA. Accordingly, the district will safeguard the protected health information² of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law designed to ensure the security of protected health information of employees and student education record information created or received by the district.

In order to meet the notice requirements under the health care provider provisions of the law, information will be provided to students and parents of their rights under FERPA in accordance with established procedures as set forth in Board policies JO/IGBAB - Education Records/Records of Students with Disabilities, JOA - Directory Information, JOB - Personally Identifiable Information and related administrative regulations.

The superintendent will designate an individual responsible for responding to HIPAA inquiries, complaints and for providing adequate notice of employee rights and district duties under the health plan provisions of the Act. Notice will include the privacy provisions of the law, and uses of employee protected health information and disclosures that may be made by the district.

Training will be provided to all current staff and new employees determined by the district to have access to the protected health information of employees and student education records. Training will be provided

¹ A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)) and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a health care provider. District’s should review their programs and services with their legal counsel in determining HIPAA applicability.

² “Protected health information” means individually identifiable health information that is: (1) transmitted by electronic media; (2) maintained in electronic media; (3) transmitted or maintained in any other form or medium. Protected health information excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g, and employment records held by a covered entity in its role as employer.

within a reasonable period of time after the individual's hiring, and to those employees when their duties may be impacted by a change in the district's policy and/or procedures.

Individuals who believe their privacy rights have been violated may file a complaint in accordance with established district procedures. Employee complaints may also be filed directly with the U.S. Secretary of Health and Human Services. There shall be no retaliation by the district against any person who files a complaint or otherwise participates in an investigation or inquiry into an alleged violation of an individual's protected privacy rights. All complaints received will be promptly investigated and documented, including their final disposition.

The superintendent will ensure that satisfactory assurance has been obtained from any business associate³ performing HIPAA-covered activities or functions on behalf of the district that the protected health information it receives from the district will be protected. Such assurance will be in the form of a written agreement, or may be included as a part of the district's contract with the business associate.

Employees in violation of this policy or procedures established to safeguard student education records information and the protected health information of employees will be subject to discipline up to and including dismissal.

The superintendent is directed to ensure an assessment of district operations is conducted to determine the extent of the district's responsibilities as a covered entity under HIPAA and to develop internal controls and procedures necessary to implement this policy and meet the requirements of law. The procedures shall include provisions for record keeping, documentation of the district's compliance efforts and appropriate administrative, technical and physical safeguards to protect the privacy of student education records and employee protected health information and to ensure that any request is limited to information reasonably necessary to accomplish the purpose for which the request is made.

In the event of a change in the law that may impact this policy or established district procedures, the superintendent shall ensure appropriate revisions are recommended for Board approval, necessary changes are implemented and notification is made to staff and others, as appropriate.

END OF POLICY

Legal Reference(s):

ORS 332.107

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2012); 45 C.F.R. Parts 160, 164 (2016).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).

³ A "business associate" means a person who on behalf of such covered entity or of an organized health care arrangement in which the covered entity participates, but other than in the capacity of a member of the workforce of such covered entity or arrangement, performs or assists in the performance of: (1) a function or activity involving the use or disclosure of individually identifiable health information, including claims processing or administration, data analysis, processing or administration, utilization review, quality assurance, billing, benefit management, practice management and repricing; or (2) any other function or activity regulated by HIPAA.

Springfield School District 19

Code: EIA
Adopted: 4/22/13
Revised/Readopted: 6/24/19
Orig. Code(s): EIA

Insurance Programs

Insurance may be written by any fully insured, partially insured or self-insured pool that is able to demonstrate satisfactory financial stability as determined by Oregon law.

Blanket building and equipment insurance will cover replacement costs with an agreed amount endorsement and with a deductible determined by the [chief operation officer] to provide the lowest possible premium costs consistent with adequate protection from unanticipated expenditures.

General and personal liability insurance will cover district Board members and employees only while acting in their official capacity.

All employees will be covered by an honesty bond. Tort liability endorsements may be carried.

Farm machinery and livestock supplemental coverage will be maintained if appropriate to the district property and programs.

The district will provide liability coverage for all district-owned or leased vehicles.

The district will establish and provide the opportunity for students to purchase student accident insurance.

