SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day

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.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

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 cumplido 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
December 9, 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 — Ken Kohl
2. **Approval of the Agenda** — Chair Mason
3. **Presentations**
   - **A.** Student Board Representative Communication — 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. October 28, 2024 Special Meeting Minutes
     2. November 12, 2024 Board Meeting Minutes
     3. Financial Statement, Resolution #24-25.025 — Brett Yancey
     4. Personnel Report, Resolution #24-25.026 — Dustin Reese
   - **B.** Accept Annual Comprehensive Financial Report & Audit, Resolution #24-25.028 — Brett Yancey
   - **C.** Approve OSBA Elections:
     1. Amend OSBA Dues Schedule, Resolution #1, Resolution #24-25.018 — Superintendent Hamilton
     2. Amend OSBA Bylaws Relating to Composition of the Board of Directors, Resolution #2, Resolution #24-25.019 — Superintendent Hamilton
     3. Amend OSBA 2023 Bylaws, Resolution #3, Resolution #24-25.020 — Superintendent Hamilton
   - **D.** Adopt Policy G & J, Resolution #24-25.027 — Superintendent Hamilton
6. **Discussion**
   - **A.** Policy Update, Section I — Superintendent Hamilton
7. **Reports and Information**
   - **A.** Superintendent Communication — Superintendent Hamilton
   - **B.** Board Communication and Comments — Chair Mason
8. **Next Meetings**:
   January 9, 2025 - Budget Committee/Board Work Session at 6:00 PM
   January 13, 2025 - Board Business Meeting at 7:00 PM
   January 27, 2025 - Board Special Session at 5:30 PM
9. **Adjournment** — Chair Mason

Springfield Public Schools is an equal opportunity educator and employer.
Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

CONSEJO DE EDUCACIÓN
9 de Diciembre 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 — Presidenta de la Junta Directiva Kelly Mason
- **A.** Juramento a la bandera — Presidenta Mason
- **B.** Reconocimiento de tierras — Ken Kohl

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 Especial del 28 de Octubre de 2024
  2. Minutos de la Junta Directiva del 12 de Noviembre de 2024
  3. Declaración Financiera, Resolución #24-25.025 — Brett Yancey
  4. Informe de Personal, Resolución 24-25.026 — Dustin Reese
- **B.** Aceptar el Informe Financiero Anual y Auditoría, Resolución #24-25.028 — Brett Yancey
- **C.** Aprobar las Elecciones de la OSBA:
  1. Enmendar la lista de cuotas de OSBA, Resolución #1, Resolución #24-25.018 — Superintendente Hamilton
  2. Enmendar los Estatutos de OSBA relacionados con la Composición de la Junta Directiva, Resolucion#2, Resolución #2424-25.019 — Superintendente Hamilton
  3. Enmendar los Estatutos de OSBA 2023, Resolución #3 Resolución #24-25.020 — Superintendente Hamilton
- **D.** Adoptar la Política G y J, Resolución #24-25.027 — Superintendente Hamilton

6. Discusión
- **A.** Actualizaciones de políticas, Sección I — Superintendente Hamilton

7. Reportes e información
- **A.** Comunicación del Superintendente — Superintendente Hamilton
- **B.** Comunicación y comentarios de la Junta Directiva — Presidenta Mason

8. Próximas reuniones:
13 de Enero de 2024 - Reunión de la Junta Directiva a las 7:00 p. m.
27 de Enero de 2024 - Sesión especial de la Junta a las 5:30 p. m.

9. Aplazamiento — Presidenta Mason

Las Escuelas Públicas de Springfield son un ente educador y empleador con igualdad de oportunidades. Las personas que tengan preguntas o necesidades especiales, necesiten acomodaciones o servicios de traducción en las reuniones de la Junta Directiva deben ponerse en contacto con la Oficina del Superintendente; 640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. La solicitud debe hacerse con 72 horas de anticipación al evento.

December Board Report
Gateways High School

November, despite being a shorter month, was still a good one regardless. The start of the month happened to be right around the quarter's end. At the end of the quarter, we held parent-teacher conferences, which went well. We also had an end-of-quarter assembly. At this assembly, students attended their advisory classes. Once at the assembly, there was a contest between advisory classes. The contest was to build the highest self-supported tower using only marshmallows and toothpicks. The winning class was rewarded with a pizza party. At the assembly, every student was rewarded with donut bites as we sat and discussed the positive aspects of quarter one. This included student- recognition. There were certificates acknowledging GPA and attendance. We also reviewed our RISE awards, which are teacher-written for Responsibility, Integrity, Self-respect, and Endurance. From the ones written in quarter one, a drawing was done for items such as a fun fleece blanket and Dutch Bros gift cards.

In November, leadership also organized a canned food drive. The drive was also a contest to motivate students to donate canned food. The drive came to an end, and we are grateful for every contribution and excited to see what leadership puts together next.

For cosmetology, activities continued as usual. First-year students continued to learn the theory and welcome guest speakers. Second-year students have been making the most of every minute as they take clients and get closer and closer to completing all necessary credits to graduate from the program.

Thank you, board, for your time.

December School Report
Springfield High School

Good evening board members, and thank you for letting me speak on behalf of Springfield High School. On November 19th, our college and career advisor, Ms.Dapkus, announced that the FAFSA was open for seniors to fill out in order to get federal financial aid. Our college and career center was full of activity as many students came to get help filling out their forms. On November 21st, we had our parent-teacher conferences after school from 4:00 pm until 8:00 pm, and on the 22nd, from 8:00 am until 12:00 pm. Parents and guardians of students were able to check in with their teachers on how their students were performing in class.

Our Fine arts hall is very busy as usual. SHS's theatre has selected their cast for their upcoming show, *Hades Town*, with a huge tech team and statecraft working hard to build the theatre set for the play. On November 16th, SHS's Concert Chorale performed and collaborated with other high schools in our area at LCC for the Willamette Valley Collaborative Choral Festival. They also partnered with the community Orchestra to showcase choral and perform at the Concert Chorale Collab Performance on December 1st. On December 4th, all of our Choir performed in the auditorium at 7:00 pm, and on December 5th, they had their Winter Choir Concert in the SHS auditorium at 7:00 pm. Additionally, Orchestra and Band have been preparing for their upcoming performances, Orchestra has a concert on December 13th at 7:00 pm in the SHS Auditorium, and Band will have their winter concert on the 17th in the SHS Auditorium, also at 7 pm.

On November 14th, the Volleyball Club had their tournament held in the gym after school. On the 14th, Football held its awards night, where team members came together to celebrate and acknowledge the hard work that everyone put in this season. On the 20th, SHS's swim team held a fundraiser with Papa's Pizza where 50% of all their proceeds would go to our swim team.

On December 7th, many groups on campus and in our community joined the annual Christmas Parade that started at 1:00 pm and lasted until 4:00 pm, with this year's theme being "Gingerbread Kisses & Christmas Wishes". Winter break this year will start on December 20th until January 7th, with many students excited to visit family members to celebrate holidays and the new year.

Many of our clubs and groups have been very active and busy this month. Students in the Volleyball club are looking for ways to extend their playing hours after school to maximize the number of people who are interested to be able to attend and are attempting to turn the club into a class to help build involvement and a positive community at our school. In the Justice League, students are trying their hardest to focus on finding ways to emphasize bringing justice, equality, and inclusiveness to our

campus. SHS's Interact club is in constant search of volunteering events, their most recent two events involved helping to plant flowers to help the bees in the spring, and helping greet people and watch over young children during an organization's event. Yearbook has begun selling senior ads, where family and friends of graduating seniors can celebrate by sharing photos, stories, and writing messages for their students to look back on. SHS's resource center gave out Thanksgiving boxes for those who didn't have access to food, or traditional Thanksgiving food so that they could still celebrate with their families.

In addition to all of the exciting events and support SHS is offering to students and families, our staff continues to bring the SHS community together, encourage students to make good decisions, and encourage opportunities for students to stay on track and get involved. Our attendance report for the month of November showed a drop in attendance concerns by .3%. Our school librarian Dani Schneider won the SELCO Creative Educator Grant ($2,000) to facilitate the purchase of books for the library.

Thank you!

THURSTON HIGH SCHOOL
December Report 2024

Dear Board,

Thank you for welcoming our student representative to share our experience with you. My name is Eliana, all student body vice 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
College Application week- Students were able to get a prize if they applied to a college during this week. The University of Oregon and Lane Community College came to help students with the application process.

Students will have the opportunity to take the STAMP biliteracy test at Thurston. Students have the opportunity to have an official seal of biliteracy and earn college credit.

Caring - looking out for our community
We had students donate food and snacks to Stock our Family Resource Center, all donations will go right back to our community for students in need.

Day of joy- Third period classes fundraised money for their selected kid for day of joy so that they can help out those in need this holiday season. This helps out families in our community to have a jolly holiday!

Winter Coat drive, the family resource center is hosting a winter coat drive as it gets more chilly this winter season.

Craft Faire- Local artist from around the area will be able to sell handcrafted gifts and it will be an amazon

Spirit week- For our upcoming winter dance we had a mini spirit week the two days being color wars and western. Later in the month of December, leadership planned for a holiday spirit week right before students take off for winter break.

The winter bash theme is western. It was on December 6th from 7-10pm.

Brave - showing up, making our voices heard

THS theaters fall play "One Stoplight Town" had their opening and closing show in the month of November**.**

Winter Bash Assembly- Students participated in games and cohort spirit for a battle of the colt cup.

We are wrapping up our fall sports season:

- Women's Soccer played hard in the first playoff game ending in an upset 8-9, wrapping up their season.

We welcome our community to campus:

- 12/18 and 12/19- Instrumental Concerts
- 12/20 and 12/21 - Feaste

WLA
December Student Report 2024

Cayden, Finney

As we are coming up upon the holiday season Willamette Leadership Academy will be participating in the December 7th Springfield Christmas parade. For the senior cadets with higher ranks as well as anyone that has earned a place on the color guard team and has the color guard patches will be given the opportunity to participate.

Between December second and the 18th platoons will compete to see which Grade can collect the most non-perishable food items. The winner gets a pizza party and the food gets donated to families in our community.

Finally there is a sergeant board coming up on the 10th. Sergeant is one of the highest ranks a cadet can reach being the fifth rank. To rank up in any circumstance one would need to not have gotten in deep trouble for a specific amount of time, often a full quarter. They must have good attendance and be passing all classes. Candidates for the sergeant board must also show basic respect to all inside and outside of the school day and overall doing what they're told without arguing with teachers, guardians of parents. It differs as certain ranks carry a certain expectation of Leadership. Any rank over the third has special requirements like taking leadership courses, a higher than average GPA, above average attendance and any other requirements given by their commanders.

SPRINGFIELD PUBLIC SCHOOLS **SCHOOL BOARD SPECIAL MEETING**
SPRINGFIELD, OR 97477 MONDAY, OCTOBER 28, 2024

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on October 28, 2024.

1. CALL MEETING TO ORDER

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

A. Chair Mason led the Pledge of Allegiance
B. Chair Mason 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 Jonathan Light and Director Heather Quaas-Annsa.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Michna, Joyce Johnson, Mindy LeRoux, Vincent Adams, and Jonathan Gault.

2. Discussion

A. Student Behavior and Mental Health Supports — Brian Megert

Brian Megert shared a detailed and informative slide presentation and discussed the effectiveness and consistency of behavioral data in schools, particularly regarding referrals. Megert presented data that aligned with expectations for a healthy system and historical district performance. Despite the past pandemic challenges affecting students, the framework proved to have positively impacted schools systemically.

Overview of Topics and Discussions:

- Use of the School Wide Information System (SWIS) and data analysis has improved behavioral data management and analysis.

    - The Board voiced concerns about the human element affecting data consistency.
    - Clarification on SWIS and Positive Behavioral Interventions & Supports (PBIS).
    - SWIS is a web-based system developed by the University of Oregon researchers and is now being used both throughout the United States and Internationally.
    - SWIS is a separate measurement device of PBIS that was implemented during the rollout of PBIS, in 2014.
    - The fundamental purpose of SWPBIS is to make schools more effective.

The Board discussed and asked clarifying questions regarding the internal data and research. Additional context on supporting research and justifying the benefits of PBIS implementation was requested by the Board. The rift in data due to new staff was acknowledged, while the importance of calibration exercises were discussed. Megert offered to provide more context on the research supporting the benefits of PBIB, including greater clarity of the relationship between SWIS and PBIS, as well as information about whether SWIS was used in schools without PBIS implementation.

PBIS coach and school psychologist Noah Van Horn, provided clarification of and discussed PBIS implementation and student achievement. He discussed critical components, otherwise known as tiers of support. The importance of formalized policies, ongoing staff training on proactive and preventative strategies, including student specific plans, and data-driven decision-making were key points. Metrics such as fidelity data and outcome data were emphasized to measure effectiveness.

Overview of Topics and Discussions:

- Web-based Data Behavioral System, (PBIS) Goals:
    - To make schools into more effective working environments, making them more predictable, consistent, positive, and safe.
    - Environmental redesign creates a more effective learning environment for students, efficient practices, and good data with successful outcomes. It is a change of adult behavior to support student behavior, improving social competence and academic achievement. Everything is documented, policies are in place, teaming, practices and procedures taught, all the while using the data for informed use in decision making.

- PBIS Results:
    - Leads to good practices, creates a continuous quality-improvement cycle, high-leverage instructional practices within the classroom and strong relationship building between teachers and students, allowing for a multi-tiered system of response.
    - PBIS helps to build this system that allows these practices to fit into place, supporting mental health, reading, academic intervention and behavioral needs.

- The Effectiveness of the Tiered Fidelity Inventory (TFI) in Springfield Schools
    - 70% or higher threshold correlates with positive student outcomes. 84% of students received zero or one major office discipline referral, with a slight increase in higher referral levels over a three-year time period.

- District leadership and sustainability
    - Increased coaching capacity from 0.3 to 2.5 FTEs, now allowing for the focus to be on sustaining efforts rather than training new schools.

- PBIS Implementation and System Support
    - Includes trauma-engaged practices in the PBIS framework.
    - The need to establish clear behavioral expectations in school and teach these expectations to all students across all settings.
    - Ongoing support and training for teachers.
    - Consistent consequences for violating behavioral expectations are necessary to maintain order and build relationships.

- PBIS as a Team Effort
    - A framework that engages every school staff member to train and lead the students. It is a team sport, not simply a list of rules enforced by an administration.
    - The multi-tiered model of support is based on public health principles. It targets 80% of students with universal prevention,15% with targeted support, and 5% with individualized interventions and is now being used in schools as universal prevention efforts of relationship building, quality instruction, and high-leverage teaching practices.
    - The framework promotes equity, reducing exclusionary practices and improving social-emotional outcomes and teacher efficacy.
    - Board members emphasized the importance of engaging the community, parents, and community partnerships in supporting PBIS.

- Instructional Leadership Process
    - Involves the District, PBIS coaches, and school teams.
    - Monthly district leadership team meetings and bi-weekly PBIS coach meetings are held, ensuring alignment and data review.
    - School-wide PBIS teams meet regularly to review data and implement interventions.
    - Tiered teams meet to screen students and monitor tier-two and tier-three interventions.
    - Enthusiasm and positive reception of training sessions. Strategic teacher feedback is received regularly. PBIS coaches lead training and provide individual support.

- The Alignment between behavior and academics is emphasized through the use of reading profiles and decision rules was emphasized.
    - The multi-tiered system of support targets students based on their needs. The use of consistent practices across all of the schools was reiterated.
    - Elementary Schools - maintain consistent expectations, but contextualize them to the school.
    - Middle Schools - involve students in the planning process, leading to student-focused expectations.

- High School - student-led expectations, *examples* “Self-Aware, Honest, Appreciative, Respectful, Persistent” at Springfield High School.
- Board members wished to explore ways to increase student voice and engagement across schools.
- Megert will provide the Board any findings and/or necessary adjustments to the staff at the next meeting.
- The importance of rebuilding community outreach, especially for comprehensive schools was discussed.

6:52 p.m. - 7:02 p.m. **>>>>>>>>>>>>>>> *Break* <<<<<<<<<<<<<<<**

Assistant Director, Special Programs, Nicole Nakayama, presented on the District’s mental health and family resource support systems. The discussion highlighted the need for additional mental health staff due to current limitations in partner agency staffing. At the request of the Board, Nakayama agreed to gather information on the level of school-based licensed clinical social worker support in each school.

Overview of Topics and Discussions:

- Mental Health Partnerships Overview
  - Key partners include the Springfield Education Foundation (SEF), Riverview Center for Growth, Looking Glass, Cahoots, Options, Stronger Oregon, Center for Family Development, and Ophelia’s Place, each providing on-site clinics and targeted interventions.

- Family Resource Support Systems
  - Schools may refer students to partner agencies to eliminate barriers to accessing mental health services, such as financial support and insurance issues.
  - Nakayama explained the multi-tiered system of support for family resources, with assistants coordinating building-level supports.
  - Building-level resources - school-based clothing closets, snack packs, and personal hygiene kits. Family resource assistants receive annual funding from SEF for supplies and additional support in meeting the needs of students.

- Professional Development for Family Resource Assistant (FRA)
  - Attend regular meetings, featuring guest speakers from community organizations.
  - Mental health partners often involve parents in the therapeutic process.
  - School-based licensed clinical social workers (LCSW) are positioned in each of the schools.
  - Megert emphasized the level of expertise of those on each of their school teams.

PBIS coach and special education teacher on special assignment (TOSA) Emily Minnis, facilitates the behavior interventionist group at the elementary level. Minnis offered a closer examination into the creation of the behavior education position and all that it entails, in addition to providing proactive, preventative, and positive support data.

Overview of Topics and Discussions:

- Behavior Interventionist Program
    - Focuses on supporting students with externalizing behaviors, while LCSWs provide counseling services.
    - Interventionists can be licensed as a teacher, a special education teacher, a counselor or a LCSW.
    - The District employs counselors at the middle and high school levels, with behavior interventionists at the elementary level.

- Tier-Two and Tier-Three Level Supports:
    - Tier-two level resources - students and family are connected with outside organizations for additional support.
    - Tier-three level resources - district-level resources, such as case management and home visits by the care and connection officer.

- Data and Impact of Behavior Interventionists
    - The importance of data collection and regular meetings for monitoring student progress and adjusting interventions as needed.
    - The number of tier-two interventions has increased significantly since the implementation of the Behaviors Interventionist program.
    - The program has enabled the successful implementation of initial tier-three support for students with more intensive needs.
    - The data includes scales for measuring the ability to implement interventions and the success of tier-two systems.

- PBIS Program Clarification
    - Described as being not a program, but as a structure, with critical features that each school can adopt to their individual context.
    - The structure includes a database, team-based approach, common language, and regular meetings to review data and progress.
    - The framework allows schools the flexibility to tailor their approaches to meet the specific needs of their students.

7:40 p.m. - 7:46 p.m. **>>>>>>>>>>>>>>>>> *Break* <<<<<<<<<<<<<<<<<**

B. Superintendent Goals Superintendent Hamilton

OSBA Board Development Specialist Vince Adams, confirmed the Board's decision to move forward with the targeted feedback survey. Adams provided a calendar and mentioned the need to establish superintendent goals and discuss the targeted feedback survey parameters. He emphasized the importance of aligning goals with performance standards.

Superintendent Hamilton and the Board discussed at great length, goal areas, standards and the development of the evaluation and survey process.

Four Key Goal Areas:

- Board Development and Relations
- Equity and Inclusion
- Communication and Community Relations
- Student Success

Overview of Topics and Discussions:

- Board Development and Relations
    - An emphasis was placed on cultivating respectful and responsive relationships among board members, as well as with the superintendent.
    - Collaborative governance and the establishment of healthy practices to support student learning and success, was focused upon.
    - The need for improved communication and engagement with internal and external stakeholders.
    - The board discussed developing a comprehensive communication plan focused on transparency and inclusive practices, with an emphasis on creating several pathways for information flow and gathering community feedback.
    - The importance of expanding resources, programs, and services to create inclusive learning environments, with an emphasis on providing ongoing training for board members and staff.
    - The need for ongoing monitoring and reporting of equitable outcomes.
    - The importance of affinity groups in building community and exploring culture within the organization.
    - The importance of developing systems to track and report on student progress and improving assessment and data literacy to inform data-informed decision-making.
    - Ensuring that the board has the context of meaningful data they need to understand it.
    - Ongoing work to reset the superintendent evaluation process and establish systems for continuous improvement.
    - The importance of setting and regularly reporting on longitudinal performance and growth targets to hold themselves and others accountable.
    - These long-standing goals are crucial for the organization's work.
    - The need for accountability at all organizational levels.

- Evolution of Goals and Initiatives
    - It was noted that the bullet points under standard 4: Communication and Community Relations goal had been changed, indicating new initiatives.
    - Focusing the leader's attention and effort and supporting and growing the administrator to be the best possible leader, is one of the board's roles.
    - Emphasized the importance of empowering the administrator to lead the district and in maintaining accountability.
    - Establishment of a baseline across the board is crucial for making informed decisions, despite a difference in backgrounds.
    - The necessity of striving to ensure a common language and understanding.
    - Member suggestions: Task completion timelines to ensure accountability and an increase in the amount of time available to digest a document before offering meaningful feedback on it.
    - The need for increased engagement with stakeholders was emphasized.

- Member suggestions: Possibility of generating more specific metrics.

- Performance Standards and Artifacts
  - The evaluation process includes eight performance standards that are specific examples of artifacts.
  - The superintendent and team use the goals to help inform the work they do throughout the year.
  - The goals align with performance standards, and artifacts will be shared to demonstrate progress, as well as used by the board to make a determination on the superintendent's performance.

Board's Choice of Standards:

1. Visionary District Leadership
2. Communication and Community Relations
3. Effective Organizational Management

3. Action Item

A. Approve Superintendent Goals — Chair Mason

MOTION: Director Quaas-Annsa moved, Director De Graff seconded the motion to approve the Superintendent Evaluation Standard Goals, with verbiage changed to key-action bullet point statements under Standards Goal 4; including an edit stating to track and report *to the Board* on student progress and success.

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 Superintendent Goals with the aforementioned edits: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

- Targeted Feedback Survey

  - Is a tool used to measure and provide effective feedback of the Superintendent's leadership and performance, rather than the climate of the school district.
  - The survey is targeted to specific evaluation standards and respondents, and ensures confidentiality.
  - To gather different perspectives, two surveys are conducted, one for staff and one for the community.
  - Data is anonymous, and themes from open-ended responses are provided without direct quotes.
  - The board, consisting of six members, which may include the chair and superintendent will select 50 respondents. The survey targeting leaders within the community, will include development, deployment, data collection, and analysis.

- Survey and Frequency Standards

- Board members discussed and agreed to conduct the feedback survey on an annual basis, although biennial was originally preferred.
- The survey may be accessed online and is available in both English and Spanish.
- Standards one, five and six were chosen by the Board.
- Board members may compile and submit their suggestions to Chair Mason.
- The goal of the Board is to submit the names of 50 chosen respondents by Tuesday, November 12th.
- Two pre-survey notices are sent to the respondent, notifying them that they have been identified and will soon be receiving the survey.
- Once the surveys have been completed and the data compiled, Vince Adams will present the respondent summary data to the Board.
- If the response rate is less than 50%, additional outreach will be needed to compile the necessary summary data.

4. NEXT MEETING

November 12, 2024, Business Meeting at 7:00 p.m.

5. ADJOURNMENT

With no further business, Chair Mason adjourned the work session at 8:53 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on November 12, 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 7:01p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Chair Mason 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 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, Allie Camp, Kevin Suiter, Kenny Weigandt, Brian Megert, Taylor Madden, Joyce Johnson, Nicole Nakayama, Jeff Fuller, Allie Camp, Eliana Sanchez, Cayden Finley, Alexis DeLuna, Cameron Stratton, Sahara Fisher, Courtney Nash, Lesa Haley, Cara Smith, Carrie Patterson, Shelley Nurre, Amber Mitchell, Brandi Starck, Andy Price, Megan Thompson, Kimberlee Pelster, Joan Schryvers, K. Smith, Jonathon Gault, Kate Hughes, Jose da Silva, Joan Bolls, Calli Dean, Manny Plascencia, Sasha Chang, Kari Isham, Megan Knight, Jill Smith, Lonnie Usrey, H. Dillon, Bobby Nott, Christopher Senior, Faith Wolfe, Moriah Shanahan, Troy Barnhart, and Leah Price.

2. APPROVAL OF THE AGENDA

Chair Mason asked for a motion to approve the November 12, 2024 agenda as presented.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to approve the November 12, 2024 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 agenda: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

3. PRESENTATIONS

A. Introduction of the Student Board Representatives

A3

Cameron Stratton shared:

- Student-led conferences (SLC) were held this month, providing each student with personalized SLC feedback and expectations.
- A food-drive was held for the Crow's Nest-A3's community resource center. Many donations were received, including one generous donation from a community member of coats and accessories for ten students.
- School-wide student testing was held. 9th-graders took the career-oriented ACT WorkKeys, as an early entry test for employment. 10th-graders practiced the pre-ACT to prepare them for the 11th grade ACT exam. 12th-graders attended a planning seminar to help review steps they must take during the next eight months and to plan for their next steps beyond high school.
- The Marine Science class took a field trip to the Hatfield Marine Science Center. Students and staff enjoyed some hands-on learning experiences.
- November events also included:
    - The Fall Dance
    - Staff training on Restorative Justice Practices
    - Spirit Week

Upcoming Events:

- November 20-21st, The play, "Alice in Wonderland"
- November 25th, Springfield Family Turkey Dinner Distribution
- December 10th & 11th, Confluence
- December 12th, Artabration
- December 13th, End of term/grading day

Gateways High School (GHS)

Alexis DeLuna shared:

- October was full of fall spirit and many fun activities, including an advisory contest of pumpkin decorating, Boo-Grams, and daily Spirit Week themes from October 28th - November 1st.
- Thurston High and Springfield High had many sporting events and Homecoming, in which there were some Gateway students in attendance.
- Seniors began meeting with their college and career counselors in preparation of their next steps following graduation. 11th-graders took the ACT and 10th-graders took the pre-ACT test.
- A late-work deadline was held in October to encourage any students behind academically, to catch up.
- Night school continues to help students in getting extra credits and to stay on track for graduation.

- The Cosmetology program hosted Senator Ron Wyden, providing him a tour and enjoying positive discussions with him and his team. In addition, guest speakers provided the students with helpful advice and resources for success.

Springfield High School (SHS)
ASB President, Sahara Fisher shared:
ASB Vice-President, Midori Rakestraw

- The successful "Celestial Serenade" Homecoming Dance was held on October 12th.
- Students in Leadership 101 have been diligently planning and working on decorations for Spirit Week and for the dance in January.
- Theater presented the 37th annual "Hanging By Our Fingernails", which featured the school band, The Heat Strokes. The successful performance was held October 24th-26th. Audience numbers returned to pre-COVID levels.
- The Boosters Club hosted "Trunk or Treat" in the SHS parking lot on October 26th. Fifteen groups handed out candy, with some giving away over 20lbs of candy.
- The resource center received donations of approximately twelve bags of student clothing from the Active 20/30 Club on October 31st. The Interact Club will help sort the clothing by size and category.
- Springfield High School Hall of Fame held their annual dinner on November 2nd to recognize those whose achievements brought honor and recognition to SHS.
- The Boy's Soccer team won first place in the 5A-Midwestern league. The Girl's Cross Country team took second place in the Midwestern League.
- The Leadership team began work on the "Talking Locker" program, a singular locker dedicated to collecting anonymous student input.
- Voting for 9th grade representatives took place on November 4th & 5th.
- The Food Drive was held November 1st - 7th. Many groups, such as Leadership, the Interact Club and Sources of Strength, hosted the drive to help fill pantry packs for students and their families.
- Latino Family Night was held November 7th. Mariachi de Sol performed.
- October 15th was school-wide ACT testing and College and Career Readiness Day.
- SHARP TIME, an academic access time for students to connect with teachers regarding missing assignments, incomplete work, quiz make-ups or content specific help. A large number of students had already signed up via the QR code.
- Last year, SHS seniors earned over four million merit scholarships, with an additional fourteen to come from the Class of 2024, who have earned a total of $61,000 in scholarships through the Office of Student Access and Completion (OSAC).
- The newly formed Student Voice group, presented to staff during a staff personal growth and development day around collaboration.

Thurston High School (THS)
ASB President, Eliana Sanchez shared:
ASB Vice President, Kennya Liberatore

- THS went on lockdown on October 25th. It was later determined to be a false threat, however students and staff performed well by putting their ALICE training into practice.
- College and Career Readiness Day had over two-thirds student participation. One group of seniors shared their transcripts during their Western Oregon campus tour, which earned them their admissions letters.
- October's Scholarship Night, provided scholarship access information to students and their families.

- Average daily attendance for the 2024-25 school year broke 90% in September and registered at an 89% average daily attendance in October.
- First quarter grades posted on Friday. Over 40% of students earned a college-ready GPA of 3.0 or above.
- The Homecoming Assembly and the “Rio Carnaval” Homecoming Dance were held in October and considered great successes with large attendance numbers.
- THS Leadership and clubs put on the Halloween Carnival in October, while Jazz Band and the Dance and Tennis Teams helped out at the fundraiser, “Night of 11,000 Stars.
- November 7th was opening night for the fall play, “One Stoplight Town” by Tracy Wells. The final run of showings will be performed November 14-16th.
- Fall Sports:
    - Women’s Soccer made the playoffs.
    - Football had only two losses this season.
    - Cross Country’s Carson Buergey, qualified for State.
    - Boy’s Soccer and Volleyball each finished fifth in their leagues.
    - Cheer and Stunt Showcase was November 7th.

Willamette Leadership Academy (WLA)
Cayden Finney shared:

- Students successfully completed their first quarter of the school year.
- November 4th, students with passing grades attended a hootenanny, while students needing extra help, worked to get caught up on assignments or to receive help from their teachers.
- November 20th - Award ceremonies will be held at different times of the day for both the middle and high schoolers.
- November 27th & 28th - Parent-Teacher Conferences.

B. Willamalane Summer Programs Michael Wargo

Willamalane Executive Director Michael Wargo was unable to attend.
Willamalane Community Engagement Director Kenny Weigandt and Customer Service Director Kevin Suiter introduced themselves, sharing many highlights and successes from their summer programs, most notably the 1Pass program.

- The 1PASS program is open to all students, not just those from Springfield. 1PASS provides access to healthy activities, education, transportation, culture, and recreation for students.
- Eugene Recreation & Willamalane and Springfield Public Schools (SPS) each have 5,500 passes to sell. SPS limits the cost barrier for their students.
- The impact is measured by the number of scans at partner destinations, with a total of 69,442 scans over the summer. Success is attributed to positive feedback received from the partner destinations.
- A lottery system is used to ensure equitable access to the program. SPS staff and the Family Resource Center work together to identify access barriers. SPS staff helped to distribute 550 passes to incoming kindergarteners and students with barriers. A total of 4000 student passes were distributed.

Board members commented on the program’s reach, partnerships, and positive impacts. Appreciation was expressed towards Willamalane for the program’s effects on student engagement and community involvement.

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 at 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.

Mount Vernon Elementary student parent *Courtney Nash*, highlighted a lack of communication regarding a concerning video shown to first-grade students, which has involved an employee administrative leave and continual substitute teachers. The ongoing situation has led to deep concern and parental frustration.

Jill Smith (walk-in) declined to speak.

5. ACTION ITEMS

A. Approve Consent Agenda

1. October 14, 2024 Board Meeting Minutes
2. Financial Statement, Resolution #24-25.015 — Brett Yancey
3. Personnel Report, Resolution #24-25.016 — Dustin Reese
4. Approve 2025-26 Budget Calendar, Resolution #24-25.017 — Brett Yancey

Chair Mason asked for a motion to approve the Consent Agenda for October 14, 2024 as presented.

MOTION: Director De Graff moved, Director Quaas-Annsa 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. Approve HB 2009 Enterprise Zone (City of Springfield), Resolution #24-25.024
Allie Camp

It is recommended that the Board of Directors approve the HB 2009 Enterprise Zone (City of Springfield).

Superintendent Hamilton provided a brief overview of House Bill 2009, mandating collaboration between cities and school districts to establish a school support fee. The information was presented upon by Allie Camp during the October board meeting. Hamilton noted that he had connected with partner school districts around the state to compare their city partnerships and fee proposals. A 15% school support fee aligns with other Oregon school districts.

MOTION: Director Light moved, Director Kohl seconded the motion to approve the HB 2009 Enterprise Zone (City of Springfield), Resolution #24-25.024.

Chair Mason asked if there was any further discussion.

There was no further discussion.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the HB 2009 Enterprise Zone (City of Springfield): Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

C. Approve Oregon School Board Associations (OSBA) Elections

1. **Amend OSBA Dues Schedule, Resolution #1, Resolution #24-25.018**
Superintendent Hamilton

It is recommended that the Board of Directors Amend OSBA Dues Schedule, Resolution #1.

Superintendent Hamilton stated that the election window for the OSBA is from November 15th - December 15th. The election process, timeline and schedule of dues were explained. He assured the Board that, if needed, there would be sufficient time to gather more information and to consider feedback, prior to submitting a decision by the deadline.

Board members felt there was a lack of information and questioned the justification for the increase. Superintendent Hamilton offered to gather additional information and feedback from OSBA representatives, for the Board's consideration at the next meeting. The Board agreed that no action would be taken, pending further discussion.

MOTION: Take No Action, at this time.

2. **Amend OSBA Bylaws Relating to Composition of the Board of Directors, Resolution #2, Resolution #24-25.019** Superintendent Hamilton

It is recommended that the Board of Directors Amend OSBA Bylaws Relating to Composition of the Board of Directors, Resolution #2.

Superintendent Hamilton explained the background of the PRIDE caucus, which represents school board members who identify as LGBTQIA2S+, an advisory group, which has requested to become a caucus.

Board members raised concerns about the accountability and funding of caucus groups and requested more information before making a decision. Superintendent Hamilton offered to gather additional information and feedback from OSBA representatives, for the Board's consideration at the next meeting. The Board agreed that no action would be taken, pending further discussion.

MOTION: Take No Action, at this time.

3. **Amend OSBA 2023 Bylaws, Resolution #3, Resolution #24-25.020**
Superintendent Hamilton

It is recommended that the Board of Directors Amend OSBA 2023 Bylaws, Resolution #3.

Superintendent Hamilton explained there are many edits and a change in status or composition of the board, regarding the overall OSBA bylaws.

Board members discussed and agreed that no action would be taken, pending a board review of additional information and feedback from OSBA.

MOTION: Take No Action, at this time.

D. Adopt Policy C, Resolution #24-25.021 Superintendent Hamilton

It is recommended the Board Adopt Policy C. Resolution#24-25.021

Superintendent Hamilton and the Board discussed the need for clarity on board chair and vice chair roles, the addition of a 12-month evaluation notice for superintendents, the alignment of administrator evaluation cycles with teachers, clarity regarding annual reporting on evaluation systems, the need for consistency in language and terminology, importance of clear policies, and division 22 compliance and reporting. OSBA feedback on the board member's previously submitted policy questions and concerns was discussed.

MOTION: Director Kohl moved, Director De Graff seconded the motion to Adopt Policy C as presented.

MOTION: Director Kohl moved, Chair Mason seconded the motion to withdraw the motion to Adopt Policy C.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the motion to withdraw the previous motion to Adopt Policy C: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

MOTION: Passed 5:0.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to adopt the Policy C updates, with the exceptions of Policy CBG and CCB that not be part of what is approved, in addition Policy CCG will be edited to read that the superintendent shall annually report to the board on invitation, instead of regularly.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the motion to adopt Policy C updates as presented: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

MOTION: Passed 5:0.

E. Adopt Policy D, E, F, Resolution #24-25.022 Superintendent Hamilton

It is recommended the Board Adopt Policy D, E, F.

Superintendent Hamilton presented the policies related to fiscal management, support services, and facilities to the Board. OSBA was consulted and Superintendent Hamilton shared their feedback with the Board. Hamilton commented on the consistency of the general fund. They discussed budget committee policy terminology, the need for clear language, proper formatting, board approval of certain documents, clear policies that align with district practices, and the handling of district property and vehicles. Also discussed, was the need for language clarification on student transportation and cell phone use. Superintendent Hamilton agreed to return in December to present the pulled policy EBA to the Board, for further discussion.

MOTION: Director Light moved, Director De Graff seconded the motion to adopt Policy D, E, F, with changes and to pull Policy EEAE for further discussion.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve to adopt Policy D, E, F, with changes and to pull Policy EEAE further discussion: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

F. Approve Educational Equity Advisory Committee (EEAC) Update & Recommendation to Appoint Members, Resolution #24-25.023

Taylor Madden

It is recommended that the Board of Directors approve the Educational Equity Advisory Committee (EEAC) Update & Recommendation to Appoint Members.

Equity and Inclusion Coordinator Taylor Madden, provided context on the committee's formation and the need for new members, due to vacancies. He explained the criteria for member selection and emphasized their representation of historically underserved student groups.

Membership Appointment Recommendations:

- Sofia Gonzales
- Allie Perez-Merritt
- Adriana Medina
- Manny Plascencia

MOTION: Director Light moved, Director Kohl seconded the motion to approve the Educational Equity Advisory Committee (EEAC) Update & Recommendation to Appoint Members.

Chair Mason asked if there was any discussion.

There was no further discussion.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the Educational Equity Advisory Committee (EEAC) Update & Recommendation to Appoint Members: 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. Policy Update, G & J Superintendent Hamilton

Superintendent Hamilton introduced the new policy packets for Policy G (personnel) and Policy J (students). He invited the board members to provide feedback and recommendations by December 1st to ensure timely responses from OSBA. The Board will review the policy updates, then make a decision at the December 9th board meeting.

9:32 p.m. **>>>>>>>>>>>>>>>>>>>>>>** ***Break*** **<<<<<<<<<<<<<<<<<<<<<<** 9:38 p.m.

7. Reports and Information

A. Integrated Guidance Annual Report David Collins

Assistant Superintendent for Instruction David Collins, presented the annual report, which references the work from last school years reported fourth quarter. Collins shared the purpose of each key initiative, as well as growth metrics. He provided background and context on the integration efforts ODE has made, with the goal to combine multiple initiatives into a less burdensome process. Funding for the Positive Behavioral Interventions and Supports (PBIS) comes from a variety of sources.

The Board previously expressed interest in meaningful dialogues around student data and the return on investments of their work. The importance of engagement and stakeholder input was emphasized. The district continues to partner with local mental health agencies to ensure that students have access to mental health counseling and to eliminate some of the barriers.

Key Initiatives:

- High School Success
- Student Investment Account
- Continuous Improvement Planning
- Career and Technical Education
- Every Day Matters
- Early Indicator and Intervention Systems

Common Program Elements:

- Authentic engagement process
- Equity-based decision making
- Focus on students who have been historically marginalized by this education system
- Comprehensive Needs Assessments
- Continuous improvement cycle

Common Program Goals:

- Well-Rounded Education
- Equity Advanced
- Engaged Community
- Strengthened Systems and Capacity

Equity and Inclusion Efforts:

- Additional district-staff positions and professional development.
- High-dosage tutoring and new curricular materials introduced to enhance early literacy.
    - Middle school instructional focus and data analysis.
    - Culturally relevant curriculum materials.
    - Elementary Literacy Plan and Early Literacy Success Grant.
- Targeted interventions and professional development.
    - Elementary behavior interventionists and mental health partnerships.
    - Family resource assistants and high school initiatives.
- K-12 Equity and Inclusion Leadership team and facilitators for student unions and alliance groups.
- Student Affinity groups and high school Student Voice group.

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Growth Metrics:

- A 5.7% growth in student achievement, with significant improvements in students. experiencing poverty and English learners.
- 34% of kindergartners are meeting literacy benchmarks.
- A 10% increase in passing rates for Title 1 schools.
- Progress markers from the current year were also included.

Report card data for the middle and high schools was shared.
Collins outlined the next steps for the district, including the completion of the comprehensive application to ODE for the next biennium funding. The District will continue to provide updates to the Board.

B. **OSBA Fall Convention Highlights** Superintendent Hamilton

Director Light shared that he had attended the medical presentation on Strategic Planning, noting that their process was very thoughtful and reflective. He was most impressed by the large number of students, families and staff that information was solicited from, through the use of surveys, focus groups and listening sessions, in which OSBA used that information to aid them in moving forward. Student performances included the middle school jazz band and a Mexican dance group.

Director Quaas-Annsa shared that it was her first year attending the conference. She enjoyed the breakout sessions and the opportunity to engage with other board members from around the state. She was particularly impressed with the level of support OSBA staff is willing to give board members. She expressed her appreciation for the school district's PBIS teams that provided the Board with training on mental health, ahead of presentations given on the topic at the conference. She also attended a CTE presentation and Wasco County's presentation on "Four Goals of Vision". Both, of which she considered to be inspiring and valuable.

C. Superintendent Communication Superintendent Hamilton

Superintendent Hamilton expressed gratitude toward all who had given up their personal time to attend the evening's meeting and/or the past conference, those who represent the district, both in the boardroom and out in the community, and to all Springfield School District's treasured community partnerships. Follow-up discussions would be held this winter to review the data and delve deeper with some of the content presented that evening. Hamilton announced that the Springfield Education Foundation (SEF) Gala had raised over $200,000 of pledged support for SEF.

- Upcoming Events: Friday, November 15th
  - The 6th Annual Springfield Mayor's Revue at the Wildish Theater
    Headliner: Curtis Salgado

D. Board Communication and Comments

Chair Mason shared:

- Board Invitation:
  - The Briggs Annual Thanksgiving Luncheon

Vice Chair De Graff had no comment.

Director Light shared:

- In October the Board had been invited to the Springfield American Youth Soccer Organization (AYSO) Day. He highlighted fifty years of the district's partnership with the organization, adding that over 500 kids attended. He then went on to describe the fun-filled activities of the day.
- He attended his first Springfield High School Hall of Fame Celebration. Former Superintendent Nancy Golden was selected as an Ambassador for Kids.
- Upcoming Events: Tuesday, November 19th — The Eugene Symphony will present their Elementary Youth Concerts, welcoming thousands of elementary students to the daytime youth concerts, where they will perform "Peter and the Wolf".

Director Kohl had no comment.

Director Quaas-Annsa shared:

- She joined the Wildish Theater Board of Directors and found herself incredibly busy. That morning she spent time with Cameron, discussing the needs of the Wildish and any possible opportunities she may find to make some connections and recommendations. She is excited to see how she may help.

8. NEXT MEETING

December 9, 2024, Board business Meeting at 7:00pm

Chair Mason thanked everyone for attending.

9. ADJOURNMENT

With no other business, Chair Mason adjourned the meeting at 10:58 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

RESOLUTION #24-25.025 **December 9, 2024**

SPRINGFIELD PUBLIC SCHOOLS
2024-2025 Revenue/Expenditure Forecast
As of November 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 approximately $9.0 million in current year tax revenue received and $127,719 in prior year tax revenue received. 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 95% 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 $13,978,563. Included in this number is the 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
11/30/24

	BUDGET	ACTUAL through 11/30/24	ESTIMATED from 11/30/24 to year end	PROJECTED 2024-2025	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	32,435,783	8,988,235	23,447,548	32,435,783	100.00%
Property taxes - prior years	375,000	127,719	247,281	375,000	100.00%
Other local sources	850,000	814,613	235,387	1,050,000	123.53%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	88,974,235	43,734,144	45,240,091	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	54,397,462	69,864,619	124,262,080	100.16%
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	74,658,443	69,864,619	144,523,061	100.99%
EXPENDITURES:					
Personal services	72,574,717	20,173,437	50,224,038	70,397,475	97.00%
Employee benefits	39,292,023	10,396,537	26,930,885	37,327,422	95.00%
Purchased services	11,386,648	3,923,259	7,463,389	11,386,648	100.00%
Supplies & materials	4,064,299	1,557,799	2,506,500	4,064,299	100.00%
Capital outlay	1,138,590	364,813	773,777	1,138,590	100.00%
Other objects	1,539,222	1,527,634	11,588	1,539,222	100.00%
Fund transfers	4,690,842	0	4,690,842	4,690,842	100.00%
Total expenditures	134,686,341	37,943,479	92,601,019	130,544,498	96.92%
Unappropriated	7,614,409	0	0	0	-
Contingency	800,000	0	0	0	0.00%
Total appropriations	143,100,750	37,943,479	92,601,019	130,544,498	91.23%
Total resources		74,658,443	69,864,619	144,523,061	
Total appropriations		37,943,479	92,601,019	130,544,498	
Ending fund balance		36,714,963	(22,736,401)	13,978,563	
Less: contingency			0	0	
Net fund balance		36,714,963	(22,736,401)	13,978,563	

SPRINGFIELD SCHOOL DISTRICT 19
INVESTMENT AND CASH EQUIVALENT
as of
10/31/24

Local Government Investment Pool

	Annual Interest Rate	Interest Income		LGIP - General Account	LGIP - Debt Fund	LGIP - PERS Trust	Total LGIP
			Beginning Balance	$ 28,470,558	347,094	160,431	$ 28,978,082
Jul-24	5.27%	164,941		35,806,586	364,952	1,210,779	$ 37,382,316
Aug-24	5.30%	178,919		35,721,283	386,412	1,824,293	$ 37,931,988
Sep-24	5.30%	174,746		28,079,405	403,200	2,440,382	$ 30,922,987
Oct-24	5.11%	144,948		27,129,008	413,641	3,058,791	$ 30,601,439
Nov-24	4.99%	156,062		53,872,162	1,717,742	3,679,208	$ 59,269,111

Banner Bank Money Market

	Annual Interest Rate	Interest Income		Money Market Account
			Beginning Balance	$ 18,709,820
Jul-24	5.31%	70,755		13,280,574
Aug-24	5.31%	54,443		8,835,018
Sep-24	5.31%	37,657		8,872,675
Oct-24	5.00%	35,753		6,908,428
Nov-24	4.79%	31,751		9,440,179

Investment Allocation Limits:	Allowable:	Allocation:
US Treasury	100.0%	0.0%
US Government Agencies	100.0%	0.0%
LGIP Investment Pool	100.0%	100.0%
Banker's Acceptance	50.0%	0.0%
Certificates of Deposit	25.0%	0.0%
Commercial Paper - Oregon	25.0%	0.0%
Single Commodity Poll Operator (CPO) Security	10.0%	0.0%
Commercial Paper - National	10.0%	0.0%
Single Capital Protected Note (CPN) entity	5.0%	0.0%
State & Local Securities	10.0%	0.0%
Passbook Savings Accounts	10.0%	0.0%

RESOLUTION #24-25.026 DATE: DECEMBER 09, 2024

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, resignations and retirement. 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

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	OSBORNE, MATTHEW	TEMPORARY TEACHER	FT	12/02/2024	TEMPORARY HIRE
2	WOOD, VICTORIA	TEMPORARY TEACHER	FT	12/04/2024	TEMPORARY HIRE
	RESIGNATIONS				
3	2132591	PROBATIONARY 3	FT	11/14/2024	RESIGNED
4	2769933	PROBATIONARY 1	PT	01/09/2025	RESIGNED
5	1493595	CONTRACT TEACHER	PT	01/18/2025	RESIGNED
	RETIREMENT				
6	393444	CONTRACT TEACHER	FT	06/30/2025	RETIRING

RESOLUTION: #24-25.028 **DECEMBER 09, 2024**

2023-2024 ANNUAL COMPREHENSIVE FINANCIAL REPORT

RELEVANT DATA:

Oregon State law requires an annual audit of all financial transactions of the School District for all operating funds, including grant funds and trust funds. The independent accounting firm of Pauly, Rogers and Co., PC conducted the 2023-2024 fiscal year-end audit and a copy of this document was made available to the School Board prior to tonight's meeting. A copy of the report is published on the district website, as well as available tonight.

In addition to the Annual Comprehensive Financial Report (ACFR) is the management letters for the district addressed to the School Board. Similar to last year, a small finance committee was presented with the document and a comprehensive explanation of the detail. Included on the committee are one (1) Board member and one (1) Budget Committee member, as well as financial services staff. Joan Bolls will be available for any questions you may have.

RECOMMENDATION:

It is recommended that the Board of Directors accept the audited financial reports for 2023-2024 as presented by the firm of Pauly, Rogers and Co., PC.

SUBMITTED BY:

Brett M. Yancey
Chief Operations Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

PAULY, ROGERS AND CO., P.C.
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November 19, 2024

To the Board of Directors
Springfield School District

We have audited the basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Springfield School District for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards and the Uniform Guidance*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Purpose of the Audit

Our audit was conducted using sampling, inquiries and analytical work to opine on the fair presentation of the basic financial statements and compliance with:

- generally accepted accounting principles and auditing standards
- the Oregon Municipal Audit Law and the related administrative rules
- federal, state and other agency rules and regulations related to expenditures of federal awards

Our Responsibility under U.S. Generally Accepted Auditing Standards and the Uniform Guidance

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the basic financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the basic financial statements does not relieve you or management of your responsibilities. Our engagement letter details our nonaudit services we provide; these services do not constitute an audit under Government Auditing Standards.

In planning and performing our audit, we considered internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of the basic financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB's Compliance Supplement applicable to each of the major federal programs for the purpose of expressing an opinion on compliance with those requirements. While our audit provided a reasonable basis for our opinion, it does not provide a legal determination on compliance with those requirements.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic

financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements; therefore, our audit involved judgment about the number of transactions examined and the areas to be tested.

Our audit included obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the basic financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. We also communicated any internal control related matters that are required to be communicated under professional standards.

Results of Audit

1. Audit opinion letter - an unmodified opinion on the basic financial statements has been issued. This means we have given a "clean" opinion with no reservations.

2. State minimum standards – We found no exceptions or issues requiring comment.

3. Federal Awards - We found no issues of non-compliance and no questioned costs. We have responsibility to review these programs and give our opinion on the schedule of expenditures of federal awards, and tests of the internal control system, compliance with laws and regulations, and general and specific requirements mandated by the various awards.

4. Management letter – No separate management letter was issued

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in Note 1 to the basic financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2024. We noted no transactions entered into during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the basic financial statements in the proper period.