The district will not carry student accident insurance other than liability insurance.

The district will not be liable for theft and damage of personal property of students that is not a requirement for attendance or participation. Additionally, the district will not be liable for theft and damage of personal property of staff.

During its organizational meeting in July, the Board will appoint an insurance agent of record for the district.

END OF POLICY

Legal Reference(s):

ORS 30.260 to -30.300
ORS 278.005 to -278.215

ORS 332.435
ORS 332.437

Springfield School District 19

Code: FF/~~FFA~~
Adopted: 6/08/15
Revised/Readopted: 6/24/19
Orig. Code(s): FF/FFA

Naming New Facilities

(This includes more than naming “new” facilities; recommend removing from title. Also, FFA refers to memorials and would be a separate policy; this policy does not contain information about memorials.)

Responsibility for naming of school district facilities rests with the Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium or auditorium) or for changing the name of an existing facility.

Recommendations for naming of facilities shall be brought to the Board following a public input process:

1. The Board shall appoint a committee.
2. The appointed committee will seek community input for name proposals and present a list of three to five names to the superintendent, who will forward them to the Board.
3. The Board shall then make the final name selection from the list the committee submitted.

Names for facilities will generally be limited to:

1. People: Names of distinguished individuals who have made outstanding contributions to the community and education. Such persons will normally be retired from active participation or employment in educational activities in Springfield Public Schools.
2. Places: Names of recognized historical and geological landmarks or areas, geographic subdivisions or points of interest.
3. Themes: Thematic names which reflect the character of the community culturally and historically or which identify it by reference to indigenous and characteristic flora and fauna.

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for public input on the proposal at a regular meeting prior to voting on any exception to these guidelines.

When individuals, corporations, or other entities make significant contributions financially or in time and/or labor toward a particular facility project, the district shall find appropriate means to recognize the contributions. Recognition may be in the form of a sign, public honoring, displays, or other means deemed appropriate by the district.

The Board reserves the right to consider the naming of a facility or portion of a facility after an individual, corporation, or other entity that has made a significant financial contribution to a major project. For consideration the financial contribution should equal at least 51 percent of the cost of the project. The

Board shall also consider evidence of community support, characteristics of the donor, type of facility, duration of the naming, and conditions that might result in revocation of the name prior to taking action. Existing facilities shall retain their name, pending Board action, regardless of the name of schools or programs within the facility. The building name will be used on all signage and printed materials that identify the facility.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 332.385

Springfield School District 19

Code: FFA
Adopted:

Memorials (Version 1)

The Board will consider the acceptance of memorial scholarships in honor of a person who has a special significance to the students, the district or the community. A room or item may be named for the person in whose honor the scholarship fund is created. A memorial plaque may be appropriately dedicated whenever a room or item is designated as a memorial in conjunction with a scholarship fund.

Offers of a memorial scholarship will be submitted to the superintendent together with information concerning the purpose of the memorial and administration of the scholarship fund.

A principal may receive items for their school as a memorial to a student or person having a special significance to the students of that school. An item received as a memorial becomes the property of the district. A principal must have the superintendent's approval to accept any item that may require additional maintenance cost to the district. The superintendent may establish guidelines for the acceptance of such a memorial.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 332.385

Springfield School District 19

Code: FFB
Adopted: 2/26/07
Revised/Readopted: 6/24/19
Orig. Code(s): FFB

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, the Board wishes to have plaques installed on new construction projects giving the names of persons at the time of acceptance of the project bid as reflected in Board minutes. The plaques will provide the following information:

1. Name of the school or building;
2. Board-approved construction date;
3. Names of the Board members on the Board-approved construction date:
 - a. Chair;
 - b. Vice chair;
 - c. Members (in order of number of years on the Board).
4. Name of superintendent;
5. Name of architect;
6. Name of contractor.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: FJ
Adopted: 6/08/15
Revised/Readopted: 6/24/19
Orig. Code(s): FJ

Temporary District Facilities

The Board's goal is to have sufficient permanent facilities to meet the needs of district enrollment and the district programs. Rented facilities, movable units and other emergency school housing may be necessary for short-term public school purposes.

If circumstances require immediate space not available in public school buildings, facilities will be leased or movable structures will be used as a temporary measure.