Accounting estimates are an integral part of the basic financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most significant estimates in the financial statements are the actuarial estimate of the District's portion of the statewide Net Pension Liability (or Asset) and Other Post Employment Benefits. Other sensitive estimate(s) affecting the basic financial statements were Management's estimate of Capital Asset Depreciation, which is based on useful lives of assets. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the basic financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, taken as a whole. There were immaterial uncorrected misstatements noted during the audit which were discussed with management. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even if, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the basic financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the basic financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards with management each year prior to our retention as the auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Required Supplementary Information

We applied certain limited procedures to the required supplementary information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the required supplementary information and do no express an opinion or provide any assurance on it.

Supplementary Information

We were engaged to report on the supplementary information, which accompany the basic financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Other Information

We were not engaged to report on the other information, which accompanies the basic financial statements but is not required supplementary information. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Matters – Future Accounting and Auditing Issues

In order to keep you aware of new auditing standards issued by the American Institute of Certified Public Accountants and accounting statements issued by the Governmental Accounting Standards Board (GASB), we have prepared the following summary of the more significant upcoming issues:

GASB 101 – COMPENSATED ABSENCES

The requirements of this Statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter. The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures.

This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. Leave is attributable to services already rendered when an employee has performed the services required to earn the leave. Leave that accumulates is carried forward from the reporting period in which it is earned to a future reporting period during which it may be used for time off or otherwise paid or settled. In estimating the leave that is more likely than not to be used or otherwise paid or settled, a government should consider relevant factors such as employment policies related to compensated absences and historical information about the use or payment of compensated absences. However, leave that is more likely than not to be settled through conversion to defined benefit postemployment benefits should not be included in a liability for compensated absences.

This Statement requires that a liability for certain types of compensated absences—including parental leave, military leave, and jury duty leave—not be recognized until the leave commences. This Statement also requires that a liability for specific types of compensated absences not be recognized until the leave is used.

This Statement also establishes guidance for measuring a liability for leave that has not been used, generally using an employee's pay rate as of the date of the financial statements. A liability for leave that has been used but not yet paid or settled should be measured at the amount of the cash payment or noncash settlement to be

made. Certain salary-related payments that are directly and incrementally associated with payments for leave also should be included in the measurement of the liabilities.

With respect to financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditures be recognized for the amount that normally would be liquidated with expendable available financial resources.
This Statement amends the existing requirement to disclose the gross increases and decreases in a liability for compensated absences to allow governments to disclose only the net change in the liability (as long as they identify it as a net change). In addition, governments are no longer required to disclose which governmental funds typically have been used to liquidate the liability for compensated absences.

GASB 102 – CERTAIN RISK DISCLOSURES

The requirements of this Statement are effective for fiscal years beginning after June 15, 2024, and all reporting periods thereafter. The requirements of this Statement will improve financial reporting by providing users of financial statements with essential information that currently is not often provided. The disclosures will provide users with timely information regarding certain concentrations or constraints and related events that have occurred or have begun to occur that make a government vulnerable to a substantial impact. As a result, users will have better information with which to understand and anticipate certain risks to a government's financial condition.

State and local governments face a variety of risks that could negatively affect the level of service they provide or their ability to meet obligations as they come due. Although governments are required to disclose information about their exposure to some of those risks, essential information about other risks that are prevalent among state and local governments is not routinely disclosed because it is not explicitly required. The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints.

This Statement defines a *concentration* as a lack of diversity related to an aspect of a significant inflow of resources or outflow of resources. A *constraint* is a limitation imposed on a government by an external party or by formal action of the government's highest level of decision-making authority. Concentrations and constraints may limit a government's ability to acquire resources or control spending.

This Statement requires a government to assess whether a concentration or constraint makes the primary government reporting unit or other reporting units that report a liability for revenue debt vulnerable to the risk of a substantial impact. Additionally, this Statement requires a government to assess whether an event or events associated with a concentration or constraint that could cause the substantial impact have occurred, have begun to occur, or are more likely than not to begin to occur within 12 months of the date the financial statements are issued.

If a government determines that those criteria for disclosure have been met for a concentration or constraint, it should disclose information in notes to financial statements in sufficient detail to enable users of financial statements to understand the nature of the circumstances disclosed and the government's vulnerability to the risk of a substantial impact. The disclosure should include descriptions of the following:

- The concentration or constraint
- Each event associated with the concentration or constraint that could cause a substantial impact if the event had occurred or had begun to occur prior to the issuance of the financial statements
- Actions taken by the government prior to the issuance of the financial statements to mitigate the risk.

Best Practices – Not Significant Deficiencies

As auditors, we have observed a widespread shortage of governmental accountants across the state. This deficit is attributable to various factors, primarily stemming from the escalating demand for financial expertise in a swiftly changing landscape. Firstly, the evolving regulatory environment and the increasing intricacies of bodies such as FASB, GASB, IRS, OMB, Oregon Department of Education, and Oregon Division of Audits have intensified the need for specialized accounting professionals. Additionally, the aging workforce in the accounting field contributes to the shortage, with a considerable number of seasoned accountants approaching retirement age, so succession planning is essential in your Finance Department.

To address this shortage, entities can proactively implement measures such as investing in educational programs to attract and train new talent, providing competitive compensation packages to retain experienced professionals, and harnessing technological advancements like automation to streamline routine tasks. This approach allows accountants to concentrate on more complex and value-added activities.

This information is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

BUSINESS & FINANCE



Annual Comprehensive Financial Report

FOR THE YEAR ENDING - JUNE 30, 2024

Prepared by SPS Financial Services
Springfield, Oregon

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SPRINGFIELD SCHOOL DISTRICT NO. 19
SPRINGFIELD, LANE COUNTY, OREGON

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ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the Year Ended June 30, 2024

Prepared by Financial Services Department

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Springfield
Public Schools

SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Financial Services
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November 19, 2024

To the community of Springfield School District No. 19 and to the members of the Board of Education:

Springfield, Lane County, Oregon 97477

In accordance with the provision of Oregon Revised Statutes Section 297.405 to 297.555 and 297.990, known as Municipal Audit Law, there is submitted herewith the Annual Comprehensive Financial Report (ACFR) of Springfield School District No. 19, Lane County, Oregon for the fiscal year ended June 30, 2024.

This report was prepared by the District's Financial Services Department. Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with the District. To provide a reasonable basis for making these representations, the District's management has established an internal control framework that is designed to protect assets from loss, theft or misuse, as well as to compile sufficient reliable information for the preparation of the District's financial statements. The District's internal control framework has been designed to provide reasonable assurance that the financial statements will be free from material misstatement. Internal control over financial reporting cannot provide absolute assurance of achieving financial reporting objectives because of its inherent limitations. However, these inherent limitations are known features of the financial reporting process. Therefore, it is possible to design into the process safeguards to reduce, though not eliminate, this risk. Because the cost of a control should not exceed the benefits to be derived, the objective is to provide reasonable, rather than absolute assurance, that the financial statements are free of any material misstatements.

We believe that the report and its data, as presented, is accurate in all material aspects; that it is presented in a manner designed to fairly set forth the financial position and results of operations of the District as measured by the financial activity of its various funds and that all disclosures necessary to enable the reader to gain maximum understanding of the District's financial affairs have been included.

Generally accepted accounting principles require that management provide a narrative introduction, overview and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it.

THE DISTRICT

Springfield School District No. 19 is in the Eugene/Springfield metropolitan area, and covers approximately 185 square miles within Lane County. The City of Springfield is located at the southern end of the Willamette Valley, midway between the Cascade Mountain Range and the Pacific Ocean. With the exception of a small northwestern corner, the City lies entirely within the District boundaries.

The District is an independent entity, with a Board of Directors composed of five elected members. For the 2023-24 school year, the District budgeted 661.44 Full-time Equivalent (FTE) teachers, counselors and librarians and 613.32 FTE classified staff members (educational assistants, office and support staff, nutrition services staff, custodians and various maintenance and technical workers). Administrative staff includes a Superintendent, an Assistant Superintendent, a Chief Operations Officer, 8.0 FTE Department

Directors, 35.0 FTE principals and vice-principals, and 29.10 FTE supervisors and exempt employees. During the 2023-24 school year, the District served 9,242 K-12 students in twelve (12) elementary schools, four (4) middle schools, two (2) comprehensive high schools, and two (2) alternative high schools, as well as students participating in alternative education programs. One (1) charter school served an additional 242 middle and high school students. The District operates a transportation/maintenance center, a print shop/warehouse and administration facilities at locations other than school sites. The District also owns Brattain House in the City of Springfield's Historic Washburne District.

There are various governmental agencies and special service districts, which provide services within the District's boundaries. Two of these entities could potentially be considered component units of the District. There is one charter school operating within the District boundaries - Willamette Leadership Academy. The District is not financially accountable for the charter school and the nature and significance of its financial relationship with the District is such that its exclusion would not cause the financial statements to be misleading or incomplete. Therefore, the District does not consider the charter school to be a component unit of the District. Additionally, the Springfield Education Foundation provides financial support to the District but is not a component unit of the District.

ECONOMIC CONDITIONS

Local Economy

Springfield is the 10th largest city in the state of Oregon. The economy of Springfield (population approximately 61,085) is closely linked with that of the adjacent community of Eugene and other economic activities within Lane County. Some of the key business sectors in the local economy include technology, medical technology, specialty food and beverage products, service industries, education and value-added wood products. The largest employer in Springfield is PeaceHealth Medical Group which employs over 2,700 individuals.

As of June 30, 2024 local unemployment was at 4.2 percent (seasonally adjusted), which is slightly higher than the State average of 4.1 percent (seasonally adjusted) and the national average of 4.1 percent. The Lane county unemployment rate was at 3.7 percent (seasonally adjusted) in June of 2023. The 2022-23 fiscal year saw near record lows in unemployment rates.

In Oregon, the economy is slowing down from an inflationary boom, although state revenues continue to outpace expectations. Employment gains, income growth, and population change are in the middle of the pack across all states, but a bit below a typical state. Interest rates remain high, as the feds were looking to cool inflation. Expectations are for interest rate cuts which should help stabilize rate-sensitive parts of the economy.

The labor market has softened with slower wage growth and a slightly higher unemployment rate as job seekers are unable to find jobs as quickly as in the previous year, although layoffs remain low.

There is more stress in consumer spending. However, there has been a slowing in housing inflation. Population forecasts are for slow but positive population gains. The labor market is expected to be at or near full employment with average wage growth.

Enrollment

District enrollment decreased during the 2023-24 year (9,242 in 2023-24 and 9,494 in 2022-23). The District has experienced a drop in enrollment for the past five fiscal years. The District has not fully recovered from the loss of students due to impacts of the COVID-19 pandemic. Additional losses can be attributed to a decline in birth rates, a rise in alternative school enrollments (home schooling, private schools, and charter schools), and the lack of affordable family housing.

MAJOR INITIATIVES

For the Year

For the 2024-2025 fiscal year, the district continues to focus on several key initiatives and projects. The following is a brief explanation of what some of those are:

1) Elementary and Secondary Schools Relief Act (ESSER) - Expiration

   Springfield Public Schools received three phases of ESSER funds (I, I, and III). While ESSER I and II have been fully expended, there remained a significant balance in ESSER III. For the 2024-25 year the district will focus on completing the $23.6 million HVAC projects that are throughout the district. This project provides updated/replaced systems at every school in the district, and will offer comfortable, safe learning environments with both heat and air conditioning. The HVAC projects impacted fifteen (15) of the district's twenty (20) school campuses.

   Additional remaining ESSER III funds are planned to support textbook purchases, technology upgrades and summer learning for students across the district. All funds have an expiration date of September 30, 2024, which the district will meet. There will be no remaining ESSER funds in jeopardy of forfeiture.

2) Facilities Condition Assessment Study

   Oregon Department of Education is working with Springfield Public Schools to conduct a district-wide facility condition assessment, which will result in a comprehensive report detailing deferred maintenance for all school buildings in the district. The overall goal of the program is to provide the district and State with an up-to-date report that catalogs levels of deferred maintenance and cost estimates, while maintaining a standardized database accessible for Oregon schools. This program is supported with federal Supporting America's School Infrastructure (SASI) Program funds. The purpose of the program is to increase states' capacity to support high-needs local educational agencies in leveraging more resources to improve their school facilities, ensuring they are safe, healthy, sustainable and equitable learning environments for all students.

3) Collective Bargaining

   The Springfield Education Association (Certified) and Oregon School Employees Association (OSEA) collective bargaining contracts expire on June 30, 2025. Beginning in February 2025 the District and both associations will begin the process of bargaining financial components for the

final year of the agreements. The Springfield Education Association's collective bargaining process will be a full contract process, while the Oregon School Employees Association will be a financial/benefits re-opener and a minimum number of identified articles.

RELEVANT FINANCIAL POLICIES

The District's Internal Control Document provides the framework for its financial accounting system. In addition, Board policy related to fiscal management and financial reporting assures that there is accountability within the system. Administrative regulations related to investment of District assets assures that the following objectives are met; 1) to preserve the capital of the District through diversification in the types of securities purchased and in the number of institutions, 2) to provide sufficient liquidity to meet the District's reasonably anticipated cash requirement, and 3) to attain a market rate of return on the investment portfolio.

On an annual basis, the Board and Budget Committee meet to address upcoming budget issues for the following year. As part of its duties, the group is responsible for setting a targeted ending fund balance for the District. The group bases its recommendation on known budget factors as well as projections of future economic conditions.

Financial Condition of the District

All obligations were met during 2023-24 and the District does not face any judgments for past actions. The most recent rating by Moody's is "A1." For the year ended June 30, 2024, the District's General Fund ending fund balance was 16.40% of annual operating revenues. The Board of Directors has set a targeted minimum floor for ending fund balance of 4% of annual operating revenues.

INDEPENDENT AUDIT

State Statutes require an annual audit by independent certified public accountants. The District's Board of Directors selected the accounting firm of Pauly, Rogers and Co., P.C. They have completed their audit of the District's financial statements, and their opinion is included in the financial section of this report. The auditors' reports on internal control and compliance with applicable laws and regulations are located in the Single Audit Section.

Government Finance Officers Association Award

For the twentieth consecutive year, the District applied for and received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association. The Award is valid for one year.

In order to be awarded the certificate, the District must publish an easily readable and efficiently organized Annual Comprehensive Financial Report. Such a report must satisfy both generally accepted accounting principles and applicable legal requirements.

We believe that this award represents the District's continuing efforts to achieve excellence in the performance of public service and financial reporting. We also believe that the District's current Annual Comprehensive Financial Report meets the program requirements and are therefore submitting it to the Government Finance Officers Association to determine its eligibility.

ACKNOWLEDGMENTS

We wish to extend our appreciation to the citizens, parents, school board members, administrators, teachers and employees of the District whose continued support and assistance have contributed to another successful year for Springfield School District No. 19. Specifically, we wish to express our appreciation to the financial services staff for their efforts and contributions to our Annual Comprehensive Financial Report.

Sincerely,

Todd Hamilton
Superintendent of Schools

Brett M. Yancey
Chief Operations Officer

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Springfield Public Schools
Oregon

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2023

Christopher P. Morrill

Executive Director/CEO


Superintendent's Office
Business and Finance
Teaching and Learning
Superintendent
Assistant Superintendent
Chief Operations Officer
Facilities and Operations
Elementary Education Director
SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day
Families
Students
Staff
Community Engagement Officer
Communications and Community Relations
Secondary Education Director
Human Resources Director
Special Programs Director
Technology Director
Human Resources
Special Programs
Technology

SPRINGFIELD SCHOOL DISTRICT NO. 19
LIST OF ELECTED AND APPOINTED OFFICIALS
SPRINGFIELD, LANE COUNTY, OREGON

Administrative Office:	640 A Street Springfield, Oregon 97477
Todd Hamilton	Superintendent
Brett M. Yancey	Chief Operations Officer

School Board as of June 30, 2024

Name	Term Expires
Ken Kohl, Position 1	June 30, 2027
Emilio Hernandez, Position 2	June 30, 2025
Jonathan Light, Chair, Position 3	June 30, 2025
Nicole DeGraff, Position 4	June 30, 2027
Kelly Mason, Vice-Chair, Position 5	June 30, 2025

Financial Section



Springfield
Public Schools

INDEPENDENT AUDITORS' REPORT

PAULY, ROGERS, AND CO., P.C.
12700 SW 72nd Ave. Tigard, OR 97223
(503) 620-2632 (503) 684-7523 FAX
www.paulyrogersandcocpas.com

November 19, 2024

INDEPENDENT AUDITORS' REPORT

To the Board of Education
Springfield School District
Springfield, Oregon

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Springfield School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Springfield School District, as of June 30, 2024, and the respective changes in financial position and, where applicable, cash flows thereof and the respective budgetary comparisons for the general fund and major special revenue funds for the year then ended in accordance with accounting principles generally accepted in the United States of America for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Springfield School District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle
The District adopted new accounting guidance, GASB Statement No. 96 – Subscription-based Information Technology Arrangements, during the fiscal year under audit. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Springfield School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Springfield School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Springfield School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CRF) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The supplementary information, as listed in the table

of contents, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the other information, as listed in the table of contents, and the introductory, statistical, and the compliance and other reports sections, as listed in the table of contents, but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2024 on our consideration of the internal control over financial reporting and on our tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering internal control over financial reporting and compliance.

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated November 19, 2024, on our consideration of compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

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MANAGEMENT DISCUSSION AND ANALYSIS

SPRINGFIELD SCHOOL DISTRICT NO. 19
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2024

The discussion and analysis presents the highlights of financial activities and financial position for the Springfield School District No. 19 (District). The discussion and analysis is designed to:

1) Assist the reader in focusing on significant financial issues;
2) Provide an overview of the District's financial activities;
3) Identify changes in the District's financial position;
4) Identify any material deviations from the adopted financial plan (budget); and,
5) Identify specific issues related to individual funds and the economic factors affecting the District.

The Management's Discussion and Analysis (MD & A) is designed to focus on current year activities, resulting changes and currently known facts. Please read it in conjunction with the Transmittal Letter (Introductory Section, page i) and the District's financial statements (Financial Section, beginning on page 19).

FINANCIAL HIGHLIGHTS

- In the government-wide statements, the liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at June 30, 2024 by $34.82 million. Of this amount, $61.55 million represents the District's net investment in capital assets, $2.15 million is restricted for other post-employment benefits, $.87 million is restricted for debt service, $1.35 million is restricted for nutrition services, $1.26 million is restricted for student body programs, .95 million is restricted for fleet replacement, and $.02 million is restricted for other purposes. The balance, $(102.97) million, is an unrestricted deficit.

- The District's total net position increased by $21.60 million. Beginning net position was restated by $(18.87) million to correct the reporting of deferred interest bonds on the government-wide financial statements.

- The District's governmental funds report a combined ending fund balance of $36.98 million, an increase of $2.66 million in comparison with the prior year. Approximately 12.13 percent of this total amount, $4.49 million is restricted, 54.30 percent, $20.08 million is unassigned and the remainder is nonspendable, committed or assigned.

- At the end of the fiscal year, unassigned fund balance for the General Fund was $20.08 million, or about 16.79 percent of total General Fund expenditures.

- The District's total long-term debt decreased by $10.22 million during the 2023-2024 fiscal year after accounting for the restatement noted above.

REPORT LAYOUT

The District's annual financial report consists of several sections. Taken together they provide a comprehensive financial look at the District. The components of the report include the following:

Management's Discussion and Analysis. This section of the report provides financial highlights, overview and economic factors affecting the District.

Basic Financial Statements. Includes three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements. The government-wide financial statements are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business. These statements include:

- The *Statement of Net Position.* The statement of net position presents information on all of the assets and liabilities of the District as of the date on the statement. Net position is what remains after the liabilities have been paid or otherwise satisfied. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

- The *Statement of Activities.* The statement of activities presents information showing how the net position of the District changed over the most recent fiscal year by tracking revenues, expenses and other transactions that increase or reduce net position. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes). In the government-wide financial statements, the District's activities are shown in one category, governmental activities. The District's basic functions are shown here, including instruction services, support services, community services, and facilities services. These activities are primarily financed through property taxes, Oregon's State School Fund and other intergovernmental revenues.

The government-wide financial statements can be found on pages 19 and 21 of this report.

Fund Financial Statements. The fund financial statements provide more detailed information about the District's funds, focusing on its most significant or "major" funds – not the District as a whole. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Springfield School District No. 19, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into two categories: governmental funds and proprietary funds.

- *Governmental Funds*. The governmental funds are used to account for essentially the same function reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental funds Balance Sheet and the

governmental funds Statement of Revenues, Expenditures and Changes in Fund Balances provide a reconciliation to facilitate this comparison between governmental funds and government-wide financial statements. The District maintains four individual major governmental funds. Information is presented separately in the governmental funds Balance Sheet and the governmental funds Statement of Revenues, Expenditures and Changes in Fund Balances for the General Fund, Special Revenue Fund, Debt Service Fund, and Capital Projects Fund. For the 2023-24 year, the District is budgeting and reporting special revenue funds together and treating all funds as major, so there are no combining statements of nonmajor funds, as there were in prior years.

Special Revenue Fund

	Fund Balance 6-30-23	Change in presentation	As presented 2023-24
Major			
Grants and Contracts Fund	$ 9,309,897	$ (9,309,897)	$ -
ESSER	-	-	-
Special Revenue Fund	-	13,466,361	13,466,361
Minor			
Student Investment Account	-	-	-
Nutrition Services Fund	1,898,032	(1,898,032)	-
Co-curricular	918,608	(918,608)	-
Student Body Fund	1,339,824	(1,339,824)	-
Total Special Revenue Funds	$ 13,466,361		$ 13,466,361

The basic governmental fund financial statements can be found on pages 22 and 26 of this report.

There is budgetary comparison information for the General Fund and Special Revenue Fund that can be found on pages 29 and 30

- *Proprietary funds.* The District maintains one proprietary fund type. Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions. The internal service fund accounts for printing and publishing services and for the District's self-insured health insurance plans. Because these services predominately benefit governmental rather than business-type functions, they have been included within governmental activities in the government-wide statements.

The basic proprietary fund financial statements can be found on pages 31 through 33 of this report.

Fiduciary Funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs. The accounting method used for fiduciary funds is the same as that used for proprietary funds.

The basic fiduciary fund financial statements can be found on pages 34 and 35 of this report.

Notes to the Financial Statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 37 through 92 of this report.

Other Information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information*. This Management's Discussion and Analysis, is considered required supplementary information.

Required supplementary information concerning contributions and funding progress for the District's Voluntary Early Retirement, Other Post Employment Benefit plans, and PERS Pension and Other Post Employment Benefit Plans is presented on pages 94 through 113. Other supplemental information including combining statements and detail budget reports is presented on pages 115 through 126.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the District, liabilities exceeded assets by $34.82 million at June 30, 2024. Capital assets, which consist of the District's subscription assets, lease assets, land, buildings and improvements, vehicles and equipment, represent the largest portion of the District's total assets, 70.60 percent. Cash and investments represent 21.79 percent of total District assets. The remaining assets consist of a lease receivable, a net other post employment benefit (OPEB) asset related to the Oregon Public Employees Retirement System (PERS) and a net OPEB asset related to the District's Voluntary Early Retirement plan (VER), grants and property taxes receivable, prepaid items, inventories, and accrued interest.

The District has five deferred outflows. One is related to its refunded debt, one is related to the District's PERS pension plan, and three are related to OPEB for PERS, VER and the District's implicit subsidy for post-employment insurance.

The District's largest liability, 85.10 percent, is for the repayment of long term debt. A liability for the District's proportionate share of net pension liability for the Oregon Public Employees Retirement System represents 3.45 percent of total liabilities. Other liabilities, representing 11.45 percent of the District's total liabilities, consist of payables on accounts, retainage payable, accrued salaries and benefits, accrued insurance claims, unearned revenue, interest payable and OPEB related to the District's implicit medical benefits.

The District has five deferred inflows. One is for the net unamortized premium for refunded debt, one is for a lease receivable, two are related to PERS; a pension liability and an asset for other post-employment benefits, and the other is related to other post-employment benefits for the District's implicit medical benefit.

A large portion of the District's net deficit, -176.76 percent, reflects its investment in capital assets (e.g., land, buildings, vehicles, equipment, lease assets, and subscription assets), net of any related debt used to acquire those assets that is still outstanding. The District uses these capital assets to provide services to students and other District residents. Consequently, these assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources (generally property taxes), since the capital assets themselves cannot be used to liquidate these liabilities. Assets restricted for repayment of debt and for other restricted purposes represents -18.98 percent of the District's net Deficit.

Net Position at June 30, 2024

	Govt Activities 2024	Govt Activities 2023	Variance from 2023
Current assets	$ 63,120,301	$ 58,861,618	$ 4,258,683
Pension asset	-	10,633	(10,633)
OPEB assets	2,149,668	1,988,220	161,448
Capital assets	157,248,777	145,425,405	11,823,372
Other noncurrent assets	217,248	345,433	(128,185)
Total assets	222,735,994	206,631,309	16,104,685
Deferred outflows of resources	71,786,912	97,623,830	(25,836,918)
Current liabilities	24,248,294	23,564,992	683,302
Subscription liabilty	712,753	173,550	539,203
Lease liability	5,772	32,269	(26,497)
Long Term debt, as restated 2023	229,098,729	239,826,485	(10,727,756)
Pension & OPEB obligations	15,997,921	40,413,105	(24,415,184)
Total liabilities	270,063,469	304,010,401	(33,946,932)
Deferred inflows of resources	59,278,966	56,664,086	2,614,880
Net position			
Net investment in capital assets	61,545,654	46,785,860	14,759,794
Restricted for:			-
Debt service	866,416	667,005	199,411
Other purposes	5,742,822	5,230,951	511,871
Unrestricted	(102,974,421)	(109,103,164)	6,128,743
Total net position, as restated 2023	$ (34,819,529)	$ (56,419,348)	$ 21,599,819

During the current fiscal year, the District's net position increased by $21.60 million. The prior year net position was restated to correctly report the effect of accreted interest on long term debt for deferred interest bonds.