The Board encourages the involvement of staff, parents and the community in the decision-making process, whenever possible. The superintendent will give due consideration to all such input prior to using any temporary facilities. All final decisions regarding the use of temporary district facilities will be made by the superintendent or designee.

Any such facility must conform to all appropriate federal, state and local building, and land use codes, as well as health and fire laws, environmental standards and provisions for accessibility and usability as required by the Americans with Disabilities Act.

END OF POLICY

Legal Reference(s):

<u>ORS 332.107</u>	<u>OAR 437-002-0020 to -0081</u>	<u>OAR 437-002-0377</u>
<u>ORS 332.155</u>	<u>OAR 437-002-0161</u>	<u>OAR 437-002-0390</u>
	<u>OAR 437-002-0180 to -0182</u>	<u>OAR 437-002-0391</u>
<u>OAR 437-001-0760</u>	<u>OAR 437-002-0368</u>	

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: FK
Adopted: 6/08/15
Revised/Readopted: 6/24/19
Orig. Code(s): FK

Facilities Renovation

The Board's priorities for funding renovation of facilities in order of priority, are as follows:

1. Protection of life and health; compliance with mandated requirements governing construction codes and fire safety requirements;
2. Direct support of the educational program;
3. Urgently required projects to comply with the priorities set forth in the District's comprehensive planning program for facilities and sites;
4. All other Board priorities.

The participation of staff, parents and the community in the development of plans for new and renovated facilities may be solicited.

The superintendent will establish procedures for requesting, approving, and scheduling facilities renovation.

Plans for new and remodeled buildings will be designed and offer accommodations to make them accessible to persons with disabilities. The Board may review construction plans to assure that new and remodeled buildings are made fully accessible.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS 332.107
ORS 332.155

OAR 437-001-0760
OAR 437-002-0020 to -0081
OAR 437-002-0180 to -0182
OAR 437-002-0368

OAR 437-002-0377
OAR 437-002-0390
OAR 437-002-0391

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: FKL
Adopted: 6/08/15
Orig. Code(s): FKL

Key Control, Pass Card, Photo Identification and Access

To promote and maintain a safe and secure environment for our staff and students and the general public, the Board approves the use of an access control system. The access control system will consist of key and pass card control, photo identification of staff, identification and registration of visitors, and limiting access points to district facilities and grounds.

The superintendent or designee shall develop procedures as may be required to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 192.371

ORS 332.107

ORS 332.505

To: Board of Education, Springfield Public School
From: Allie Camp, City of Springfield Economic Development Manager
Date: 14 October 2024
Re: Introduction- Enterprise Zone School Support Fee

Purpose

This memorandum provides a brief overview of the State of Oregon's Enterprise Zone tax exemption program and House Bill 2009, which requires establishing a school support fee for extended Enterprise Zone authorizations. This memo provides background information to assist the Springfield Public Schools Board of Education in recommending a percentage rate for the school support fee. City Staff will return in November for a decision on this fee recommendation from the Board of Education.

House Bill 2009 and required School Support Fee

In 2023, the Oregon state legislature passed House Bill 2009, which requires cities managing enterprise zones to collaborate with school districts within the zone, to establish a school support fee rate. HB 2009 requires that businesses authorized for a five-year abatement pay a percentage of their tax abatement directly to the local school district in years four and five of their authorization. There is no school support fee for standard three-year authorizations.

HB 2009 stipulates that the zone sponsor and local school district must agree on a school support fee which is either a whole percentage (without any decimal) in the range of 15% to 30% or 22.5% which is the halfway mark of the range.

The percentage rate must be set for an Enterprise Zone to be redesignated by the State of Oregon. Springfield established the Springfield Community Enterprise Zone in 2011 and redesignated the boundary in 2021. Redesignation will not be required until the zone is set to expire in 2032. Until the rate is set, Springfield will be unable to offer extended authorizations to qualifying businesses.

Local Fee Expectations

The examples below calculate a school support fee at three different scenarios- 15%, 22.5%, and 30%, using actual tax abatement figures from a Springfield business authorized for an extended exemption. The example below demonstrates the only extended exemption which has become fully taxable since its authorization. When a project becomes fully taxable varies due to how many years of construction the applicant may need and how quickly applicants can complete their projects. In the 2023 tax year the abated taxes from the authorized applicants range from \$13,450 to \$475,200. Taxes to be imposed year to year depend on what the EZ applicant accomplished towards construction or equipment installation that can be included as part of the assessed value of the property.

Example 1: 15% school support fee calculated with a 5-Year Extended EZ Authorization

Years 1-3	Year 4		Year 5		Total	
No School Support Fee	Taxes abated	15% Fee	Taxes abated	15% Fee	Taxes abated	15% Fee
	\$1,399,519	\$209,928	\$1,302,476	\$195,371	\$2,701,995	\$405,299

Example 2: 22.5% school support fee calculated with a 5-Year Extended EZ Authorization

Years 1-3	Year 4		Year 5		Total	
No School Support Fee	Taxes abated	22.5% Fee	Taxes abated	22.5% Fee	Taxes abated	22.5% Fee
	\$1,399,519	\$314,892	\$1,302,476	\$293,057	\$2,701,995	\$607,949

Example 3: 30% school support fee calculated with a 5-Year Extended EZ Authorization

Years 1-3	Year 4		Year 5		Total	
No School Support Fee	Taxes abated	30% Fee	Taxes abated	30% Fee	Taxes abated	30% Fee
	\$1,399,519	\$419,856	\$1,302,476	\$390,743	\$2,701,995	\$810,599

Enterprise Zone Overview

Enterprise Zones are a tool to incentivize industrial development which creates higher wage jobs and makes higher capital investments within the zone boundary. Eligible businesses meeting the required criteria receive a property tax abatement on any new, qualified investment within the zone boundary. Businesses can receive this abatement for either three years (standard authorization) or five years (extended authorization).

Business Firm Eligibility

Prior to commencing construction/installations, an eligible firm applies for local officials to "authorize" it. Eligible firms include manufacturers, processors, distributors, warehouses, maintenance facilities and other operations that serve other businesses, as well as headquarters and call centers. Retail, construction, financial and certain other activities are explicitly ineligible.

State Requirements for Standard (Three-Year) Authorization

An eligible business must meet the following requirements in order to receive an Enterprise Zone tax abatement:

- Increase full-time, permanent employment of the firm inside the enterprise zone by the greater of one new job or ten percent (10%)
- No concurrent job losses more than 30 miles from the zone
- Maintain employment levels during authorization period
- Enter into a First-Source hiring agreement with local job training providers; and
- Satisfy any additional local conditions.

The City of Springfield has authorized 11 standard exemptions since its establishment in 2011.

State Requirements for Extended (Five-Year) Authorizations

To qualify for an additional two years of tax abatement, businesses must satisfy these requirements:

- Average compensation (with benefits) of new jobs in all years at 130% or 150% or more of county average wage as set at authorization (currently \$56,320)
- Those jobs' average wage in 4th and 5th year at least equals the then most recently available county average wage.
- Additional public benefits negotiated with zone sponsor

Springfield's only additional local requirement beyond the State's requirements for extended exemptions is to pay an agreed-upon amount to the City to account for tax implications of the extended exemption. Extended exemptions and this local requirement payment are both discussed and approved by City Council.

The City of Springfield has authorized four extended abatements since its establishment in 2011.

1. International Paper- \$101.6M authorized investment in 2015.
2. Swanson Mill- \$44.9-\$54.8M authorized investment in 2015.
3. Umpqua Dairy- \$1.7M authorized investment in 2018.
4. US Bakery/Franz- \$20M authorized investment in 2018.

Enterprise Zone Filing & Tax Exemption Timeline

5-year exemption

2021

Authorization
Buy equip
Build
Hire

2022

By April 1, 2022
File Claim Form (**Mandatory**)
File Property Schedule (**Mandatory**)

This is “**Investment #1**”

New investment made in 2021 will receive tax exemption in tax years 2022, 2023, 2024, 2025, 2026.

2023

By April 1, 2023
File Claim Form (**Mandatory**)
File Property Schedule (**Optional**)

This is “**Investment #2**”

New investment made in 2022 *can* receive tax exemption in tax years 2023 - 2027 (if property schedule filed along with Claim.)