- Current assets increased by $4.26 million. There was an increase in cash and investment balances at year-end of $7.34 million, in part due to a decrease in year-end receivable balances of $2.83 million.
- Capital assets increased by $11.82 million. The District is in the process of installing new heating and ventilating systems at many of the schools as well as installing turf fields at its two comprehensive high schools.
- OPEB assets increased by $.16 million as a result of updated actuarial valuations.
- There was a large decrease in deferred outflows of $25.84 million. Most of the decreases were due to changes of deferred outflows related to the District's Public Employer Retirement System (PERS) pension plan of $24.55 million.
- Current liabilities increased by $.68 million during the year. The District booked a deferred revenue of $.67 million at year end for a FEMA claim for damage related to a winter storm.
- Subscription liabilities increased by $.54 million in 2023-24. The District entered into several large subscription agreements. The largest were with Destiny (library services), Synergy (student information system) and Microsoft (various products).
- Long term debt related to general obligation bonds and direct borrowings and placements decreased by $10.73 million during the 2023-24 year. The District made scheduled payments on

existing debt and issued new debt in the amount of $3.5 million. Proceeds are being used to install turf on two fields.

- The District's proportionate share of the PERS pension liability decreased by $24.42 million and deferred inflows related to the PERS pension plan increased by $3.74 million based on updated actuarial calculations.

Changes in Net Position for the year ended June 30, 2024

	Governmental Activities 2024	Governmental Activities 2023	Variance from Fiscal 2023
Revenues:			
Program Revenues:			
Charges for services	$ 3,345,608	$ 3,578,251	$ (232,643)
Operating grants and contributions	31,544,913	34,897,041	(3,352,128)
Capital grants and contributions	11,649,541	7,483,543	4,165,998
General Revenues:			
Property taxes	39,265,685	38,284,361	981,324
State school fund - general support	87,668,053	85,346,671	2,321,382
Other state and local sources	1,726,134	1,718,455	7,679
Federal sources	393,725	437,617	(43,892)
Earnings on investments	3,136,102	2,052,335	1,083,767
Other	2,054,807	1,765,465	289,342
Total revenues and transfers	180,784,568	175,563,739	5,220,829
Expenses:			
Instructional services	85,055,150	89,429,170	4,374,020
Support services	60,282,667	61,249,431	966,764
Nutrition and community services	6,254,376	5,831,921	(422,455)
Interest on long-term debt	7,592,556	7,985,012	392,456
Total expenses	159,184,749	164,495,534	5,310,785
Changes in net position	21,599,819	11,068,205	10,531,614
Net position - beginning, restated for 2024	(56,419,348)	(67,487,553)	11,068,205
Net position - ending, restated for 2023	$ (34,819,529)	$ (56,419,348)	$ 21,599,819

Governmental activities: The key elements of the change in the District's net position for the year ended June 30, 2024 are as follows:

Total Revenue increased by $5.22 million in 2023-24.

Total program revenues increased by $.58 million from the prior fiscal year.

- Grants and contributions increased by $.81 million, but there was a shift from operating to capital grants as the District is completing HVAC projects with remaining Elementary and Secondary School Emergency Relief (ESSER) funds. Funds received were part of the Federal CARES Act and are claimed on a cost reimbursement basis.

General revenues increased by $4.64 million in 2023-24.

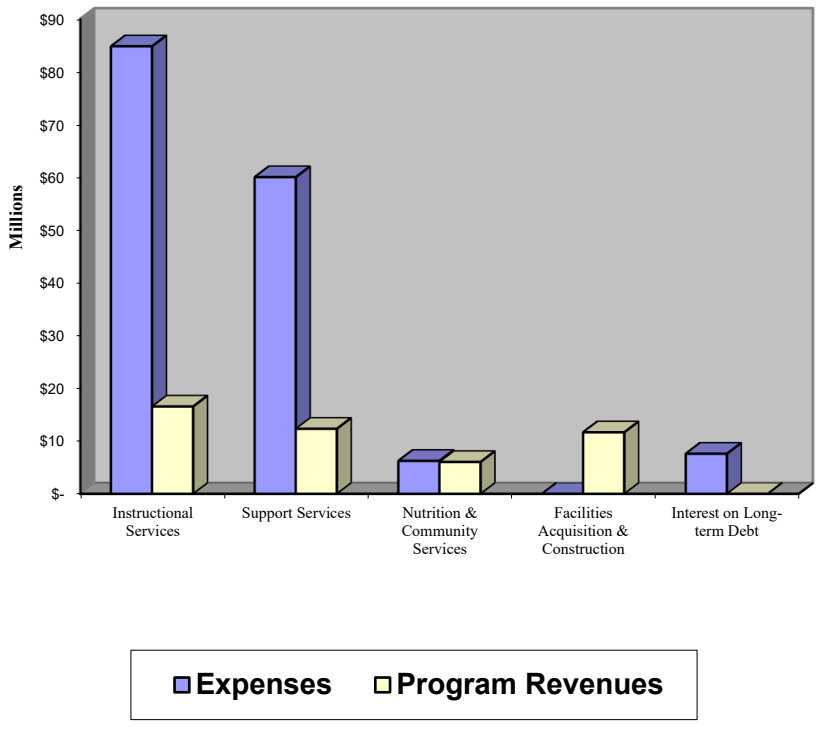
- Property tax collections increased by $.98 million. The increase in due to increases in property values and increases in collections for debt service on general obligation bonds.

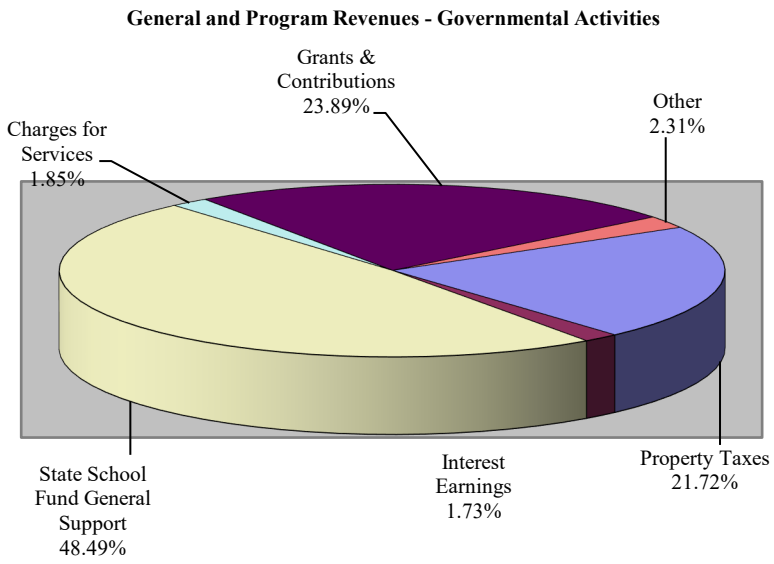
- State school fund revenue increased by $2.32 million in 2023-24. Biennial revenue is split 49 percent in the first year and 51 percent in the second year, and this was the first year of the biennium. Overall, State funding was up by about 4.5 percent for the biennium. Funding is allocated based on weighted enrollment. Statewide (awaiting final reconciliation), weighted enrollment is projected to be about the same as the prior fiscal year. Districts are paid on the higher of the current or prior year weighted enrollment numbers. Springfield's enrollment is projected to decline about 1.57 percent but is being funded on the prior year number.
- Investment earnings increased by about $1.08 million in 2023-24. Investment rates were strong in the 2023-24 year.

Total expenses decreased by $5.31 million in 2023-24.

- Staffing levels did not change significantly between 2023-24 and 2022-23 but salaries increased by $2.44 million due to bargained salary increases. Benefit costs remained virtually unchanged. PERS rates decreased by about 1.54 percent in 2023-24.
- Transit payments to charter and private schools increased by $1.92 million in 2023-24. The District is the fiscal agent for certain grants that flow through to other schools within its boundaries.
- Expenses related to pension and other post-employment benefits decreased by $6.60 million from 2022-23 to 2023-24.
- Other expenses decreased by a total of $3.07 million during the year. There was an increase in funding for capital projects which decreased expenses and increased capital assets.

Expenses and Program Revenues - Governmental Activities





FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds: The focus of the District's governmental funds is to provide information on relatively short-term cash flow and funding for future basic services. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balances* may serve as a useful measure of a government's net resources available for spending at the end of a fiscal year. At June 30, 2024, the District's governmental funds reported combined ending fund balances of $36.98 million, an increase of $2.66 million in comparison with the prior year. Aproximately 54.30 percent of combined fund balances, $20.08 million, constitutes *unassigned fund balances*, which are available for spending at the District's discretion. Approximately 12.13 percent of combined fund balances, $4.49 million are restricted for spending by legal restrictions. The remaining 33.57 percent, $12.41 million are nonspendable, committed or assigned.

***General Fund*:** The General Fund is the chief operating fund of the District. As of June 30, 2024, unassigned fund balance was $20.08 million. Fund balance increased by $.50 million in 2023-24.

Revenues increased by $4.24 million in 2023-24.

- State School Fund revenue in General Fund increased by $2.37 million in the 2023-24 year. Biennial revenue is split 49 percent in the first year and 51 percent in the second year, and this was the first year of the biennium. Overall, State funding was up by about 4.5 percent for the biennium. Funding is allocated based on weighted enrollment. Statewide (awaiting final reconciliation), weighted enrollment is projected to be about the same as the prior fiscal year. Districts are paid on the higher of the current or prior year weighted enrollment numbers. Springfield's enrollment is projected to decline about 1.57 percent but is being funded on prior year numbers.
- Property tax revenue increased by $.92 million due to increases in property values.
- Interest revenue increased by $.74 million. Interest rates increased significantly in the second half of the 2022-23 fiscal year and remained strong in 2023-24.

Expenditures increased by $4.13 million in 2023-24.

- Staffing levels did not change significantly between 2023-24 and 2022-23 but salaries increased by $2.90 million due to bargained salary increases. Benefit costs remained virtually unchanged. PERS rates decreased by about 1.54 percent in 2023-24.
- Costs for purchased services increased by $.46 million in 2023-24, with the largest increase being an additional $.29 million in payments of flow thru funding to the District sponsored charter school.
- Costs for supplies and materials increased by $.51 million. $.41 million was due to increases in software costs for the year.
- Transfers to other funds were almost the same as the prior year. Other costs increased slightly, including an increase of $.17 million in insurance.

Special Revenue Fund: Special Revenue funds had a total fund balance of $14.00 million at June 30, 2024 which was a $.53 million increase over the prior year fund balance of $13.47 million.

- Revenue for 2023-24 was $49.77 million which was an increase of $2.45 million over 2022-23. The largest increase, $3.23 million, was in funding for Federal grants. The District used a large portion of funding from ESSER for HVAC projects at most of its schools. The majority of these projects were completed in the 2023-24 school year. ESSER funding was also used for instructional materials and computer hardware replacement. State grants remained relatively unchanged. The District received an additional $1.07 million in funding from the Student Investment Act (SIA). SIA funds are State funds to assist Districts in meeting students' mental and behavioral needs, in increasing academic achievement, and in reducing academic disparities for student groups that have been historically underserved. The District also received an additional $.89 million in funding from High School Success. These are State funds meant to fund programs that improve student progress toward graduation. Funding is provided to establish or expand programs in the areas of dropout prevention, career and technical education and college-level education opportunities. In the prior year, The District received $1.30 million for a State Recruitment and Retention grant which was not available in 2023-24.
- Expenditures increased by $6.06 million in the 2023-24 fiscal year. The largest portion of this increase was due to the additional grant funding noted above. In addition, the nutrition services fund used carryforward funds from the prior year for equipment and supply upgrades for various school kitchens. In the co-curricular fund, expenditures increased $.64 million over the previous year. The co-curricular fund paid for a portion of the softball hitting facility at Springfield High School. In the instructional materials replacement fund, the District spent $.46 million more than in the prior fiscal year for the adoption of new materials, most of which were paid with ESSER funds as noted above.

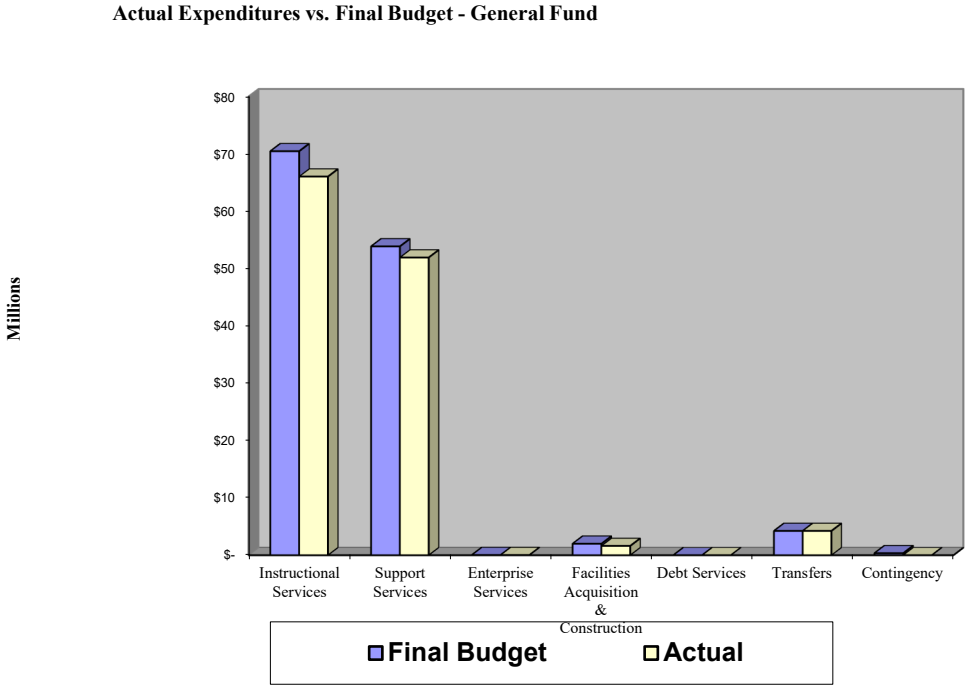
Debt Service Fund: The Debt Service Fund has a total fund balance of $.87 million at June 30, 2024, all of which is restricted to the payment of debt service. The District paid $20.42 million for principal and interest payments from this fund in the 2023-24 fiscal year.

Capital Projects Fund: The capital projects fund has an ending fund balance of $1.85 million at June 30, 2024. The ending fund balance increased by $1.42 million from 2022-23.

- Revenues increased by $2.89 million over the prior year. The District received $3.5 million in proceeds from the issuance of debt. Interest and rental income increased in 2023-24, due to favorable interest rates and increased use of facilities post pandemic. In the prior year, the District sold property, so there was an offsetting decrease to revenue in 2023-24 of $.71 million.

- Expenditures increased by $1.49 million in 2023-24. The majority of the work to install turf fields at the two comprehensive high schools was completed in 2023-24.

GENERAL FUND BUDGETARY HIGHLIGHTS



There was one change to the general fund adopted budget for the fiscal year ended June 30, 2024. Expenditures are shown above. The District transferred $.65 million from contingency to support services and community services to cover costs related to the winter storm. The District is in the process of filing a claim with FEMA. Additionally, the District transferred $.37 million from support services to facilities and construction to cover a portion of a roof replacement at Centennial Elementary School. The remainder of the project will be paid upon completion in the 2024-25 fiscal year.

General Fund revenue exceed budget by $3.00 million. The largest portion of this variance was due to investment earnings. Interest rates remained much higher than projected during the 2023-24, and the District's actual earnings exceeded budget by $1.86 million. State school fund revenue exceeded budget by $.85 million. The District's budget was based on the Oregon Department of Education's estimate. The final payment in May of 2023 included $.89 million in funds for high cost students as part of the State High Cost Disability Grant. The final reconciliation for 2023-24 will not occur until May of 2025, but at the end of 2023-24, the District received additional reconciliation funds of $.58 million from the prior year. A portion of state school funds are restricted for the purchase of replacement buses so are recorded in the special revenue funds. The District received $.39 million of unanticipated federal forest fees revenue in 2023-24. These funds are included in local revenue for the purpose of the State equalization formula which is used to distribute State School Funds to districts.

General Fund budget exceeded expenditures by $7.11 million in 2023-24. Budgets are adopted at the function level. Budget exceeded actuals by $4.43 million in the instruction functions and $1.89 million in support functions. Budget exceeded actuals for salaries by $3.48 million and for benefits by $4.12 million.

Staffing levels for general fund were below budget for both licensed and classified staff. With the pandemic followed by a tight labor market, turnover in staffing has increased in recent years. PERS is budgeted for all employees who are eligible based on hours worked, but there is a 6 month wait period before PERS is assessed against salaries for new employees. For budget, insurance is calculated at the cap amount for all eligible employees. Depending on plan selection or opt out status and on staffing levels, actuals can vary.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets: The District's investment in capital assets includes land, buildings and improvements, vehicles, equipment, subscription assets and lease assets. As of June 30, 2024, the District had invested $155.75 million in purchased assets, net of depreciation, $1.50 million in subscription assets, net of amortization and $.004 million in lease asset, net of amortization. Total net capital assets was $157.25 million as of June 30, 2024, as shown in the following table:

	Governmental Activities 2024	Governmental Activities 2023	Increase (Decrease) from Fiscal 2023
Purchased assets			
Land	$ 7,108,316	$ 7,108,316	$ -
Construction in progress	13,049,016	10,115,889	2,933,127
Buildings and improvements	201,333,085	187,956,471	13,376,614
Vehicles and equipment	20,582,461	20,727,369	(144,908)
Total purchased assets	242,072,878	225,908,045	16,164,833
Accumulated depreciation	(86,323,955)	(80,784,990)	5,538,965
Total purchased assets, net of depreciation	$ 155,748,923	$ 145,123,055	$ 10,625,868
Subscription assets			
Software	$ 1,806,790	$ 430,475	$ 1,376,315
Accumulated amortization	(311,420)	(157,793)	(153,627)
Total subscription assets, net of amortization	$ 1,495,370	$ 272,682	$ 1,222,688
Lease assets			
Equipment	$ 17,000	$ 17,000	$ 17,000
Computer equipment	42,024	42,024	42,024
Total Lease assets	59,024	59,024	59,024
Accumulated amortization	(54,540)	(29,356)	(29,354)
Total lease asset, net of amortization	$ 4,484	$ 29,668	$ 29,670
Net capital asset, total	$ 157,248,777	$ 145,425,405	$ 11,878,226

In fiscal year 2023-2024, the District's investment in capital assets increased by $11.88 million. Major capital asset events for the year ended June 30, 2024 include the following:

- Construction in progress increased by $2.93 million in 2023-24. Additions totaled $9.50 million and included $7.10 in HVAC system improvements paid with ESSER funding, $.35 million roofing at Centennial Elementary School, and $2.05 million in costs for the turf fields at Springfield and Thurston Highs. There was a decrease in construction in progress of $6.57 million to move completed projects into the building and improvement category of capital assets.
- Building and improvement adds totaling $13.38 million. Some of the larger projects included $8.73 million in completed HVAC projects, $.82 million in costs to resurface the tracks at Springfield and Thurston Highs, $.98 million to complete the modular building for the cosmetology program, $.71 million for security system upgrades at various schools, and $1.87 million to complete improvements to the softball facility at Springfield High School.
- Current year depreciation was $6.38 million and $.84 million was removed due to asset sales and disposals.
- The District implemented GASB Statement No. 96, Subscription-Based Information Technology Arrangments (SBITA) for the year ended June 30, 2023. In 2023-24, there were fourteen additional software subscription assets which were identified for a total addition of $1.60 million. There were $.50 million in additions to software assets related to the recent textbook adoption. Deletions totaled $.23 million. Amortization on the software assets totaled $.31 million.
- The District had one lease assets at June 30, 2024, a postage. Total lease assets totaled $17,000 with accumulated amortization of $12,516 at June 30, 2024.

See the notes to the basic financial statements on page 49 for additional detail on capital assets.

Long-term debt:

At the end of the 2023-2024 fiscal year, the District had total long term debt payable of $228.46 million. Of this amount, $.86 million is associated with direct borrowings for financed purchases, $122.03 million is associated with publicly sold full faith and credit obligations, $100.96 is associated with publicly sold general obligation bonds, and $4.61 million is associated with direct borrowings and placements for limited tax general obligation notes. There is $.63 million in unamortized premium.

As a result of the implementation of GASB No. 96, the District has a subscription liability at June 30, 2024 of $.71 million.

At June 30, 2024, the District has a lease liability of $5,772

The District maintains an "A1" rating from Moody's for purposes of general obligation debt.

State statutes limit the amount of general obligation debt a K-12 school district may issue to 7.95 percent of its total true cash valuation. The current debt limitation for the District is $1,196.68 million, which is significantly in excess of the District's outstanding general obligation debt.

See the notes to the basic financial statements on pages 54 through 65 for additional detail on long-term debt.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

Springfield School District is one of the larger school districts in the State of Oregon with an enrollment that has decreased over the past five years, realizing significant decreases during the 2020-21 and 2021-22 school years, due to pandemic impacts. Enrollment within the District's catchment area is projected to

remain static for the immediate future, however this has become more unpredictable due to the unexpected decline during previous years. Charter School enrollment has realized a slight increase which is indicating the beginning of recovery. The ongoing decrease in enrollment is forcing the District to make some sustainable revisions to the General Fund operating budget, continuing to bring revenues and expenditures into alignment.

According to the U.S. Congressional Budget Office (CBO), updated economic projections covering the 2024-2026 period are as follows:

- Economic growth slows in 2024 as unemployment increases, partly as a result of tight monetary policy. Real (inflation-adjusted) GDP growth accelerates in 2025 after the Federal Reserve responds to weaker economic conditions in 2024 by lowering interest rates.
- Interest rates rose in 2023 as the federal funds rate increased to its highest level since 2001. In CBO's projections, that rate begins to decline in the second quarter of calendar year 2024. Interest rates on 10-year Treasury notes rise in 2024 and then fall through 2026.
- Inflation (as measured by the price index for personal consumption expenditures) slowly markedly in 2023. In CBO's projections, inflation slows further in 2024 – to a rate roughly in line with the Federal Reserve's long run goal of 2 percent, and then ticks up in 2025, before declining slightly.
- The federal budget deficit total $1.6 trillion in fiscal year 2024, grows to $1.8 trillion in 2025, and then returns to $1.6 trillion by 2027. Thereafter, deficits steadily mount, reaching $2.6 trillion in 2034. Measured in relation to gross domestic product (GDP), the deficit amounts to 5.6 percent in 2024, grows to 6.1 percent in 2025, then shrinks to 5.2 percent in 2027 and 2028. After 2028, deficits climb as a percentage of GDP, returning to 6.1 percent in 2034. Since the Great Depression, deficits have exceeded that level only during and shortly after World War II, the 2007-2009 financial crisis and the coronavirus pandemic.

State of Oregon Economic Outlook:

The state economy has transitioned out of the inflationary economic boom and into what may become a sustained expansion. At this time, the Federal Reserve appears to be managing this tightly. High interest rates were needed when inflation was running near double-digit rates, but that is not the case any longer. The key will be when, and how quickly the Fed adjusts course. Expectations are interest rate cuts will begin. This should stabilize and revive rate-sensitive parts of the economy in the year ahead. The labor market is expected to improve as well following the past year where slower hiring has led to a rising unemployment rate, despite layoffs remaining low. While imminent recession fears appear misplaced, the longer high interest rates remain, the probability of recession rises as economic growth slows.

Understanding the current state of Oregon's economy is challenging. Over the entire cycle to date, Oregon's economic performance has been solid. Employment gains, income growth, and population change are all roughly in the middle of the pack across all states, but a bit below the typical state. Top 15 productivity gains have helped overall growth. However, in recent months withholdings and job gains have picked up. The number of personal income tax returns filed and processed so far this year has increased. This data could be the first indication that Oregon's pattern of growth has shifted out of the pandemic era lull, and back toward something more like the typical expansion. However, this could be more noise than a signal and time will tell. For now, the economic forecast remains essentially unchanged compared to recent outlooks. These indications of strong gains hint that there is more potential upside than believed in the recent past.

While the economy is slowing down from the inflationary boom, state revenues continue to outpace expectations in recent months. In particular, both personal and corporate income taxes have come in noticeably higher than the previous forecast. Consumption based revenues like lottery, the corporate activity tax, and recreational marijuana tax have more closely matched expectations.

Getting a handle on recent personal income tax collections is challenging. So far, the number of returns processed to date, and the amount of collections have outpaced previous expectations. Even so, compared to the past decade, collections are relatively low compared to the liability reported on returns. Ultimately how this data reconciles with either less reported income or more payments than expected, will only be known after the extension filing season.

Available resources for the General Fund in the current 2023-2025 biennium are raised by $676 million (+2.0 percent) compared to the prior forecast. Two-thirds of this increase is due to tracking actual tax collections alone. One-third of the increase is due to a stronger revenue outlook through the remainder of the biennium. Increased revenues in the current biennium also increased the projected kickers. The personal kicker now stands at an expected $987 million that will be returned to taxpayers in 2026. The corporate kicker now stands at an expected $883 million and will be retained in the general fund and spent on education next biennium.

Looking forward to the 2025-2027 biennium, available resources are revised lower by $66 million compared to the previous forecast. Increases in corporate, estate, and interest earning are not enough to fully offset the larger personal kicker being paid out. That said, when looking at the state budget and the combined resources of the 2023-2025 and 2025-2027 the General Fund forecast is raised $610 million.

Consumption based tax collections for the corporate activity tax, the lottery, and recreational marijuana in the current 2023-2025 biennium are lowered a combined $27 million (-0.5 percent) compared to the prior forecast, and lowered a similar $34 million (-0.6 percent) in the upcoming 2025-2027 biennium.

(Information provided by Oregon Office of Economic Analysis)

REQUESTS FOR INFORMATION

This financial report is designed to present the user (citizens, taxpayers, investors and creditors) with a general overview of the District's finances and to demonstrate the District's accountability. Questions concerning any of the information provided in this report or requests for additional information should be addressed to Financial Services, 640 A Street, Springfield, Oregon 97477.

BASIC FINANCIAL STATEMENTS

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF NET POSITION
June 30, 2024

	Governmental
ASSETS	
Cash and investments	$ 48,543,550
Receivables	13,967,012
Accrued interest	43,041
Prepaid items	175,000
Inventories	391,698
Lease receivable	217,248
Net OPEB asset, Public Employers Retirement System	2,020,904
Net OPEB asset, Voluntary Early Retirement plan	128,764
Capital assets:	
Subscription assets, net of accumulated amortization	1,495,370
Capital assets, leased, net of accumulated amortization	4,484
Capital assets not being depreciated	20,157,332
Capitals assets, net of depreciation	135,591,591
Total assets	222,735,994
DEFERRED OUTFLOWS OF RESOURCES	
Pension related	
Public Employees Retirement System	66,964,281
OPEB related	
Public Employees Retirement System	49,533
Voluntary Early Retirement plan	6,322
Post-employment health insurance plan	60,449
Deferred charge on refunded debt	4,706,327
Total deferred outflows of resources	71,786,912
LIABILITIES	
Accounts payable	4,714,969
Retainage payable	736,979
Accrued payroll and benefits	13,494,845
Accrued insurance claims	1,616,994
Interest payable	127,532
Unearned revenue	3,556,975
Noncurrent liabilities:	
Due within one year:	
General Obligation bonds and direct borrowing & placements, net of unamortized premium	16,480,608
Subscription liability	316,981
Lease liability	5,772
Due in more than one year:	
General Obligation bonds and direct borrowing & placements, net of unamortized premium	212,618,121
Subscription liability	395,772
Proportionate share of net pension liability, Public Employees Retirement System	9,308,550
Net OPEB liability, implicit medical benefit	6,689,371
Total liabilities	270,063,469

Continued on page 20

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF NET POSITION
June 30,2024

DEFERRED INFLOWS OF RESOURCES	
Lease related	200,623
Refunded debt	1,291,897
Pension related	
Public Employees Retirement System	56,343,396
OPEB related	
Public Employees Retirement System	181,006
Post-employment health insurance plan	1,262,044
Total deferred inflows of resources	59,278,966
NET POSITION	
Net investment in capital assets	61,545,654
Restricted for:	
OPEB	2,149,668
Debt service	866,416
Nutrition services	1,352,517
Student body programs	1,268,380
Fleet replacement	947,962
Other	24,295
Unrestricted (deficit)	(102,974,421)
Total Net Position	$ (34,819,529)

Continued from page 19

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2024

Functions/Programs	Expenses	Primary Government: Program Revenues: Charges for Services	Primary Government: Program Revenues: Operating Grants and Contributions	Primary Government: Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Change in Net Position
Government Activities:					
Instruction services	$ 85,055,150	$ 1,396,317	$ 15,142,013	$ -	$ (68,516,820)
Support services	60,282,667	1,881,837	10,441,606	-	(47,959,224)
Community services	6,254,376	67,454	5,961,294	-	(225,628)
Facilities services	-	-	-	11,649,541	11,649,541
Interest on long-term debt	7,592,556	-	-	-	(7,592,556)
Total Primary Government	159,184,749	3,345,608	31,544,913	11,649,541	(112,644,687)

General revenues	
Property taxes levied for general purposes	31,794,308
Property taxes levied for debt services	7,471,377
State school fund	87,668,053
Common school fund	1,445,253
Unrestricted state and local sources	280,881
Unrestricted revenue from federal sources	393,725
Earnings on investments	3,136,102
Gain on sale of assets	29,541
Miscellaneous	2,025,266
Total general revenues	134,244,506
Change in net position	21,599,819
Net position, July 1, 2023, as restated	(56,419,348)
Net position, June 30, 2024	$ (34,819,529)

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2024

	General	Special Revenue	Debt Service
ASSETS			
Pooled Cash and cash equivalents	$ 30,950,771	$ 10,938,003	$ 299,736
Non-pooled Cash and cash equivalents	50	722,511	530,606
Receivables:			
Property taxes	1,159,069	-	266,983
Grants, reimbursements and accounts	808,088	11,692,348	-
Interest receivable	40,428	-	2,065
Due from other funds	2,132,684	-	-
Prepaid items	-	175,000	-
Inventories	181,083	210,615	-
Lease receivable	-	-	-
Total Assets	$ 35,272,173	$ 23,738,477	$ 1,099,390
LIABILITIES, DEFERRED INFLOWS AND FUND BALANCES			
Liabilities:			
Due to other funds	$ -	$ 2,132,684	$ -
Accounts payable	1,522,729	3,070,556	-
Retainage payable	16,122	618,132	-
Accrued payroll and benefits	11,781,541	1,028,780	-
Unearned revenue	673,468	2,883,507	-
Total liabilities	13,993,860	9,733,659	-
Deferred inflows of resources:			
Unavailable revenue - property taxes	1,017,332	-	232,974
Lease	-	-	-
Total deferred inflows of resources	1,017,332	-	232,974
FUND BALANCES			
Nonspendable	181,083	385,615	-
Restricted	-	3,619,090	866,416
Committed	-	3,480,219	-
Assigned	-	6,519,894	-
Unassigned	20,079,898	-	-
Total fund balances	20,260,981	14,004,818	866,416
Total liabilities, deferred inflows of resources and fund balances	$ 35,272,173	$ 23,738,477	$ 1,099,390

See notes to basic financial statements

Capital Projects	Total
$ 1,924,922	$ 44,113,432
-	1,253,167
-	1,426,052
11,140	12,511,576
548	43,041
-	2,132,684
-	175,000
-	391,698
217,248	217,248
$ 2,153,858	$ 62,263,898

$ -	$ 2,132,684
2,827	4,596,112
102,725	736,979
-	12,810,321
-	3,556,975
105,552	23,833,071

-	1,250,306
200,623	200,623
200,623	1,450,929

16,625	583,323
-	4,485,506
-	3,480,219
1,831,058	8,350,952
-	20,079,898
1,847,683	36,979,898
$ 2,153,858	$ 62,263,898

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
June 30, 2024

Amounts reported for governmental activities in the statement of net position are different because:		
Total fund balances - governmental funds		$ 36,979,898
Capital assets of $241,849,818 net of accumulated depreciation of $86,146,831, used in governmental activities are not financial resources and, therefore, are not reported in the funds.		155,702,987
Differences between expected and actual experiences, assumption changes and net differences between projected and actual earning and contributions subsequent to the measurement date for the postretirement benefits (pension and OPEB) are recognized as deferred outflows of resources and deferred inflows of resources on the statement of net position.		
Deferred outflows - pension related	66,964,281	
Deferred outflows - OPEB related	116,304	
Deferred inflows - pension related	(56,343,396)	
Deferred inflows - OPEB related	(1,443,050)	
Total deferred outflows and inflows related to postemployment benefits		9,294,139
Other long-term assets that are not available to pay for current period expenditures and, therefore, are either deferred or not reported in the funds.		
Subscription assets, net of accumulated amortization	1,495,370	
Lease asset, net of accumulated amortization	4,484	
Net Other Post employment assets	2,149,668	
Total other long-term assets		3,649,522
A portion of the District's property taxes is collected after year-end but is not available soon enough to pay for the current year's operations and therefore is not reported as a revenue in the governmental funds.		1,250,306
Internal services funds are used by the District to charge the cost of print services and insurance premiums to individual funds. The assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the internal service funds are included in governmental activities in the statement of net position.		1,514,781
Long-term liabilities that are not due and payable in the current period, and therefore, are not reported in the governmental funds.		
General obligation bonds and direct borrowing and placements	(225,787,805)	
Vacation pay	(682,885)	
Net pension liabilities	(9,308,550)	
Net OPEB liabilities	(6,689,371)	
Accrued interest on long-term debt	(127,532)	
Accreted interest on long-term debt	(2,676,640)	
Subscription liability	(712,753)	
Lease liability	(5,772)	
Total long-term liabilities		(245,991,308)
Governmental funds report the effect of premiums, discounts, and refundings and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities.		
Deferred outflow refunded debt	4,706,327	
Premium on long-term debt	(634,284)	
Deferred inflow refunded debt	(1,291,897)	
Total premiums, discounts and deferred items		2,780,146
Net position of governmental activities		$ (34,819,529)

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SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2024

	General	Special Revenue
REVENUES		
Local sources:		
Taxes	$ 31,749,895	$ -
Investment earnings	2,312,918	285,825
Assessments from other funds	-	-
Other local sources	272,968	3,861,859
Intermediate sources	280,881	-
State sources	88,525,022	16,902,412
Federal sources	393,958	28,716,583
Total revenues	123,535,642	49,766,679
EXPENDITURES		
Current expenditures:		
Instruction services	66,016,537	21,100,044
Support services	51,826,915	10,059,432
Enterprise and community services	35,996	6,552,599
Facilities Acquisition and Construction	152,932	441,669
Transits	-	2,221,732
Debt Service:		
Principal	-	575,632
Interest	-	88,857
Capital Outlay	1,528,143	12,774,902
Total expenditures	119,560,523	53,814,867
Excess (deficiency) of revenues over expenditures	3,975,119	(4,048,188)
OTHER FINANCING SOURCES (USES):		
Software subscriptions	757,887	749,494
Sale of capital assets	-	37,151
Proceeds from issuance of long-term debt	-	-
Transfers in	-	3,800,000
Transfers out	(4,231,896)	-
Total other financing sources (uses)	(3,474,009)	4,586,645
Net change in fund balance	501,110	538,457
Fund balance, July 1, 2023, as previously presented	19,759,871	-
Change within financial reporting (nonmajor to major)	-	4,156,464
Change within financial reporting (discreet to Special Revenue Fund)	-	9,309,897
Fund balance June 30, 2024	$ 20,260,981	$ 14,004,818

See notes to basic financial statements

Grants and Contracts	ESSER	Debt Service	Capital Projects	Nonmajor Governmental Funds	Total
		$ 7,466,291	$ -		$ 39,216,186
		439,171	51,569		3,089,483
		12,280,586	-		12,280,586
		-	103,440		4,238,267
		-	-		280,881
		-	-		105,427,434
		-	-		29,110,541
		20,186,048	155,009		193,643,378
		-	-		87,116,581
		-	142,300		62,028,647
		-	-		6,588,595
		-	26,100		620,701
		-	-		2,221,732
		16,005,882	-		16,581,514
		4,412,651	-		4,501,508
		-	2,068,254		16,371,299
		20,418,533	2,236,654		196,030,577
		(232,485)	(2,081,645)		(2,387,199)
		-	-		1,507,381
		-	-		37,151
		-	3,500,000		3,500,000
		431,896	-		4,231,896
		-	-		(4,231,896)
		431,896	3,500,000		5,044,532
		199,411	1,418,355		2,657,333
9,309,897	-	667,005	-	4,585,792	34,322,565
-	-	-	429,328	(4,585,792)	-
(9,309,897)	-	-	-	-	-
$ -	$ -	$ 866,416	$ 1,847,683	$ -	$ 36,979,898

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2024

Amounts reported for governmental activities in the statement of activities are different because:

Net change in fund balances - total governmental funds		$ 2,657,333
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of these assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period.		10,632,105
Governmental funds report reductions in lease assets as adjustments to expenditures. However, in the statement of activities, this adjustment is a reduction to capital assets.		(21,012)
In the statement of activities, lease assets are amortized over their estimated useful lives.		(4,172)
Governmental funds report outlays for right-to use subscriptions as expenditures. However, in the statement of activities, the cost of these intangible assets is capitalized		1,604,430
In the statement of activities, right-to-use subscription assets are amortized over their estimated useful lives.		(381,742)
Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds. This is the amount of earned but unavailable property taxes.		49,499
The net effect of gain on sale of capital assets		(7,074)
Repayment of bond and other debt principal is an expenditure in the governmental funds, but repayment reduces long-term liabilities in the statement of net position. Also, governmental funds report the effect of premium, discounts, and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities.		
Principal paid on bonds and direct borrowings and placements	16,581,514	
Issuance of debt	(3,500,000)	
Lease payments	26,498	
Issuance of right to use subscription assets	(1,507,380)	
Subscription payments	968,177	12,568,809
Internal services funds are used by the District to charge the cost of print services and insurance premiums to individual funds. The net revenue of certain activities of internal service funds is reported with governmental activities. Change in net position of internal service funds.		698,140
Some expenses reported in the statement of activities do not require use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.		
Change in accrued interest on long-term debt	26,789	
Accreted interest on long-term debt	(2,676,640)	
Amortization of bond premium	315,757	
Amortization of deferred amounts of refunding	(756,694)	
Change in accrued vacation pay	156,215	
Changes in pension assets and liabilities and related deferred outflows and inflows of resources	(3,610,709)	
Changes in OPEB asset and liabilities and related deferred outflows and inflows of resources	348,785	(6,196,497)
Change in net position of governmental activities		$ 21,599,819

See notes to basic financial statements

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
GENERAL FUND
For the Year Ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
Local sources:				
Taxes	$ 31,868,746	$ 31,868,746	$ 31,749,895	$ (118,851)
Investment earnings	450,000	450,000	2,312,918	1,862,918
Other local sources	256,500	256,500	272,968	16,468
Intermediate sources	240,000	240,000	280,881	40,881
State sources	87,712,572	87,712,572	88,525,022	812,450
Federal sources	10,000	10,000	393,958	383,958
Total revenues	120,537,818	120,537,818	123,535,642	2,997,824
EXPENDITURES				
Current expenditures:				
Instruction services	70,443,955	70,443,955	66,016,537	4,427,418
Support services	53,467,015	53,716,015	51,826,915	1,889,100
Community services	-	36,000	35,996	4
Facilities Acquisition and Construction	155,090	155,090	152,932	2,158
Capital outlay	1,601,500	1,966,500	1,528,143	438,357
Operating contingency	1,000,000	350,000	-	350,000
Total expenditures	126,667,560	126,667,560	119,560,523	7,107,037
Excess (deficiency) of revenues over expenditures	(6,129,742)	(6,129,742)	3,975,119	10,104,861
OTHER FINANCING SOURCES (USES):				
Leases	-	-	-	-
Software subscriptions	-	-	757,887	757,887
Sale of capital assets	500	500	-	(500)
Transfers out	(4,231,896)	(4,231,896)	(4,231,896)	-
Total other financing sources (uses)	(4,231,396)	(4,231,396)	(3,474,009)	757,387
Net change in fund balance	(10,361,138)	(10,361,138)	501,110	10,862,248
Fund balance, July 1, 2023	18,299,843	18,299,843	19,759,871	1,460,028
Fund balance June 30,2024	$ 7,938,705	$ 7,938,705	$ 20,260,981	$ 12,322,276

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
SPECIAL REVENUE FUND
For the Year Ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
Local sources:				
Investment earnings	$ 130,000	$ 130,000	$ 285,825	$ 155,825
Donations	310,497	310,497	179,498	(130,999)
Indirects	1,600,000	1,600,000	998,005	(601,995)
Other local sources	4,130,945	4,130,945	2,684,356	(1,446,589)
Intermediate sources	-	-	-	-
State sources	20,054,593	20,054,593	16,902,412	(3,152,181)
Federal sources	43,627,448	43,627,448	28,716,583	(14,910,865)
Total revenues	69,853,483	69,853,483	49,766,679	(20,086,804)
EXPENDITURES				
Current expenditures:				
Instruction services	31,512,230	31,512,230	21,100,044	10,412,186
Support services	12,329,518	12,329,518	10,059,432	2,270,086
Community services	7,534,764	7,534,764	6,552,599	982,165
Facilities Acquisition and Construction	145,000	145,000	441,669	(296,669)
Transits	3,900,000	3,900,000	2,221,732	1,678,268
Debt services				
Principal	575,632	575,632	575,632	-
Interest	88,857	88,857	88,857	-
Capital outlay	21,114,796	21,114,796	12,774,902	8,339,894
Operating contingency	1,100,000	1,100,000	-	1,100,000
Total expenditures	78,300,797	78,300,797	53,814,867	24,485,930
Excess (deficiency) of revenues over expenditures	(8,447,314)	(8,447,314)	(4,048,188)	4,399,126
OTHER FINANCING SOURCES (USES):				
Software subscriptions	-	-	749,494	749,494
Sale of capital assets	-	-	37,151	37,151
Transfers in	3,800,000	3,800,000	3,800,000	-
Total other financing sources (uses)	3,800,000	3,800,000	4,586,645	786,645
Net change in fund balance	(4,647,314)	(4,647,314)	538,457	5,185,771
Fund balance, July 1, 2023	12,685,979	12,685,979	13,466,361	780,382
Fund balance June 30,2024	$ 8,038,665	$ 8,038,665	$ 14,004,818	$ 5,966,153

See notes to basic financial statements

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF NET POSITION
PROPRIETARY FUNDS
June 30, 2024

	Internal Service Funds
ASSETS	
Current assets:	
Pooled Cash and cash equivalents	$ 3,176,951
Grants, reimbursements and accounts receivable	29,384
Total current assets	3,206,335
Noncurrent assets:	
Capitals assets, net	45,936
Total noncurrent assets	45,936
Total assets	3,252,271
LIABILITIES	
Current liabilities	
Accounts payable	118,857
Accrued payroll and benefits	1,639
Accrued insurance claims	1,616,994
Total current liabilities	1,737,490
Total liabilities	1,737,490
NET POSITION	
Net investment in capital assets	45,936
Unrestricted	1,468,845
Total Net Position	$ 1,514,781

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF REVENUES, EXPENSES AND CHANGES
IN NET POSITION
PROPRIETARY FUNDS
For the year ended June 30, 2024

	Internal Service Funds
Operating revenues:	
Services provided to other funds	$ 614,395
Assessments from other funds	21,685,727
Other income from local sources	1,278,390
Total operating revenues	23,578,512
Operating expenses:	
Salaries	282,844
Employee benefits	22,143,925
Purchased services	246,700
Supplies and materials	176,424
Other expenses	58,007
Depreciation	18,487
Total operating expenses	22,926,387
Operating income (loss)	652,125
Non-operating revenues (expenses):	
Earnings on investments	46,619
Loss on asset sale	(536)
Interest on lease	(68)
Total non-operating revenues (expenses)	46,015
Change in net position	698,140
Net position, beginning	816,641
Net position, ending	$ 1,514,781

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
For the year ended June 30, 2024

	Total Internal Service Funds
CASH FLOWS FROM OPERATING ACTIVITIES:	
Received for services	$ 23,624,319
Paid to suppliers and providers	(22,698,914)
Paid to employees for salaries and benefits	(441,552)
Net cash provided by (used for) operating activities	483,853
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of capital assets	(19,907)
Gain on sale of capital assets	50
Payments on lease	(7,879)
Net cash (used for) capital and related financing activities	(27,736)
CASH FLOWS FROM INVESTING ACTIVITIES	
Interest on investments	46,619
Net cash provided by investing activities	46,619
Net increase (decrease) in cash and cash equivalents	502,736
Cash and cash equivalents, beginning	2,674,215
Cash and cash equivalents, ending	$ 3,176,951
Reconciliation of operating income (loss) to net cash provided by (used for) operating activities:	
Operating income (loss)	$ 652,125
Adjustments to reconcile operating income (loss) to net cash provided by (used for) operating activities:	
Depreciation expense	18,487
(Increase) decrease in accounts receivables	45,807
Increase (decrease) in accounts payable	(40,885)
Increase (decrease) in accrued insurance claims	(192,947)
Increase (decrease) in accrued salaries and benefits	1,266
Total adjustments	(168,272)
Net cash provided by (used for) operating activities	$ 483,853

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION
June 30, 2024

	Voluntary Early Retirement Fund	Custodial Fund
ASSETS		
Pooled cash and cash equivalents	$ 769,812	$ 304,224
Total assets	769,812	304,224
LIABILITIES		
Accounts payable	8,000	-
Total liabilities	8,000	-
NET POSITION		
Restricted for scholarships	-	304,224
Restricted for pension and other postemployment benefits	761,812	-
Total Net Position	$ 761,812	$ 304,224

See notes to basic financial statements

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
For the year ended June 30, 2024

	Voluntary Early Retirement Fund	Custodial Fund
Additions		
Assessments from other funds	$ 100,000	$ -
Donations	-	14,776
Interest income	32,564	16,673
Total Additions	132,564	31,449
Deductions		
Stipend payments	7,832	-
Post employment health benefits	227,695	-
Scholarship payments	-	13,900
Administrative costs	8,000	-
Total Deductions	243,527	13,900
Change in Net Position	(110,963)	17,549
Net Position, July 1, 2023	872,775	286,675
Net Position June 30, 2024	$ 761,812	$ 304,224

See notes to basic financial statements

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NOTES TO BASIC FINANCIAL STATEMENTS

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Springfield School District No. 19 was organized under provision of Oregon Statutes pursuant to ORS Chapter 332 for the purpose of operating elementary and secondary schools. The District is governed by a separately elected five-member Board of Education (Board) who approves the administrative officials. The daily functioning of the District is under the supervision of the Superintendent. As required by generally accepted accounting principles, all activities of the District have been included in the basic financial statements.

The District qualifies as a primary government since it has a separately elected governing body, is a legally separate entity, and is fiscally independent. There are various governmental agencies and special service districts which provide services within the District's boundaries. Two of these entities could potentially be considered component units of the District. There is one charter school operating within the District boundaries; Willamette Leadership Academy. The District is not financially accountable for the charter school and the nature and significance of its financial relationship with the District is such that its exclusion would not cause the financial statements to be misleading or incomplete. Therefore, the District does not consider the charter school to be a component unit of the District. Additionally, the Springfield Education Foundation provides financial support to the District but is not a component unit of the District.

Basis of Presentation

Government-Wide Financial Statements

The Statement of Net Position and the Statement of Activities display information about the District. These statements include the governmental financial activities of the overall District, except fiduciary activities. Eliminations have been made to minimize the double counting of internal activities, except for interfund services. Governmental activities are financed primarily through property taxes, intergovernmental revenues, and charges for services.

The Statement of Activities presents a comparison between direct expenses and program revenues for each of its functions/programs. Direct expenses are those that are specifically associated with a function and, therefore, are clearly identifiable to that function. Program revenues include: (1) charges to students or others for tuition, fees, rentals, materials, supplies or services provided, (2) operating grants and contributions and (3) capital grants and contributions. Certain indirect costs are included as part of the program expenses reported for individual functions and activities. Revenues that are not classified as program revenues, including property taxes and state support, are presented as general revenues.

Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements.

Net position is reported as restricted when constraints placed on net position use are either externally restricted, imposed by creditors (such as through grantors, contributors, or laws) or through constitutional provision or enabling resolutions.

Fund Financial Statements

The fund financial statements provide information about the District's funds including those of a fiduciary nature. Separate statements for each fund category – governmental, proprietary and fiduciary – are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. The District has decided to report all of its governmental funds as major. They are:

- **General Fund** – This is the District's primary operating fund and accounts for all revenues and expenditures except those required to be accounted for in another fund. Principal revenue sources are state school fund revenue and property taxes.
- **Special Revenue Fund** – This fund accounts for revenues and expenditures of grants which are restricted and other funds which are committed and assigned for specific educational purposes. Principal revenue sources are federal and state grants and other earmarked revenue.
- **Debt Service Fund** – This fund provides for the payment of principal and interest on debt. Principal revenue sources are property taxes for general obligation bonds, payroll assessments for limited tax pension bonds and transfers from the General Fund for Full Faith and Credit bonds.
- **Capital Projects Fund** – This fund accounts for capital improvements to District facilities. Principal revenue sources are from rental of District buildings and athletic fields and proceeds from the sale of District facilities. This fund is also used to account for revenue and expenditures when there is an insurance claim related to property damage.

Additionally, the District reports the following funds:

- Internal service funds which account for printing provided to other departments of the District on a cost reimbursement basis and the District's health insurance benefits program.
- The voluntary early retirement fund accounts for the accumulation of resources to be used for payments to employees who receive early retirement and post-employment health care benefits.
- A Custodial fund accounts for scholarship donations for which the District's role is custodial in nature.