2024

By April 1, 2024
File Claim Form (**Mandatory**)
File Property Schedule (**Optional**)

This is “**Investment #3**”

New investment made in 2023 *can* receive tax exemption in tax years 2024 - 2028 (if property schedule filed along with Claim.)

2025

By April 1, 2025 File Claim Form (**Mandatory**)
NO property schedule allowed

2026

By April 1, 2026 File Claim Form (**Mandatory**)
NO property schedule allowed

2027

By April 1, 2027
File Claim Form (**Mandatory**)
NO property schedule allowed

“Investment #1” has ended. The taxable value of “Investment #1” that was exempt in years 2022 - 2026 becomes taxable in 2027.

2028

By April 1, 2028
File Claim Form (**Mandatory**)
NO property schedule allowed

“Investment #2” has ended. The taxable value of “Investment #2” that was exempt in years 2023 - 2027 becomes taxable in 2028.

2029

By April 1, 2029
File Claim Form (**Mandatory**)
NO property schedule allowed

“Investment #3” has ended. The taxable value of “Investment #3” that was exempt in years 2024 - 2028 becomes taxable in 2029.

The “Final” Claim Form must be filed in 2029 to show compliance with employment and other obligations of the EZ exemption through the end of 2028.

Springfield Enterprise Zone

 **July 1, 2021 Boundary** (8.11 square miles total)

 City Limits

 UGB

 Taxlots



0 0.5 1 2 Mi.

There are no warranties that accompany this product. Users assume all responsibility for any loss or damage arising from any error, omission, or positional inaccuracy of this product.



Information Technology Dept.
Jun 2021
Geographic Information Services

DATE: October 14, 2024

DIVISION 22 ASSURANCES REPORT

RELEVANT DATA:

Each district in Oregon is required to adhere to the requirements for public education outlined in OAR Chapter 581, Division 22.

In response to requests from districts to Oregon Department of Education to lessen the reporting burden, the 2023-24 Assurance submission includes responses to questions about Oregon Administrative Rules.

The attached document indicates areas of compliance with OARs for Springfield Public Schools.

Springfield Public Schools has met compliance standards in all areas for the 2023-24 school year except:

[581-022-2045 Substance Use Prevention and Intervention Plan](#)

Current Health instructional materials and supplemental resources do not reflect current research and best practices at all grade levels.

By fall 2025, district will adopt and implement new Health instructional materials and a comprehensive plan for substance use prevention and intervention program.

[581-022-2050 Human Sexuality Education](#)

Current Health instructional materials and supplemental resources do not reflect current research and best practices at 9-12 grade levels.

By fall 2025, district will adopt and implement new Health instructional materials and a comprehensive plan of instruction focusing on human sexuality education.

[581-022-2355 Instructional Materials Adoption](#)

The district is currently off-cycle for certain instructional materials adoptions as set by the State Board of Education.

The district is implementing an ODE-approved corrective action plan to bring the district into alignment with the state adoption schedule.

[581-022-2440 Teacher Training Related to Dyslexia](#)

Due to staffing changes, not every elementary school had a teacher who had received training related to dyslexia.

By January 1, 2025, every elementary school will have at least one teacher who has participated in ODE-approved training related to Dyslexia.

SPRINGFIELD PUBLIC SCHOOLS

Report on Compliance with Public School Standards

2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Springfield** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, **Springfield** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045 Substance Use Prevention and Intervention Plan	Not in Compliance	Current Health instructional materials and supplemental resources do not reflect current research and best practices at all grade levels.	By fall 2025, district will adopt and implement new Health instructional materials and a comprehensive plan for substance use prevention and intervention program.
581-022-2050 Human Sexuality Education	Not In Compliance	Current Health instructional materials and supplemental resources do not reflect current research and best practices at 9-12 grade levels.	By fall 2025, district will adopt and implement new Health instructional materials and a comprehensive plan of instruction focusing on human sexuality education.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule. Elementary and High School postponement was submitted to the Board spring 2024 for Science materials.	Not applicable
581-022-2355 Instructional Materials Adoption	Not In Compliance	The district is currently off-cycle for certain instructional materials adoptions as set by the State Board of Education.	The district is implementing an ODE-approved corrective action plan to bring the district into alignment with the state adoption schedule.
581-022-2360 Postponement of Purchase of State-Adopted Instructional	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Materials			

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	Not in Compliance	Due to staffing changes, not every elementary school had a teacher who had received training related to dyslexia.	By January 1, 2025, every elementary school will have at least one teacher who has participated in ODE-approved training related to Dyslexia.