Measurement Focus and Basis of Accounting

Custodial funds use the economic resources measurement focus. Government–wide, proprietary fund and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District receives value without giving equal value in exchange, include property taxes, grants, entitlements and donations. On the accrual basis of accounting, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Under terms of grant agreements, the District funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the District's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

Governmental fund financial statements are reported using the current financial resources measurement focus and modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end. Property taxes and interest are considered to be susceptible to accrual. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt and claims and judgments, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as expenditures in the governmental funds and proceeds from general long-term debt and financed purchases are reported as other financing sources. Private sector standards of accounting and reporting issued prior to December 1, 1989, generally are followed in both the government-wide and proprietary fund financial

statements to the extent that these standards do not conflict or contradict the guidance of the Governmental Accounting Standards Board.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service fund are charges to other funds for printing services and assessments to other funds for insurance premiums. Operating expenses for the internal service fund include salaries, benefits, purchased services, supplies and insurance claims. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Cash Equivalents

For financial statement purposes, the District considers cash equivalents to include investments in the State of Oregon Local Government Investment Pool (LGIP) and other highly liquid investments with maturities of three months or less at the time of purchase.

Investments in the Local Government Investment Pool (LGIP) are included in the Oregon Short-Term Fund, which is an external investment pool that is not a 2a-7-like external investment pool, and is not registered with the U.S. Securities and Exchange Commission as an investment company. Fair value of the LGIP is calculated at the same value as the number of pool shares owned. The unit of account is each share held, and the value of the position would be the fair value of the pool's share price multiplied by the number of shares held. Investments in the Short-Term Fund are governed by ORS 294.135, Oregon Investment Council, and portfolio guidelines issued by the Oregon Short-Term Fund Board, which establish diversification percentages and specify the types and maturities of investments. The portfolio guidelines permit securities lending transactions as well as investments in repurchase agreements and reverse repurchase agreements. The fund appears to be in compliance with all portfolio guidelines at June 30, 2024. The LGIP seeks to exchange shares at $1.00 per share; an investment in the LGIP is neither insured nor guaranteed by the FDIC or any other government agency. Although the LGIP seeks to maintain the value of share investments at $1.00 per share, it is possible to lose money by investing in the pool. These investments were measured at fair value. The pool is comprised of a variety of investments. These investments are characterized as Level 2 fair value measurement in the Oregon Short Term Fund's audited financial report. As of June 30, 2024, the fair value of the position in the LGIP is 100.39% of the value of the pool shares as reported in the Oregon Short Term Fund audited financial statements. Amounts in the State Treasurer's LGIP are not required to be collateralized.

Investments

Investments with maturities greater than three months, consisting of Certificates of Deposit, U.S. government and agency securities and commercial paper, are stated at cost, which approximates fair value. Discounts and premiums on investment purchases are amortized using the effective interest method without application of the susceptible to accrual criteria and are reported on the combined balance sheet at their net amortized cost, which approximates fair value. There were no such investments at June 30, 2024.

Property Taxes Receivable

Ad Valorem property taxes are levied and become a lien on all taxable property as of July 1. Collection dates are November 15, February 15, and May 15. Discounts are allowed if at least two-thirds (2/3rds) of the full amount due is received by November 15. Taxes unpaid on May 16 are considered delinquent. Uncollected property taxes are shown on the combined balance sheet. Property taxes collected within sixty (60) days of fiscal year-end are recognized as revenue. The remaining balance of taxes receivable is recorded as unearned revenue.

Grants

Grants are recognized as revenue in the accounting period in which they become both measurable and available and in which the District has met all eligibility requirements. When expenditure is the prime factor for determining eligibility, the revenue is recognized when the expenditure is made. Cash received from grantor agencies in excess of related grant expenditures is recorded as a liability on the statement of net position.

Prepaid Items

Payments made to vendors for services that will benefit periods beyond June 30, 2024 are recorded as prepaid items using the consumption method by recording a current asset for the prepaid amount and reflecting the expenditure/expense in the year in which it was consumed.

Inventories

Purchased inventories are valued at average cost and donated inventories other than commodities are valued at their estimated fair value at date of donation. Inventory items are charged to expenditures at the time of withdrawal from inventory. Federal food commodities are recorded in inventory and as revenue, at fair value as determined by the U.S. Department of Agriculture. The District pays processing and distribution costs on selected commodities upon receipt of the products.

Accrued Compensated Absences

Employees accumulate earned, but unused vacation and sick pay benefits. District policy does not allow carryover of unused vacation leave beyond one year. All vacation pay is accrued when incurred in the government-wide and proprietary fund financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, or are taken and paid from current resources. No liability is recorded for nonvested sick pay benefits.

Subscription Assets

Subscription assets are intangible assets resulting from Subscription-Based information technology (IT) arrangements where the District has a contract that conveys control of the right to use another party's IT software as specified in the contract for a period of time in an exchange or exchange-like transaction.

Lease Assets

Lease assets are assets which the government leases for a term of more than one year. The value of leases is determined by the net present value of the leases at the government's incremental borrowing rate at the time of the lease agreement, amortized over the term of the agreement.

Capital Assets

Capital assets are valued at historical cost, or estimated historical cost if actual cost is not available. Donated capital assets, donated works of art and similar items received in a service concession arrangement will be reported at acquisition value rather than fair value. The District defines capital assets as assets with an initial cost of more than $5,000 and an estimated life in excess of three years. Maintenance and repairs of a routine nature are charged to expenditures as incurred and are not capitalized. Land and construction in progress are not depreciated. Other capital assets are depreciated using the straight-line method over the following useful lives:

- Equipment: 5 to 10 years
- Vehicles: 10 years
- Buildings and Improvements: 10 to 60 years

Fund Equity

In March 2009, the GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund-type Definitions*. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications – nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories, lease receivable, and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution. Modifying or rescinding a fund balance commitment would also require a Board resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body. The Board of Directors granted authority to classify portions of ending fund balance as Assigned to the Superintendent and the Chief Operations Officer. This authority was granted by Board resolution and any changes to that authority would also be granted by Board resolution.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The governing body has approved the following order of spending regarding fund balance categories: Restricted resources are spent first when both restricted and unrestricted (committed, assigned or unassigned) resources are available for expenditures. When unrestricted resources are spent, the order of spending is committed (if applicable), assigned (if applicable) and unassigned. To preserve a sound financial system and to provide a stable financial base, the governing body has adopted a minimum fund balance policy for the general fund of 4% of annual operating revenues.

Subscriptions Liability

In the government-wide financial statements, subscription liabilities are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of subscription payments is reported as other financing sources.

Lease Liabilities

In the government-wide financial statements, lease liabilities are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources.

Long-term Debt

In the government-wide financial statements, long-term debt is reported as a liability in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds, which approximates the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements bond premiums and discounts, as well as bond issuance costs, are recognized when incurred and not deferred. The face amount of the debt issued, premiums received on debt issuances, and discounts are reported as other financing sources and uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Retirement Plans

Substantially all of the District's employees are participants in the State of Oregon Public Employees Retirement System (PERS). For the purpose of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about fiduciary net position of PERS and additions to/deductions from PERS's fiduciary net position have been determined on the same basis as they are reported by PERS. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Voluntary Early Retirement Plan

Certified employees and administrative supervisors who were hired prior to July 1, 1994 and who have obtained ten years regular service with the District may elect to remain eligible for supplemental retirement benefits. For the purpose of measuring the net pension liability and net other post-employment benefit liability, deferred outflows of resources and deferred inflows of resources related to pensions and other post-employment benefits, and pension and other post-employment benefit expenses, information about fiduciary net position of the District's Voluntary Early Retirement (VER) Plan and additions to/deductions from the VER Plan's fiduciary net position have been determined on the same basis as they are reported by the VER Plan. Benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. GASB Statements 67 and 68 and Statements 74 and 75 have been implemented as of July 1, 2015.

Other Post-Employment Benefits

In accordance with Oregon Revised Statutes (ORS) 243.303, PERS employees who retire after June 30, 1994, and have not yet become eligible for Federal Medicare coverage are eligible to purchase insurance through the District's healthcare plan. Although retirees pay their own premium, there is an implicit cost due to increased group premiums when retirees are included in District insurance plans. For the purpose of measuring the net other post-employment benefit liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, and other post-employment benefit expenses, information about fiduciary net position of the implicit medical benefit Plan and additions to/deductions from the Plan's fiduciary net position have been determined on the same basis as they are reported by the Plan. Benefit payments are recognized when due and payable in accordance

with the benefit terms. Investments are reported at fair value. GASB Statement 75 has been implemented as of July 1, 2015.

Deferred Compensation Plan

The District offers its employees a deferred compensation plan created in accordance with the Internal Revenue Code Section 457. In accord with the intent of IRS Act of 1996, the District considers the funds invested under the deferred compensation plan to be owned by the employee deferring such compensation. Thus, the assets of the plan and the offsetting liability to employees are not reported in the District's Annual Comprehensive Financial Report.

Budgeting and Appropriations

A budget is prepared and legally adopted for all funds on the modified accrual basis of accounting. Appropriations are generally adopted at the program level presented in the basic financial statements. Expenditures cannot legally exceed appropriations except for certain situations, including the following:

- Expenditure of grants or other earmarked funds, which could not be estimated at the time of budget adoption (upon approval by resolution of the Board of Directors).
- Expenditure of proceeds of insurance settlements to replace involuntary destructions of property (upon approval by resolution of the Board of Directors).

The Board of Directors can authorize transfers of appropriations between expenditure categories via Board resolution. There were no such appropriations authorized during the year.

Supplemental appropriations may also be approved by the Board of Directors when unanticipated revenue is received. If a supplemental budget will adjust fund expenditures by more than 10 percent or will create a new fund or a new appropriation category, the appropriations must follow a process similar to that of the original adoption of the budget and must include a budget hearing. There was one (1) such appropriation authorized during the year.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has five items that qualify for reporting in this category. There is a deferred outflow related to the partial defeasance of the District's 2006-07 general obligation bonds and a deferred outflow which is the sum of total employer PERS expenditures for the year plus the differences between expected and actual experience and the differences between employer contribution and proportionate share of contributions for PERS for both the pension and other post employment benefit portions. There are also deferred outflows related to the District's other post-employment benefits for the Voluntary Early Retirement plan and a deferred outflow related to other post-employment benefits for the District's post employment health insurance subsidy. Deferred outflows are for the unamortized differences between the projected and actual earnings on investment assets and changes in assumptions or other inputs.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net assets that applies to future periods and so will not be recognized as an inflow of resources (revenue) until that time. The District has six items which qualify for reporting in this category. The first, which arises only under the modified accrual basis of accounting,

unavailable revenue, is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues for property taxes. The amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The other deferred inflows represent acquisitions of net position that apply to future period(s) and so will not be recognized as inflows of resources (revenue) until that time. The District's statement of net position shows a deferred inflow which is equal to the difference between actuarially projected investment earnings and actual investment earnings and contributions that the District paid to PERS during 2023-24 for both pensions and other post-employment benefits and a deferred inflow which is equal to unamortized actuarial gains and losses due to changes in assumptions, investment earnings and assumed contributions related to the District's post employment health insurance subsidy. Additionally, the District has a deferred inflow, lease, related to future earnings on a lessor lease of property where a cell tower is located and a deferred inflow related to the partial defeasance of the District's 2015 general obligation bonds.

Encumbrances

Encumbrance accounting, under which purchase orders and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation, is employed as a formal budgetary tool by management. At year-end, remaining encumbrances are reversed.

Fair Value Inputs and Methodologies and Hierarchy

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use in pricing the asset. The classification of securities within the fair value hierarchy is based upon the activity level in the market for the security type and the inputs used to determine their fair value, as follows:

Level 1 – unadjusted price quotations in active markets/exchanges for identical assets or liabilities that each Fund has the ability to access.

Level 2 – other observable inputs (including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets and liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market-corroborated inputs).

Level 3 – unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available (including each Fund's own assumptions used in determining the fair value of investments).

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Accordingly, the degree of judgment exercised in determining fair value is greatest for instruments categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirely.

CASH AND INVESTMENTS

The District maintains a cash and cash equivalent investment pool that is available for use by all funds. Each fund portion of this pool is shown on the balance sheet as pooled cash and cash equivalents. Transfers from the Local Government Investment Pool are made on a daily basis to cover checks presented to the bank. Individual funds may maintain cash and cash equivalents separate from the pool for convenience and control. For secondary schools, student activities accounts under the control of the schools are maintained in separate accounts in various banks and financial institutions. Petty cash and working funds are maintained for nonrecurring incidental purchases less than $100. Such holdings are shown on the governmental balance sheet as non-pooled cash and cash equivalents. Investments with maturities greater than three (3) months are shown on the balance sheet by fund type as investments.

Total cash and investments at June 30, 2024, is as follows:

	Statement of Net Position	Voluntary Early Retirement	Custodial Funds	Total
Total pooled cash and equivalents	$ 47,290,383	$ 769,812	$ 304,224	$ 48,364,419
Total non-pooled cash and equivalents	1,253,167	-	-	1,253,167
Total investments	-	-	-	-
Total cash and investments	$ 48,543,550	$ 769,812	$ 304,224	$ 49,617,586

Cash Equivalents and Deposits

Pooled cash and cash equivalents at June 30, 2024 consists of the following:

Demand deposits	$ 19,893,862
LGIP	28,470,557
Total pooled cash and cash equivalents	$ 48,364,419

Non-pooled cash and cash equivalents at June 30, 2024 consists of the following:

Demand deposits	$ 745,122
Cash on hand	309
LGIP	347,094
LGIP PERS trust	160,642
Total pooled cash and cash equivalents	$ 1,253,167

Deposits with financial institutions include bank demand deposits. Oregon Revised Statutes require deposits to be adequately covered by federal depository insurance or deposited at an approved depository as identified by the Treasury.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the District's cash equivalents and deposits may not be returned to the District. At year-end, the District's net carrying amount of deposits was $20,638,984 and the bank

balance was $27,372,158. Of these deposits, $888,840 was covered by federal depository insurance, the remainder is collateralized with the Oregon Public Funds Collateralization Program (PFCP). Oregon Revised Statutes and District policy require depository institutions to maintain on deposit, with the collateral pool manager, securities having a value not less than 10% of their quarter-end public fund deposits if they are well capitalized, 25% of their quarter-end public fund deposits if they are adequately capitalized, or 110% of their quarter-end public fund deposits if they are undercapitalized or assigned to pledge.

Investments

As of June 30, 2024, the District held the following investments and maturities:

Investment Type	Balnce Sheet Classification	Carrying Valule	Weighted Average Maturity	% of Investment
Money Market	Cash and Equivalents	18,709,820		39.23%
LGIP	Cash and Equivalents	28,817,651	2.26	60.43%
LGIP PERS trust	Cash and Equivalents	160,642	2.26	0.34%
Total Investments		47,688,113		100.00%

The "weighted average maturity in months" calculation assumes that all investments are held until maturity.

Custodial Credit Risk

Custodial credit risk is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investment or collateral securities that are in the possession of an outside party. The District will minimize custodial credit risk by limiting investments to the types of securities allowed by law; and pre-qualifying the financial institutions, broker/dealers, intermediaries and advisors with which the District will do business. All of the investments, except for the investment in the Local Government Investment Pool which is not evidenced by securities, are held in safe keeping by the financial institution counterparty in the financial institution's general customer account name.

Credit Risk

Oregon Revised Statute 294.035 and District policy authorizes the District to invest in general obligations of the U.S. government and its agencies, bankers' acceptances, sweep accounts, debt obligations rated A (A-2/P-2 commercial paper), or an equivalent rating, or better by Standard & Poor's Corporation or by Moody's Investors Service or any other recognized statistical rating organization for issuers within Oregon, debt obligations rated AA (A-1/P-1 commercial paper) for issuers not in Oregon, and the State of Oregon Local Government Investment Pool (LGIP), among others.

At June 30, 2024, the District's investments were rated as follows:

Investment Type	Classification	Rating - Moody's Investors Service Aaa	Rating - Standard & Poors Investor Service AA+	Not Rated	Total
Money Market	Level 1	-	-	18,709,820	18,709,820
LGIP	Level 2			28,817,651	28,817,651
LGIP PERS trust	Level 2	-	-	160,642	160,642
		$ -	$ -	$ 47,688,113	$ 47,688,113

Interest Rate Risk

In accordance with its investment policy, the District will minimize interest rate risk, which is the risk that the fair value of securities in the portfolio will fall due to changes in market interest rates, by structuring the investment portfolio so that securities mature to meet the cash requirement for ongoing operations, thereby avoiding the need to sell securities in the open market, and investing operating funds primarily in shorter-term securities, money market accounts, or similar investment pools and limiting the average maturity in accordance with the District's cash requirements.

Concentration of Credit Risk

The District places no limit on the amount that may be invested in any one issuer, but will minimize concentration of credit risk, which is the risk of loss attributed to the magnitude of the District's investment in a single issuer, by diversifying the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized.

The District's investment policy is as follows:

Investment Type	Maximum % of Portfolio	% of Portfolio
U.S. Agency Securities	100%	0.00%
Securities of U.S. Government Agencies and Instrumentality's of	100%	0.00%
State of Oregon Local Government Investment Pool	100%	60.77%
Certificates of Deposit	25%	0.00%
Bankers Acceptances	50%	0.00%
Commercial Paper Oregon	25%	0.00%
Single Security	10%	0.00%
Commercial Paper National	10%	0.00%
Single Security	5%	0.00%
State and Local Government Securities	10%	0.00%
Passbook Savings Accounts	10%	0.00%
Savings and Money Market Accounts	N/A	39.23%
Investment Maturity	**Minimum % of Portfolio**	**% of Portfolio**
Under 30 days	10%	100.00%
Under 90 days	25%	100.00%
Under 180 days	50%	100.00%
Under 360 days	90%	100.00%
Under 18 months	100%	100.00%

Foreign Currency Risk

The District is not authorized to invest in investments which have this type of risk.

ACCOUNTS AND OTHER RECEIVABLES

Accounts and other receivables consist primarily of claims for reimbursement of costs under various US federal and states grant programs and open accounts on sales or services provided to agencies or individuals, mostly in the Lane County area. No allowance for doubtful accounts has been included in the financial statements because any uncollectible amounts are considered insignificant.

Receivables are comprised of the following as of June 30, 2024.

	Statement of Net Position	Agency Funds	Total
Property taxes	$ 1,426,052	$ -	$ 1,426,052
Grants, reimbursements, and accounts	12,540,960	-	12,540,960
Total receivables	$ 13,967,012	$ -	$ 13,967,012

LEASES RECEIVABLE

For the year ended June 20, 2024, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. For additional information, refer to the disclosures below.

As of 06/30/2024, Springfield School District had 1 active lease as the lessor for the use of a cell tower. The lease had receipts of $10,802 and an interest rate of 3.7650%. As of 06/30/2024, the total value of the lease receivable is $217,248, the value of the short-term lease receivable is $3,968, and the value of the deferred inflow of resources is $200,623.

	Governmental Activities		
Fiscal Year	Principal Payments	Interest Payments	Total Payments
2025	3,448	8,132	11,580
2026	4,366	7,976	12,342
2027	4,784	7,804	12,588
2028	5,224	7,617	12,841
2029	5,685	7,412	13,097
2030-2034	36,184	33,339	69,523
2035-2039	51,601	25,157	76,758
2040-2044	71,033	13,715	84,748
2045-2046	34,923	1,396	36,319
Total	$ 217,248	$ 112,548	$ 329,796

Deferred Inflow of Resources

	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Cell Tower	$ 333,442	$ -	$ 132,819	$ 200,623
Total Deferred Inflow of Resources	$ 333,442	$ -	$ 132,819	$ 200,623

CAPITAL ASSETS

Capital assets include purchased assets, subscription assets and lease assets. This is the balance of capital asset at June 30, 2024.

	Capital Assets	Accumulated Depreciation	Accumulated Amortization	Capital Assets, net
Purchased assets	$ 242,072,878	$ (86,323,955)	$ -	$ 155,748,923
Subscription assets	1,806,790	-	(311,420)	1,495,370
Lease assets	17,000	-	(12,516)	4,484
Total capital assets	$ 243,896,668	$ (86,323,955)	$ (323,936)	$ 157,248,777

Purchased Assets

The following is a summary of changes in capital assets:

	Balance July 1, 2023	Increases	Decreases	Balance June 30, 2024
Capital assets not depreciated:				
Land	$ 7,108,316	$ -	$ -	$ 7,108,316
Construction in progress	10,115,889	9,497,553	(6,564,426)	13,049,016
Total capital assets not depreciated	17,224,205	9,497,553	(6,564,426)	20,157,332
Capital assets being depreciated:				
Buildings and improvements	187,956,471	13,376,614	-	201,333,085
Equipment	9,482,790	538,865	(597,867)	9,423,788
Buses	9,581,631	-	(221,716)	9,359,915
Other motor vehicles	1,662,948	159,240	(23,430)	1,798,758
Total capital assets being depreciated	208,683,840	14,074,719	(843,013)	221,915,546
Less accumulated depreciation for:				
Buildings and improvements	(66,474,531)	(4,615,217)	-	(71,089,748)
Equipment	(7,101,827)	(966,679)	597,281	(7,471,225)
Buses	(5,846,497)	(695,943)	221,716	(6,320,724)
Other motor vehicles	(1,362,135)	(100,542)	20,419	(1,442,258)
Total accumulated depreciation	(80,784,990)	(6,378,381)	839,416	(86,323,955)
Total capital assets being depreciated, net	127,898,850	7,696,338	(3,597)	135,591,591
Total capital assets, net	$ 145,123,055	$ 17,193,891	$ (6,568,023)	$ 155,748,923

Depreciation expense was charged to the following programs:

Program	Depreciation
Instruction services	$ 4,833,464
Support services	1,497,976
Community services	46,941
Total	$ 6,378,381

Subscription Assets

For the year ended 6/30/2024, the financial statements include the adoption of GASB Statement No. 96, Subscription-Based Information Technology Arrangements. The primary objective of this statement is to enhance the relevance and consistency of information about governments' subscription activities. This statement establishes a single model for subscription accounting based on the principle that subscriptions are financings of the right to use an underlying asset. Under this Statement, an organization is required to recognize a subscription liability and an intangible right-to-use subscription asset. For additional information, refer to the disclosures below.

As of 06/30/2024, Springfield School District had 26 active subscriptions. The subscriptions have payments that range from $1,512 to $201,317 and interest rates that range from 1.7600% to 3.7640%. As of 06/30/2024, the total combined value of the subscription liability is $712,753. The combined value of the right to use asset, as of 06/30/2024 of $1,806,790 with accumulated amortization of $311,420 is included within the Subscription Class activities table found below.

	As of June 30, 2024		
Asset Class	Subscription Asset Value	Accumulated Amortization	Subscription Asset, net of Accumulated Amortization
Software	$ 1,806,790	$ (311,420)	$ 1,495,370
Total Subscriptions	$ 1,806,790	$ (311,420)	$ 1,495,370

Governmental Activities	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Subscription Assets:				
Software				
Academy to Innovate HR (AIHR)	$ 13,260	$ -	$ -	$ 13,260
Assessment Maintenance	-	54,673	-	54,673
CA Website	39,370	-	39,370	-
Crowdstrike	-	154,462	-	154,462
DebtBook Platform	58,546	-	-	58,546
Destiny District License 23-24	-	143,094	-	143,094
Ellevation Platform	35,362	-	-	35,362
Identity Auto RNW	66,023	-	-	66,023
LessonVue	-	32,655	-	32,655
Let's Talk	55,117	-	55,117	-
Lightspeed Security	-	137,950	-	137,950
MealViewer	-	47,062	-	47,062
Microsoft License	-	224,577	-	224,577
Northwest Textbook - English	-	165,240	-	165,240
Northwest Textbook - Math	-	200,902	-	200,902
Northwest Textbook - Science	-	139,028	-	139,028
OSIS Synergy	-	154,371	-	154,371
Second Step Grades K-8, Multi Site	13,071	-	-	13,071
Seesaw Mobile Application	34,893	-	34,893	-
Structured	8,956	-	-	8,956
Synergy	-	31,455	-	31,455
Texthelp 23-24	-	59,649	-	59,649
WeVideo Application	7,142	-	-	7,142
WebSmartt/NutriKids	-	59,312	-	59,312
Zonar MyView - White Fleet	2,992	-	2,992	-
Zonar MyView - Yellow Fleet	95,743	-	95,743	-
Total Software Subscription Assets	$ 430,475	$ 1,604,430	$ 228,115	$ 1,806,790

Governmental Activities	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Subscription Accumulated Amortization:				
Software				
Academy to Innovate HR (AIHR)	$ 1,160	$ 6,630	$ -	$ 7,790
Assessment Maintenance	-	12,529	-	12,529
CA Website	21,915	17,455	39,370	-
Crowdstrike	-	35,719	-	35,719
DebtBook Platform	3,415	14,637	-	18,052
Destiny District License 23-24	-	26,830	-	26,830
Ellevation Platform	16,208	17,681	-	33,889
Identity Auto RNW	10,912	33,012	-	43,924
LessonVue	-	1,406	-	1,406
Let's Talk	27,559	27,557	55,116	-
Lightspeed Security	-	4,952	-	4,952
MealViewer	-	3,922	-	3,922
Microsoft License	-	7,486	-	7,486
Northwest Textbook - English	-	21,573	-	21,573
Northwest Textbook - Math	-	2,883	-	2,883
Northwest Textbook - Science	-	1,048	-	1,048
OSIS Synergy	-	35,377	-	35,377
Second Step Grades K-8, Multi Site	6,056	6,056	-	12,112
Seesaw Mobile Application	17,447	17,446	34,893	-
Structured	1,214	1,800	-	3,014
Synergy	-	6,029	-	6,029
Texthelp 23-24	-	14,912	-	14,912
WeVideo Application	2,539	3,572	-	6,111
WebSmartt/NutriKids	-	11,862	-	11,862
Zonar MyView - White Fleet	1,496	1,496	2,992	-
Zonar MyView - Yellow Fleet	47,872	47,872	95,744	-
Total Subscription Accumulated Amortization	$ 157,793	$ 381,742	$ 228,115	$ 311,420

Lease Assets

For the year ended 6/30/2024, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. For additional information, refer to the disclosures below.