Instructional Materials Division 22 Action Plan

Springfield Public Schools

September 13, 2024 (revised 9/25/24)

District Information

Include names, titles, and contact information (email and phone).

Superintendent: Todd Hamilton, todd.hamilton@springfield.k12.or.us

Main Point of Contact:

Whitney McKinley, K-12 Director of Teaching and Learning, 541-726-3262, whitney.mckinley@springfield.k12.or.us

Other Staff: N/A

Historical Data for Instructional Materials Adoptions

Complete the gray columns in the table below.

Content Area	State Adoption Year	For use in classrooms by fall:	Most recent district adoption year	Independent adoption or from state list?	Notes (e.g. district applied for postponement, etc.)
Health and Physical Education	2017	2018	2019	State List	K-8 Great Body Shop, 9-12 needs new materials. Looking to renew GBS at K-8 and adopt updated materials for high school. This process will include a plan for substance abuse and prevention, bringing us into compliance with ODE.
Social Sciences	2018	2019	2019	State List	6-12 - elementary needs an action plan
World Languages	2020	2021	2023	State List	9-12

Revised as per conversation with Jenna Montgomery, Susan Payne, Whitney McKinley. 9/25/24

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English Language Arts	2021	2022	2023	State List	K-12
English Language Proficiency	2021	2022	2023	State List	K-12
Mathematics	2022	2023	K-8 2023, 9-12 2024	State List	The postponement was requested for high school, but as of fall, 2024 we are fully in compliance.
Science	2023	2024	6-8, 2024 9-12 board approval submission winter, 2025	State List for middle & proposing an independent program for high school.	Postponement for elementary and high school. Elementary and High School are completing an independent adoption. High school is prepared to submit their proposal to the board.

State Adoption Schedule

The state adoption schedule through the year 2028 is included below for your reference.

Oregon State Review Cycle	For use in classrooms by fall:
2023: Science	2024
2024: Health	2025
2025: Social Sciences	2026

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2026: World Language, the Arts, Physical Education	2027
2027: English Language Arts	2028

District Planned Adoption Schedule

Outline the district's plan for adopting materials over the next several years with a timeline that is both realistic and reflects a sense of urgency. Modify the table as needed by adding or deleting rows. This plan should result in the district coming into alignment with the state adoption schedule, within one or two years, which is the timeframe allowed for postponement. Consider prioritizing content areas that have gone the longest without a new adoption and doing multiple adoptions in the same year when possible.

School Year	Content Area(s) to be adopted	Adoption Plan (State List or Independent Adoption)
2024-25 (Fall 2025 implementation)	Health	State List: K-8 Great Body Shop, 9-12 needs new materials. Looking to renew GBS at K-8 and adopt updated materials for high school. This process will include a plan for substance abuse and prevention, bringing us into compliance with ODE.
2024-25 (Fall 2025 implementation)	HS Science	Independent Adoption - Proposing Patterns February 2025 for use in classrooms Fall 2025.
2025-26 (Fall 2026 implementation)	6-12 Social Science	2023–2025 teams of teachers will build

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	Elementary Science - integrated NGSS	integrated NGSS-aligned lessons into their K-5 Literacy maps. Once the lessons are created and maps are updated, final iMet review will be completed for independent adoption recommendation to the board for implementation in 2026. Units are being screened and piloted throughout the two-year development.
2026-27 (Fall 2027 implementation)	Elementary Social Science In line with the State adoption schedule: World Language, the Arts, Physical Education	Fall 2025 will convene teams of teachers to review new standards and build integrated units of study into ELA using open-source and state-recommended programs.
2027-28 (Fall 2028 implementation)		

District Superintendent Signature: _____

Todd Hamilton

Date: 25 SEPT 2024

The superintendent may also sign off on the plan by email (send approval to Division22@ode.oregon.gov).