As of 06/30/2024, Springfield School District had 2 active leases. The leases have payments that range from $5,808 to $21,240 and interest rates that range from 1.0110% to 2.1940%. As of 06/30/2024, the total combined value of the lease liability is $5,772, the total combined value of the short-term lease liability is $5,772. The combined value of the right to use asset, as of 06/30/2024 of $17,000 with accumulated amortization of $12,516 is included within the Lease Class activities table found below.

	As of June 30, 2024		
Asset Class	Lease Asset Value	Accumulated Amortization	Lease Asset, net of Accumulated Amortization
Equipment	$ 17,000	$ (12,516)	$ 4,484
Computer Equipment	-	-	-
Total Subscriptions	$ 17,000	$ (12,516)	$ 4,484

Governmental Activities	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Lease Assets:				
Equipment				
Postage Meter	$ 17,000	$ -	$ -	$ 17,000
Computer Equipment				
Zonar	$ 42,024	$ -	$ 42,024	$ -
Total Lease Assets	59,024	-	42,024	17,000
Lease Accumulated Amortization				
Equipment				
Postage Meter	8,344	4,172	-	12,516
Computer Equipment				
Zonar	21,012	21,012	42,024	-
Total Lease Accumulated Amortization	29,356	25,184	42,024	12,516
Total Governmental Lease Assets, Net	$ 29,668	$ (25,184)	$ -	$ 4,484

SUBSCRIPTION LIABILITY

As of 06/30/2024, Springfield School District had 26 active subscriptions. The subscriptions have payments that range from $1,512 to $201,317 and interest rates that range from 1.7600% to 3.7640%. As of 06/30/2024, the total combined value of the subscription liability is $712,753.

Governmental Activities	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Subscription Liability:				
Software				
Academy to Innovate HR (AIHR)	$ -	$ -	$ -	$ -
Assessment Maintenance	-	43,360	11,313	32,047
CA Website	19,370	-	19,370	-
Crowdstrike	-	154,462	77,912	76,550
DebtBook Platform	45,546	-	14,784	30,762
Destiny District License 23-24	-	143,094	37,633	105,461
Ellevation Platform	-	-	-	-
Identity Auto RNW	32,523	-	32,523	-
LessonVue	-	25,905	6,750	19,155
Let's Talk	27,279	-	27,279	-
Lightspeed Security	-	137,950	69,884	68,066
MealViewer	-	47,062	9,870	37,192
Microsoft License	-	185,615	38,962	146,653
Northwest Textbook - English	-	165,240	165,240	-
Northwest Textbook - Math	-	200,902	200,902	-
Northwest Textbook - Science	-	139,028	139,028	-
OSIS Synergy	-	122,428	31,944	90,484
Second Step Grades K-8, Multi Site	-	-	-	-
Seesaw Mobile Application	-	-	-	-
Structured	-	-	-	-
Synergy	-	23,374	8,081	15,293
Texthelp 23-24	-	59,649	15,427	44,222
WeVideo Application	-	-	-	-
WebSmartt/NutriKids	-	59,312	12,444	46,868
Zonar MyView - White Fleet	1,480	-	1,480	-
Zonar MyView - Yellow Fleet	47,352	-	47,352	-
Total Software Subscription Liability	$ 173,550	$ 1,507,381	$ 968,178	$ 712,753

Principal and Interest Requirements to Maturity
Governmental Activities

Fiscal Year	Principal Payments	Interest Payments	Total Payments
2025	$ 316,981	$ 20,424	$ 337,405
2026	177,422	11,316	188,738
2027	158,549	6,107	164,656
2028	59,801	1,474	61,275
Total	$ 712,753	$ 39,321	$ 752,074

LEASE LIABILITY

As of 06/30/2024, Springfield School District had 2 active leases. The leases have payments that range from $5,808 to $21,240 and interest rates that range from 1.0110% to 2.1940%. As of 06/30/2024, the total combined value of the lease liability is $5,772, and the total combined value of the short-term lease liability is $5,772.

Governmental Activities	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30, 2024
Lease Liability:				
Equipment				
Postage Meter	$ 11,485	$ -	$ 5,713	$ 5,772
Computer Equipment				
Zonar	$ 20,784	$ -	$ 20,784	$ -
Total Lease Liability	$ 32,269	$ -	$ 26,497	$ 5,772

LONG TERM DEBT

Financed purchases

Springfield School District No. 19 has four outstanding Financed Purchases in the amount of $858,371.
In 2015, a tax-exempt $940,000 Series 2015 Financing Agreement and Note was issued with maturities ranging from $82,489 to $106,413. The Series 2015 Financing Agreement and Note was bank placed with and is repaid from the Fleet Replacement Fund.
In 2016, a tax-exempt $398,613 Series 2016 Financing Agreement and Note was issued with maturities ranging from $35,190 to $44,882. The Series 2016 Financing Agreement and Note was bank placed with Commerce Bank and is repaid from the Fleet Replacement Fund.
In 2017, a tax-exempt $845,702 Series 2017 Financing Agreement and Note was issued with maturities ranging from $72,859 to $97,330. The Series 2017 Lease Financing Agreement and Note was bank placed with and is repaid from the Fleet Replacement Fund.
In 2018, a tax-exempt $917,376 Series 2018 A Financing Agreement and Note was issued with maturities ranging from $77,294 to $105,392. The Series 2018 A Financing Agreement and Note was bank placed with and is repaid from the Fleet Replacement Fund.

Issue	Closing Date	Maturity Date	Interest Rates	Original Issue Amount	Outstanding Amount	Payable From	Purpose
Series 2015 Financing Agreement and Note	07/15/2015	07/15/2024	2.870%	940,000	103,444	Fleet Replacement Fund	Bus Purchases
Series 2016 Financing Agreement and Note	07/15/2016	07/15/2025	2.740%	398,613	86,205	Fleet Replacement Fund	Bus Purchases
Series 2017 Financing Agreement and Note	07/27/2017	07/27/2026	3.270%	845,702	273,887	Fleet Replacement Fund	Bus Purchases
Series 2018 A Financing Agreement and Note	06/06/2018	07/06/2027	3.820%	917,376	394,835	Fleet Replacement Fund	Bus Purchases
			Total	3,101,691	858,371		

	Governmental Activities		
Year Ending	Notes Direct Borrowings and Direct Placements		
June 30	Principal	Interest	Debt Service
2025	327,568	29,369	356,937
2026	231,739	18,785	250,524
2027	194,737	10,906	205,643
2028	104,327	3,985	108,312
Total	858,371	63,045	921,416

FULL FAITH AND CREDIT OBLIGATIONS

Springfield School District No. 19 has three outstanding Full Faith and Credit Obligations in the amount of $122,035,000.

In 2005, taxable $62,150,000 Series 2005 A Limited Tax Pension Bonds were issued with maturities ranging from $115,000 to $6,700,000. The Series 2005 A Limted Tax Pension Bonds were publicly sold and are repaid from the PERS Debt Service Fund.

In 2020, tax-exempt $4,330,000 Series 2020 Full Faith and Credit Project and Refunding Obligations were issued with maturities ranging from $325,000 to $445,000. The Series 2020 Full Faith and Credit Project and Refunding Obligations were publicly sold and are repaid from the Debt Service Fund and Fleet Replacement Fund.

In 2021, taxable $106,955,000 Series 2021 A Full Faith and Credit Pension Obligations were issued with maturities ranging from $2,670,000 to $9,215,000. The bonds were issued to pay the District's unfunded actuarial liability on its pension obligation. The Series 2021 A Full Faith and Credit Pension Obligations were publicly sold and are repaid from the PERS Debt Service Fund.

Governmental Activities

Issue	Closing Date	Maturity Date	Interest Rates	Original Issue Amount	Outstanding Amount	Payable From	Purpose
Series 2005A Limited Tax Pension Bonds	06/21/2005	06/30/2028	4.759%	62,150,000	21,965,000	PERS Debt Service Fund	PERS unfunded UAL
Series 2020 Full Faith and Credit Project and Refunding Obligations	10/29/2020	06/01/2031	3.000%	4,330,000	2,885,000	Debt Service Fund, Fleet Replacement Fund	Admin building & Bus replacement
Series 2021 A Full Faith and Credit Pension Obligations	08/19/2021	06/30/2040	0.874% - 2.895%	106,955,000	97,185,000	PERS Debt Service Fund	PERS unfunded UAL
			Total	173,435,000	122,035,000		

Debt Service Requirements

	Governmental Activities		
Year Ending	Publicly Sold		
June 30	Principal	Interest	Debt Service
2025	9,850,000	3,303,342	13,153,342
2026	10,630,000	2,991,296	13,621,296
2027	11,470,000	2,642,115	14,112,115
2028	8,590,000	2,251,502	10,841,502
2029	5,370,000	1,999,609	7,369,609
2030-2034	30,580,000	8,352,591	38,932,591
2035-2039	40,750,000	4,296,408	45,046,408
2040-2044	4,795,000	138,815	4,933,815
Total	122,035,000	25,975,678	148,010,678

GENERAL OBLIGATION

Springfield School District No. 19 has five outstanding General Obligation issues in the amount of $100,961,410

In 2015, tax-exempt $32,245,000 Series 2015 A General Obligation Bonds were issued with maturities ranging from $240,000 to $20,400,000. The Series 2015 A General Obligation Bonds were publicly sold and are repaid from the Debt Service Fund.

In 2015, tax-exempt $39,253,907 Deferred Interest Series 2015 B General Obligation Bonds were issued with maturities ranging from $4,018,543 to $4,739,098. The Series 2015 B General Obligation Bonds were publicly sold and are repaid from the Debt Service Fund.

In 2015, tax-exempt $8,815,000 Series 2015 C General Obligation Refunding Bonds were issued with maturities ranging from $75,000 to $4,520,000. The Series 2015 C General Obligation Refunding Bonds were publicly sold and are repaid from the Debt Service Fund.

In 2015, tax-exempt $35,225,338 Deferred Interest Series 2015 D General Obligation Refunding Bonds were issued with maturities ranging from $2,983,865 to $3,838,263. The Series 2015 D General Obligation Refunding Bonds were publicly sold and are repaid from the Debt Service Fund.

In 2021, taxable $23,525,000 Series 2021 General Obligation Refunding Bonds were issued with maturities ranging from $270,000 to $8,175,000. The Series 2021 General Obligation Refunding Bonds were publicly sold and are repaid from the Debt Service Fund.

Governmental Activities

Issue	Closing Date	Maturity Date	Interest Rates	Original Issue	Outstanding	Payable From	Purpose
Series 2015 A General Obligation Bonds	01/29/2015	06/15/2025	4.000% - 5.000%	32,245,000	945,000	Debt Service Fund	Construction
Series 2015 B General Obligation Bonds	01/29/2015	06/15/2040		39,253,907	55,921,150	Debt Service Fund	Construction
Series 2015 C General Obligation Refunding Bonds	03/03/2015	06/15/2026	2.625% - 5.000%	8,815,000	8,740,000	Debt Service Fund	Refunding
Series 2015 D General Obligation Refunding Bonds	03/03/2015	06/15/2029		35,225,338	12,880,260	Debt Service Fund	Refunding
Series 2021 General Obligation Refunding Bonds	11/18/2021	06/15/2031	0.515% - 1.944%	23,525,000	22,475,000	Debt Service Fund	Refunding
			Total	139,064,245	100,961,410		

Debt Service Requirements

Governmental Activities

Year Ending	Publicly Sold			
June 30	Principal	Interest	Accreted Interest	Debt Service
2025	5,560,000	762,183	-	6,322,183
2026	5,950,000	556,404	-	6,506,404
2027	5,830,987	379,843	489,013	6,699,843
2028	5,855,655	356,792	684,345	6,896,792
2029	5,863,618	331,099	886,382	7,081,099
2030-2034	35,537,583	461,768	7,557,417	43,556,768
2035-2039	30,548,182	-	19,846,818	50,395,000
2040-2044	5,815,385	-	5,109,615	10,925,000
Total	100,961,410	2,848,089	34,573,590	138,383,089

LIMITED TAX GENERAL OBLIGATION NOTES

Springfield School District No. 19 has three outstanding Limited Tax General Obligation Notes in the amount of $4,609,664

In 2020, a tax-exempt $1,000,000 Series 2020 Limited Tax General Obligation Note was issued with maturities ranging from $88,646 to $112,174. The Series 2020 Limited Tax General Obligation Note was bank placed with and is repaid from the Debt Service Fund.

In 2022, a tax-exempt $675,000 Series 2022 Limited Tax General Obligation Note was issued with maturities ranging from $58,962 to $76,731. The Series 2022 Limited Tax General Obligation Note was bank placed with and is repaid from the Fleet Replacement Fund.

In 2024, a Tax-Exempt $3,500,000 Series 2024 Limited Tax General Obligation Note was issued with maturities ranging from $274,907 to $436,069. The Series 2024 Limited Tax General Obligation Note was bank placed with and is repaid from the Debt Service Fund.

Governmental Activities

Issue	Closing Date	Maturity Date	Interest Rates	Original Issue Amount	Outstanding Amount	Payable From	Purpose
Series 2020 Limited Tax General Obligation Note	05/22/2020	05/22/2030	2.650%	1,000,000	631,070	Debt Service Fund	Propery Purchase
Series 2022 Limited Tax General Obligation Note	04/01/2022	04/01/2031	2.970%	675,000	478,594	Fleet Replacement Fund	Bus Purchases
Series 2024 Limited Tax General Obligation Note	04/24/2024	04/24/2034	5.260%	3,500,000	3,500,000	Debt Service Fund	Turf Fields
			Total	5,175,000	4,609,664		

Debt Service Requirements

	Governmental Activities		
Year Ending	Notes Direct Borrowings/Direct Placements		
June 30	Principal	Interest	Debt Service
2025	435,846	215,038	650,884
2026	454,771	196,113	650,884
2027	474,581	176,303	650,884
2028	495,319	155,564	650,883
2029	517,031	133,852	650,883
2030-2034	2,232,116	331,525	2,563,641
Total	4,609,664	1,208,395	5,818,059

GOVERNMENTAL ACTIVITIES

	Balance as of July 1, 2023	Additions	Reductions	Balance as of June 30,2024	Unamortized Premium	Net balance June 30,2024	Accrued Interest	Interest Paid	Current Portion	Long Term Portion
Publicly Sold										
Full Faith and Credit Obligation										
Series 2005 A Limited Tax Pension	27,065,000	-	5,100,000	21,965,000	-	21,965,000	2,856	1,288,023	5,600,000	16,365,000
Series 2020 Full Faith & Credit	3,270,000	-	385,000	2,885,000	292,061	3,177,061	7,094	98,100	437,226	2,739,835
Series 2021 A Full Faith & Credit Pension	100,820,000	-	3,635,000	97,185,000	-	97,185,000	5,933	2,192,997	3,855,000	93,330,000
Total Full Faith and Credit Obligation	131,155,000	-	9,120,000	122,035,000	292,061	122,327,061	15,883	3,579,120	9,892,226	112,434,835
General Obligation										
Series 2015 A General Obligation Bonds	2,700,000	-	1,755,000	945,000	184,119	1,129,119	1,680	118,000	1,129,119	-
Series 2015 B General Obligation Bonds	53,849,866	2,071,284	-	55,921,150	-	55,921,150	-	-	-	55,921,150
Series 2015 C General Obligation Refunding	8,740,000	-	-	8,740,000	158,104	8,898,104	14,063	327,000	4,300,849	4,597,255
Series 2015 D General Obligation Refunding	17,054,904	605,356	4,780,000	12,880,260	-	12,880,260	-	-	-	12,880,260
Series 2021 General Obligation Refunding	22,865,000	-	390,000	22,475,000	-	22,475,000	17,604	405,916	395,000	22,080,000
Total General Obligation	105,209,770	2,676,640	6,925,000	100,961,410	342,223	101,303,633	33,347	850,916	5,824,968	95,478,665
Notes for Direct Borrowings and Direct Placements										
Financed purchases										
Series 2014 Financing Agreement & Note	62,600	-	62,600	-	-	-	-	1,872	-	-
Series 2015 Financing Agreement & Note	204,002	-	100,558	103,444	-	103,444	2,855	5,855	103,444	-
Series 2016 Financing Agreement & Note	127,591	-	41,386	86,205	-	86,205	2,272	3,496	42,520	43,685
Series 2017 Financing Agreement & Note	359,462	-	85,576	273,886	-	273,886	8,320	11,754	88,374	185,512
Series 2018 A Financing Agreement & Note	484,635	-	89,799	394,836	-	394,836	14,877	18,513	93,230	301,606
Series 2018 B Financing Agreement Note	7,125	-	7,125	-	-	-	-	68	-	-
Total Capital Lease	1,245,415	-	387,044	858,371	-	858,371	28,324	41,558	327,568	530,803
Limited Tax General Obligation (Note)										
Series 2020 Limited Tax General Obligation	726,952	-	95,882	631,070	-	631,070	1,833	19,264	98,423	532,647
Series 2022 Limited Tax General Obligation	539,307		60,713	478,594	-	478,594	3,544	16,017	62,516	416,078
Series 2024 Limited Tax General Obligation	-	3,500,000	-	3,500,000	-	3,500,000	34,298	-	274,907	3,225,093
Total Limited Tax General Obligation (Note)	1,266,259	3,500,000	156,595	4,609,664	-	4,609,664	39,675	35,281	435,846	4,173,818
Total - All Issues	238,876,444	6,176,640	16,588,639	228,464,445	634,284	229,098,729	117,229	4,506,875	16,480,608	212,618,121

Schedule of Payments

Year Ending June 30	Governmental Activities						
	Publicly Sold				Direct Borrowings and Placements		
	Principal	Interest	Accreted Interest	Debt Service	Principal	Interest	Debt Service
2025	15,410,000	4,065,525	-	19,475,525	763,413	244,407	1,007,820
2026	16,580,000	3,547,699	-	20,127,699	686,511	214,897	901,408
2027	17,300,987	3,021,958	489,013	20,811,958	669,318	187,209	856,527
2028	14,445,655	2,608,295	684,345	17,738,295	599,646	159,550	759,196
2029	11,233,618	2,330,708	886,382	14,450,708	517,031	133,852	650,883
2030-2034	66,117,583	8,814,359	7,557,417	82,489,359	2,232,116	331,525	2,563,641
2035-2039	71,298,182	4,296,408	19,846,818	95,441,408	-	-	-
2040-2044	10,610,385	138,815	5,109,615	15,858,815	-	-	-
Total	222,996,410	28,823,767	34,573,590	286,393,767	5,468,035	1,271,440	6,739,475

GOVERNMENTAL ACTIVITIES

Summary of events and remedies upon default

Publicly Sold	Event of Default	Remedy
Series 2005 A Limited Tax Pension Bonds	Non-punctual payment of principal and interest due. The Series 2005A Trustee shall not exercise remedies against a Series 2005A Issuer that has not caused a Pension Bond Default.	Upon occurrence of default and if the owners of not less than 51% of outstanding principal so request, whatever action at law or in equity necessary or desirable to enforce or protect the rights vested in trustee or owners of the obligations, but will not accelerate payments.
Series 2020 Full Faith and Credit Refunding Obligations	Failure by the District to pay any Financing Payment when due. Failure by the District to comply with any other covenant, condition or agreement (other than as referred to in subparagraph (a) above) under this Financing Agreement for a period of 60 days after written notice to the District. Occurrence and continuance of any Event of Default under the Escrow Agreement. The commencement by the District of a voluntary case under any applicable bankruptcy, insolvency or other similar law. e)Any statement, representation or warranty made by the District in or pursuant to the Financing Agreement proven to be false, incorrect, misleading or breached.	Whenever any event of default referred to in Section 6.01 above shall have happened and be continuing, the Escrow Agent may proceed (and shall upon written request the Owners of fifty-one (51%) percent or more of the principal amount of Obligations then Outstanding), to take whatever action at law or in equity may be necessary to enforce the financing agreement. The escrow agent does not have the right to declare the unpaid principal immediately due.
Series 2021 A Full Faith and Credit Pension Obligations	Failure by a Series 2021A Issuer to pay Series 2021A Pension Bond principal, interest or premium when due. Failure to observe and perform any other covenant, condition or agreement which the Resolution requires the Issuer to observe or perform for the benefit of the Trustee, which failure continues for a period of 60 days after written notice to Issuer by the Trustee. The Issuer is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the installment payments.	The Trustee may, and if the Owners of not less than fifty-one percent (51%) in Outstanding Principal amount of Series 2021A Obligations so request, shall take whatever action at law or in equity may appear necessary or desirable to enforce or to protect any of the rights vested in the Trustee or the Owners of Obligations by the Trust Agreement, the Intercept Agreement or Pension Bonds, either at law or in equity or in bankruptcy or otherwise.
Series 2015 A General Obligation Bonds	Failure by the District to pay Bond principal, interest or premium when due. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments	If an Event of Default occurs, the Lender may exercise any remedy available at law or in equity. In addition, upon the occurrence of an Event of Default due to the District's failure to pay principal or interest on the Note when due, or fees or other amounts when due, as provided in the Note and this Agreement, or if the interest on the Note ceases to be excluded from gross income for federal income taxation purposes, or if the Note is not a "qualified tax-exempt obligation" pursuant to Section 265 of the Code, then the Lender may declare that the principal amount of the Note then outstanding shall bear interest at the Default Rate.

GOVERNMENTAL ACTIVITIES

Summary of events and remedies upon default

Publicly Sold	Event of Default	Remedy
Series 2015 B General Obligation Bonds	Failure by the District to pay Bond principal, interest or premium when due. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.	If an Event of Default occurs, the Lender may exercise any remedy available at law or in equity. In addition, upon the occurrence of an Event of Default due to the District's failure to pay principal or interest on the Note when due, or fees or other amounts when due, as provided in the Note and this Agreement, or if the interest on the Note ceases to be excluded from gross income for federal income taxation purposes, or if the Note is not a "qualified tax-exempt obligation" pursuant to Section 265 of the Code, then the Lender may declare that the principal amount of the Note then outstanding shall bear interest at the Default Rate.
Series 2015 C General Obligation Refunding Bonds	Article XI-K of the Constitution of the State of Oregon allows the State to guarantee the general obligation bonded indebtedness of school districts, education service districts, and community college districts (generally “school district" or “school districts") in order to secure lower interest costs on general obligation bonds of such districts. Payment of the principal of and interest on the Bonds when due is guaranteed by the full faith and credit of the State under the provisions of the Oregon School Bond Guaranty Act - Oregon Revised Statutes (ORS) 328.321 to 328.356 (the “Act"), as provided for in Section 328.326(1)(a) of the Act.	The State Treasurer may, by issuing a certificate of qualification to a school district, pledge the full faith and credit and taxing power of the state to guarantee full and timely payment of the principal of, either at the stated maturity or by advancement of maturity pursuant to a mandatory sinking fund payment, and interest on school bonds as such payments shall become due, except that in the event of any acceleration of the due date of such principal by reason of mandatory or optional redemption or acceleration resulting from default or otherwise, other than any advancement of maturity pursuant to a mandatory sinking fund payment, the payments guaranteed shall be made in such amounts and at such times as such payments of principal would have been due, had there not been any such acceleration.
Series 2015 D General Obligation Refunding Bonds	Article XI-K of the Constitution of the State of Oregon allows the State to guarantee the general obligation bonded indebtedness of school districts, education service districts, and community college districts (generally “school district" or “school districts") in order to secure lower interest costs on general obligation bonds of such districts. Payment of the principal of and interest on the Bonds when due is guaranteed by the full faith and credit of the State under the provisions of the Oregon School Bond Guaranty Act - Oregon Revised Statutes (ORS) 328.321 to 328.356 (the “Act"), as provided for in Section 328.326(1)(a) of the Act.	The State Treasurer may, by issuing a certificate of qualification to a school district, pledge the full faith and credit and taxing power of the state to guarantee full and timely payment of the principal of, either at the stated maturity or by advancement of maturity pursuant to a mandatory sinking fund payment, and interest on school bonds as such payments shall become due, except that in the event of any acceleration of the due date of such principal by reason of mandatory or optional redemption or acceleration resulting from default or otherwise, other than any advancement of maturity pursuant to a mandatory sinking fund payment, the payments guaranteed shall be made in such amounts and at such times as such payments of principal would have been due, had there not been any such acceleration.

GOVERNMENTAL ACTIVITIES

Summary of events and remedies upon default

Publicly Sold	**Event of Default**	**Remedy**
Series 2021 General Obligation Refunding Bonds	Article XI-K of the Constitution of the State of Oregon allows the State to guarantee the general obligation bonded indebtedness of school districts, education service districts, and community college districts (generally “school district" or “school districts") in order to secure lower interest costs on general obligation bonds of such districts. Payment of the principal of and interest on the Bonds when due is guaranteed by the full faith and credit of the State under the provisions of the Oregon School Bond Guaranty Act - Oregon Revised Statutes (ORS) 328.321 to 328.356 (the “Act"), as provided for in Section 328.326(1)(a) of the Act.	The State Treasurer may, by issuing a certificate of qualification to a school district, pledge the full faith and credit and taxing power of the state to guarantee full and timely payment of the principal of, either at the stated maturity or by advancement of maturity pursuant to a mandatory sinking fund payment, and interest on school bonds as such payments shall become due, except that in the event of any acceleration of the due date of such principal by reason of mandatory or optional redemption or acceleration resulting from default or otherwise, other than any advancement of maturity pursuant to a mandatory sinking fund payment, the payments guaranteed shall be made in such amounts and at such times as such payments of principal would have been due, had there not been any such acceleration.
Direct Borrowings and Direct Placements	**Event of Default**	**Remedy**
Series 2014 Financing Agreement and Notes	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Any remedy available at law or in equity. Upon failure to pay amounts due (included fees) or if tax status changes, the Lender may declare the principal amount due and note shall bear interest at the Default rate.
Series 2015 Financing Agreement and Notes	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Any remedy available at law or in equity. Upon failure to pay amounts due (included fees) or if tax status changes, the Lender may declare the principal amount due and note shall bear interest at the Default rate.
Series 2016 Financing Agreement and Notes	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 10 days. District makes a makes a false representation or becomes insolvent. District suffers adverse change in financial condition.	All amounts due and payable upon written notice along with interest of 1.5% per month. District returns property to the lessor. Lessor sells equipment to other party and holds District responsible for difference between purchase price, and rental amount.
Series 2017 Financing Agreement and Note	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Any remedy available at law or in equity. Upon failure to pay amounts due (included fees) or if tax status changes, the Lender may declare the principal amount due and note shall bear interest at the Default rate.
Series 2018 A Financing Agreement and Notes	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Any remedy available at law or in equity. Upon failure to pay amounts due (included fees) or if tax status changes, the Lender may declare the principal amount due and note shall bear interest at the Default rate.

GOVERNMENTAL ACTIVITIES

Summary of events and remedies upon default

Direct Borrowings and Direct Placements	Event of Default	Remedy
Series 2018 B - Financing Agreement and Note	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Any remedy available at law or in equity. Upon failure to pay amounts due (including fees) or if tax status changes, the Lender may declare the principal amount due and note shall bear interest at the Default rate.
Series 2020 Limited Tax General Obligation Note	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	May declare Payments and other amounts payable by the District to be due, including Payments from prior budget years, and amounts shall bear interest at the rate of 12% per annum or the maximum amount permitted by law, whichever is less. Seller may accelerate all outstanding Installment Payments, in which case the District agrees to pay to the Seller an amount equal to the outstanding Installment Payments, as well as any other sums due.
Series 2022 Limited Tax General Obligation Note	District fails to pay amounts when due or comply with obligations and failure is not cured for a period of more than 30 days after Lender has made a written demand. District makes a material misrepresentation or fails to maintain tax exempt status.	Lender may exercise any remedy available at law or in equity except the Note shall not be subject to acceleration. In addition, upon the occurrence of an Event of Default due to the District's failure to pay principal or interest on the Note when due, or fees or other amounts when due, or if the interest on the Note ceases to be excluded from gross income for federal income taxation purposes, or if the Note is not a "qualified tax-exempt obligation" the Lender may declare that the principal amount of the Note then outstanding shall bear interest at the Default Rate.
Series 2024 Limited Tax General Obligation Note	District fails to pay principal or interest when due or fees or other amounts when due and failure is not cured for a period of more than 30 days after Lender has made a written demand. District fails to comply with any of its obligations or duties under the agreement and failure is not cured for a period of more than 30 days after the Lender has made a written demand on the District. District makes a material misrepresentation or fails to maintain tax exempt status.	Lender may exercise any remedy available at law or in equity except the Note shall not be subject to acceleration. In addition, upon the occurrence of an Event of Default due to the District's failure to pay principal or interest on the Note when due, or fees or other amounts when due, or if the interest on the Note ceases to be excluded from gross income for federal income taxation purposes, or if the Note is not a "qualified tax-exempt obligation" the Lender may declare that the principal amount of the Note then outstanding shall bear interest at the Default Rate.

INTEREST PAYABLE

Interest payable at June 30, 2024 is as follows:

Interest Payable related to:	
Subscription liability	$ 10,293
Lease liability	10
General Obligations bonds and direct borrowing & Placements	117,229
Total Interest payable	$ 127,532

FUND BALANCE

The specific purposes for each of the categories of fund balance as of June 30, 2024 are as follows:

Fund Balance:	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Nonspendable:					
Inventory	$ 181,083	$ 210,615	$ -	$ -	$ 391,698
Lease receivable	-			16,625	16,625
Prepaid items	-	175,000	-	-	175,000
Total Nonspendable	181,083	385,615	-	16,625	583,323
Restricted:					
Sky Camp operations	-	50,231	-	-	50,231
Student body	-	1,268,380		-	1,268,380
Fleet replacement		947,962			947,962
Debt service	-	-	866,416	-	866,416
Nutrition services	-	1,352,517	-	-	1,352,517
Total Restricted	-	3,619,090	866,416	-	4,485,506
Committed to:					
Purchase of textbooks	-	3,480,219	-	-	3,480,219
Total Committed	-	3,480,219	-	-	3,480,219
Assigned to:					
Special projects	-	835,401			835,401
Capital projects	-	-	-	1,831,058	1,831,058
Risk management	-	534,554	-	-	534,554
Fleet replacement	-	302,456	-	-	302,456
Technology	-	4,847,483	-	-	4,847,483
Total Assigned	-	6,519,894	-	1,831,058	8,350,952
Unassigned	20,079,898	-	-	-	20,079,898
Total Fund Balances	$ 20,260,981	$ 14,004,818	$ 866,416	$ 1,847,683	$ 36,979,898

INTERFUND TRANSFERS AND INTERFUND DUE TO/DUE FROM

The District made transfers from the General Fund of $3,800,000 to the Special Revenue Funds. $1,800,000 was for the support of athletic and activity programs, $1,000,000 was for the purchase of textbooks and materials, and $1,000,000 was for the purchase of technology equipment, software and technology services. $431,896 was transferred to the Debt Service Fund for principal and interest payments on non-general obligation bonds. There was $2,132,684 due from the special revenue fund to the General Fund which resulted from the requirement of most grants that funds be expended before reimbursement is requested. Cash was borrowed from the general fund to cover negative cash balances in grant funds due to timing differences between billings and cash receipts.

OVER-EXPENDITURES OF APPROPRIATIONS

For the fiscal year that ended June 30, 2024, there were no over-expenditures of budget appropriations.

PENSION PLANS

Voluntary Early Retirement

Plan Description

The District's collective bargaining agreements with teachers and administrators include early retirement provisions for employees whose employment with the District began prior to July 1, 1994. Additional prerequisites to receive this benefit include ten consecutive full-time years employment with the District and retirement under PERS. The program, available to teachers and administrators, provides two types of benefits; a stipend benefit and an insurance benefit. At June 30, 2024, there were no active participants and no District employees who are potentially eligible for the benefit in the future. Calculations are based on the pension benefits provided under the terms of the substantive plan in effect at the time of each valuation and on the pattern of sharing of costs between the employer and plan members to that point. Actuarial valuations for pension plans involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and actuarially determined amounts are subject to continual revision as results are compared to past expectations and new estimates are made about the future. Actuarial calculations of the Other Post-Employment Benefit (OPEB) plan reflect a long-term perspective. All assets accumulated to pay benefits may legally be used to pay for pension or medical benefits. Therefore, the VER plan is considered a single pension plan. The District does not issue a stand-alone report for this plan.

Pension Benefits

The Plan consists of an incentive benefit equal to 1.4% per month of the employee's final annual salary payable until the earlier of age sixty-two (62) or forty-eight (48) months. Actual incentive benefits paid totaled $7,832 for the year ended June 30, 2024. This portion of the plan is subject to the reporting requirements of GASB Statements number 67 & 68 which pertain to pension type benefits.

Significant Accounting Policies

The assets of the fund were placed in an irrevocable trust during the year ended June 30, 2003. Expenditures are recorded in the Voluntary Early Retirement Trust Fund as the incentive payments and related insurance premiums are paid.

Funding Policy

There is no obligation on the part of the District to fund these benefits in advance. The District is paying the obligation as it is due with an assessment to the general fund. The fund balance in the Early Retirement Trust Fund was $761,812 at June 30, 2024.

Net pension Liability

The District's net pension liability (NPL) was measured as of June 30, 2024 using an actuarial valuation date of July 1, 2023.

Actuarial Methods and Assumptions

The District engaged an actuary to perform a valuation as of July 1, 2023 using the Entry age normal, level percent of salary Actuarial Cost Method. The asset valuation method used was market value and the amortization method used was 1 year, closed level $.

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Amortization growth rate	N/A
Discount rate	4.00%
General inflation	2.50%
Salary scale	3.50%
Merit Scale	.06% to 5.54%

Mortality Rates

Retirees: PUB 2010 Retiree Tables for Teachers, sex distinct, projected generationally.

Retiree adjustments: A blend of 80% of published rates and 20% of PUB 2010 Retiree Tables for General Employees for males, 100% of published rates for females.

Beneficiaries: PUB 2010 Employee and Retiree Tables for General Employees, sex distinct, projected generationally.

Beneficiary adjustments: Set back 12 months for males, no set back for females; 115% of published rates for non-annuitant males, 125% of published rates for non-annuitant females.

Improvement Scale: Unisex Social Security Data Scale (60 year average), with data through 2019.

The discount rate used to measure the total pension liability was 4.00%, based on all years discounted at the municipal bond rate.

Change in Net Pension Liability (NPL)

	Increase (Decrease)		
	Total Pension Liability (a)	Fiduciary Net Position (b)	Net Pension Liability (a)-(b)
1. Balances at June 30, 2023	**$ 25,330**	**$ 35,963**	**$ (10,633)**
2. Service Cost	-	-	-
3. Interest	803	-	803
4. Changes of benefit terms	-	-	-
5. Differences betw expected & actual experiences	(18,301)	-	(18,301)
6. Changes of assumptions or other input	-	-	-
7. Contributions - Employer*	-	(28,131)	28,131
8. Contributions - Employee	-	-	-
9. Net investment income	-	-	-
10. Benefit payments	(7,832)	(7,832)	-
11. Administrative expense	-	-	-
12. Net Changes	(25,330)	(35,963)	10,633
13. Balances at June 30, 2024	**$ -**	**$ -**	**$ -**

* Transfer of exess assets allocated to the stipend benefit to assets allocated to the explicit benefit.

Sensitivity of the Net Pension Liability to changes in the discount rate

The following presents the net pension liability (NPL) of the District, calculated using the discount rate of 4.00 percent, as well as what the District's NPL would be if it was calculated using a discount rate that is 1-percentage-point lower (3.00 percent) or 1-percentage-point higher (5.00 percent) than the current rate:

	1% Decrease (3.00%)	Current Discount Rate (4.00%)	1% Increase (5.00%)
1. Total Pension Liability	$ -	$ -	$ -
2. Fiduciary Net Position	-	-	-
3. Net Pension Liability	$ -	$ -	$ -

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

For the year ended June 30, 2024, the District recognized pension expense of ($16,375). At June 30, 2024, the District reported deferred outflows of resources related to pensions from the following sources:

Gain/Loss	Deferred Outflows of Resources	Deferred Inflows of Resources
1. Differences between expected and actual experience	$ -	$ -
2. Changes in assumptions or other input	-	-
3. Net difference between projected and actual earnings on investments	-	-
4. Total	$ -	$ -

Amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2025	$ -
2026	-
2027	-
2028	-
2029	-
Thereafter	-
Total	$ -

PERS

Defined Benefit Pension Plan

Plan Description – The Oregon Public Employees Retirement System (PERS) consists of a single cost-sharing multiple-employer defined benefit plan. All benefits of the system are established by the legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Annual Comprehensive Financial Report which can be found at:
https://www.oregon.gov/pers/Documents/Financials/ACFR/2023-ACFR.pdf
If the link is expired please contact Oregon PERS for this information.

a. **PERS Pension (Chapter 238)**. The ORS Chapter 238 Defined Benefit Plan is closed to new members hired on or after August 29, 2003.
   i. **Pension Benefits**. The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0 percent for police and fire employees, and 1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefits results.
   A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer (age 45 for police and fire members). General service employees may retire after reaching age 55. Police and fire members are eligible after reaching age

50. Tier 1 general service employee benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Police and fire member benefits are reduced if retirement occurs prior to age 55 with fewer than 25 years of service. Tier 2 members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.

ii. **Death Benefits**. Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following contributions are met:
   - member was employed by PERS employer at the time of death,
   - member died within 120 days after termination of PERS covered employment,
   - member died as a result of injury sustained while employed in a PERS-covered job, or
   - member was on an official leave of absence from a PERS-covered job at the time of death.

iii. **Disability Benefits**. A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for police and fire members) when determining the monthly benefit.

iv. **Benefit Changes After Retirement**. Members may choose to continue participation in their variable account after retiring and may experience annual benefit fluctuations due to changes in the fair value of the underlying global equity investments of that account. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0 percent.

b. **OPSRP Pension Program (OPSRP DB)**. The ORS Chapter 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

i. **Pension Benefits**. This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:

Police and fire: 1.8 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for police and fire members is age 60 or age 53 with 25 years of retirement credit. To be classified as a police and fire member, the individual must have been employed continuously as a police and fire member for at least five years immediately preceding retirement.

General service: 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit.

A member of the pension program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

ii. **Death Benefits**. Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50 percent of the pension that would otherwise have been paid to the deceased

member. The surviving spouse may elect to delay payment of the death benefit, but payment must commence no later than December 31 of the calendar year in which the member would have reached 70½ years.

iii. **Disability Benefits**. A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

Contributions – PERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. The funding policy applies to the PERS Defined Benefit Plan and the Other Postemployment Benefit Plans. Employer contribution rates during the period were based on the December 31, 2022 actuarial valuation, which became effective July 1, 2023. The state of Oregon and certain schools, community colleges, and political subdivision have made unfunded actuarial liability payments and their rates have been reduced. Employer contributions for the year ended June 30, 2024 were $1,646,513 excluding amounts to fund employer specific liabilities. In addition, approximately $4,578,634 in employee contributions were paid or picked up by the District in fiscal 2024. At June 30, 2024, the District reported a net pension liability of $9,308,550 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation dated December 31, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. As of the measurement date of June 30, 2023 and 2022, the District's proportion was .050 percent and .222 percent, respectively. Pension expense for the year ended June 30, 2024 was $3,598,953.

The rates in effect for the year ended June 30, 2024 were:

(1) Tier 1/Tier 2 – 4.19%
(2) OPSRP general services – 1.35%

	Deferred Outflow of resources	Deferred Inflow of resources
Difference between expected and actual experience	$ 455,216	$ 36,909
Changes in assumptions	826,917	6,166
Net difference between projected and actual earnings on pension plan investments	167,313	-
Net changes in proportionate share	592,299	55,178,211
Differences between contributions and proportionate share of contributions	63,276,023	1,122,110
Subtotal - Amortized Deferrals (below)	65,317,768	56,343,396
Contributions subsequent to measurement date	1,646,513	-
Deferred outflow (inflow) of resources	$ 66,964,281	$ 56,343,396

The amount of contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the fiscal year ended June 30, 2025.Amounts reported as deferred outflows or inflows of resources related to pension will be recognized in pension expense as follows

Year ending June 30,	Amount
2025	$ 3,466,773
2026	3,250,543
2027	4,503,604
2028	(316,238)
2029	(1,930,310)
Thereafter	-
Total	$ 8,974,372

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated February 1, 2024. Oregon PERS produces an independently audited ACFR which can be found at:
https://www.oregon.gov/pers/Documents/Financials/ACFR/2023-ACFR.pdf

Actuarial Valuations – The employer contribution rates effective July 1, 2023 through June 30, 2025, were set using the entry age normal actuarial cost method. For the Tier One/Tier Two component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (estimated amount necessary to finance benefits earned by employees during the current service year), (2) an amount for the amortization unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial liabilities being amortized over 20 years.

For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an actuarially determined amount for funding a disability benefit component, and (c) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

Actuarial Methods and Assumptions:

Valuation date	December 31, 2021
Experience Study Report	2020, Published July 20, 2021
Actuarial cost method	Entry Age Normal
Amortization method	Level percentage of payroll
Asset valuation method	Fair value
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Cost of Living Adjustment	Blend of 2% COLA and graded COLA (1.25%/0.15%) in accordance with *Moro* decision; blend based on service
Mortality	Healthy retirees and beneficiaries: Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Active members: Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Disabled retirees: Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2020 Experience Study which is reviewed for the four-year period ending December 31, 2020.

Assumed Asset Allocation:

Asset Class/Strategy	Low Range	High Range	OIC Target
Debt Securities	20.0%	30.0%	25.0%
Public Equity	22.5%	32.5%	27.5%
Real Estate	9.0%	16.5%	12.5%
Private Equity	17.5%	27.5%	20.0%
Real Assets	2.5%	10.0%	7.5%
Diversifying Strategies	2.5%	10.0%	7.5%
Opportunity Portfolio	0.0%	5.0%	0.0%
Total			100.0%

(Source: June 30, 2023 PERS ACFR; p. 125)

Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Asset Class	Target Allocation	Compound Annual (Geometric) Return
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	0.75%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds - Multistrategy	1.25%	6.27%
Hedge Fund Equity - Hedge	0.63%	6.48%
Hedge Fund - Macro	5.62%	4.83%
Assumed Inflation - Mean		*2.35%*

(Source: June 30, 2023 PERS ACFR; p. 92)

Discount Rate – The discount rate used to measure the total pension liability was 6.90 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from the plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate – the following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percent lower (5.90 percent) or one percent higher (7.90 percent) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
Proportionate share of the net pension liability	$ 15,375,971	$ 9,308,550	$ 4,230,761

Changes Subsequent to the Measurement Date

As described above, GASB 67 and GASB 68 require the Total Pension Liability to be determined based on the benefit terms in effect at the Measurement Date. Any changes to benefit terms that occurs after that date are reflected in amounts reported for the subsequent Measurement Date. However, Paragraph 80f of GASB 68 requires employers to briefly describe any changes between the Measurement Date and the employer's reporting date that are expected to have a significant effect on the employer's share of the collective Net Pension Liability, along with an estimate of the resulting change, if available.

There are no changes subsequent to the June 30, 2023 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

Deferred Compensation Plan

A deferred compensation plan is available to employees wherein they may execute an individual agreement with the District for amounts earned by them to not be paid until a future date when certain circumstances are met. These circumstances are: termination by reason of resignation, death, disability, or retirement; unforeseeable emergency; or by requesting a de minimis distribution from inactive accounts valued less than $5,000. Payment to the employee will be made over a period not to exceed 15 years. The deferred compensation plan is one which is authorized under IRC Section 457 and has been approved in its specifics by a private ruling from the Internal Revenue Service. The assets of the plan are held by the administrator for the sole benefit of the plan participants and are not considered assets or liabilities of the District.

OPSRP Individual Account Program (OPSRP IAP)

Plan Description:
Employees of the District are provided with pensions through OPERS. All the benefits of OPERS are established by the Oregon legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. Chapter 238A created the Oregon Public Service Retirement Plan (OPSRP), which consists of the Defined Benefit Pension Program and the Individual Account Program (IAP). Membership includes public employees hired on or after August 29, 2003. PERS members retain their existing defined benefit plan accounts, but member contributions are deposited into the member's IAP account. OPSRP is part of OPERS, and is administered by the OPERS Board.

Pension Benefits:
Participants in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies. Upon retirement, a member of the OPSRP IAP may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Each distribution option has a $200 minimum distribution limit.

Death Benefits:
Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

Contributions:
Employees of the District pay six (6) percent of their covered payroll. Effective July 1, 2020, currently employed Tier 1/Tier 2 and OPSRP members earning $2,500 or more per month (increased to $3,333 per month in 2022) will have a portion of their 6 percent monthly IAP contributions redirected to an Employee Pension Stability Account. The Employee Pension Stability Account will be used to pay part of the member's future benefit. Of the 6 percent monthly IAP contribution, Tier 1/Tier 2 will have 2.5 percent redirected to the Employee Pension Stability Account and OPSRP will have 0.75 percent redirected to the Employee Pension Stability Account, with the remaining going to the member's existing IAP account. Members may voluntarily choose to make additional after-tax contributions into their IAP account to make a full 6 percent contribution to the IAP. The District did not make any optional contributions to member IAP accounts for the year ended June 30, 2024.

Additional disclosures related to Oregon PERS not applicable to specific employers are available online, or by contacting PERS at the following address: PO Box 23700 Tigard, OR 97281-3700.

http://www.oregon.gov/pers/EMP/Pages/GASB.aspx

OTHER POST EMPLOYMENT BENEFITS

Voluntary Early Retirement

Plan Description

The District's collective bargaining agreements with teachers and administrators include early retirement provisions for employees whose employment with the District began prior to July 1, 1994. Additional prerequisites to receive this benefit include ten consecutive full-time years employment with the District and retirement under PERS. The program, available to teachers and administrators, provides two types of benefits; a stipend benefit and an insurance benefit. At June 30, 2024, there were 16 active participants and no District employee who is potentially eligible for the benefit in the future. Calculations are based on the pension benefits provided under the terms of the substantive plan in effect at the time of each valuation and on the pattern of sharing of costs between the employer and plan members to that point. Actuarial valuations for pension plans involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and actuarially determined amounts are subject to continual revision as results are compared to past expectations and new estimates are made about the future. Actuarial calculations of the Other Post-Employment Benefit (OPEB) plan reflect a long-term perspective. All assets accumulated to pay benefits may legally be used to pay for pension or medical benefits. Therefore, the VER plan is considered a single pension plan. The District does not issue a stand-alone report for this plan.

Explicit Medical Benefits

The District administers a single-employer defined benefit healthcare plan. The Voluntary Early Retirement Plan includes negotiated health insurance coverage payable until age sixty-five (65). This portion of the Plan is subject to GASB Statements 74 and 75 related to Other Post-Employment Benefits (OPEB)

Significant Accounting Policies

The assets of the fund were placed in an irrevocable trust during the year ended June 30, 2003. Expenditures are recorded in the Voluntary Early Retirement Trust Fund as the incentive payments and related insurance premiums are paid.

Funding Policy

There is no obligation on the part of the District to fund these benefits in advance. The District is paying the obligation as it is due with an assessment to the general fund. The fund balance in the Early Retirement Trust Fund was $761,812 at June 30, 2024.

Net OPEB Liability

The District's net other post-employment benefit liability (NOL) was measured as of June 30, 2024 using an actuarial valuation date of July 1, 2023, and the total other post-employment benefit liability was determined by an actuarial valuation as of July 1, 2023.

Actuarial Methods and Assumptions

The District engaged an actuary to perform a valuation as of July 1, 2023 using the Entry age normal, level percent of salary Actuarial Cost Method. The asset valuation method used was market value and the amortization method used was 1 year, closed level $.

The total other post-employment benefit liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Amortization growth rate		N/A
Discount rate		4.00%
General inflation		2.50%
Annual medical premium increase rate	2023-24	7.00%
	2024-25	6.50%
	2025-26	6.20%
	2026-27	6.00%
Decreasing .1% per year until 2041-42	2041+	4.50%
Annual dental and vision premium increase rate		3.75%
Out of pocket annual rate increase		5.0%

Mortality Rates

Retirees: PUB 2010 Retiree Tables for Teachers, sex distinct, projected generationally.

Retiree adjustments: A blend of 80% of published rates and 20% of PUB 2010 Retiree Tables for General Employees for males, 100% of published rates for females.

Beneficiaries: PUB 2010 Employee and Retiree Tables for General Employees, sex distinct, projected generationally.

Beneficiary adjustments: Set back 12 months for males, no set back for females; 115% of published rates for non-annuitant males, 125% of published rates for non-annuitant females.

Improvement Scale: Unisex Social Security Data Scale (60 year average), with data through 2019.

Disability rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by employee age.

There are no employees currently working who are eligible for VER. Current retirees are assumed to remain enrolled in the plans in which they are currently enrolled.

The discount rate used to measure the total pension and total other post-employment benefit liabilities was 4.00%, based on all years discounted at the municipal bond rate.

Change in Net Other Post-Employment Benefit Liability (NOL)

	Increase (Decrease)		
	Total OPEB Liability (a)	Fiduciary Net Position (b)	Net OPEB Liability (a)-(b)
1. Balances at June 30, 2023	**$ 589,400**	**$ 836,812**	**$ (247,412)**
2. Service Cost	-	-	-
3. Interest	17,833	-	17,833
4. Changes of benefit terms	-	-	-
5. Differences between expected & actual experiences	259,010	-	259,010
6. Changes of assumptions or other input	2,500	-	2,500
7. Contributions - Employer	-	128,131	(128,131)
8. Contributions - Employee	-	-	-
9. Net investment income	-	32,564	(32,564)
10. Benefit payments	(227,695)	(227,695)	-
11. Administrative expense	-	-	-
12. Net Changes	51,648	(67,000)	118,648
13. Balances at June 30, 2024	**$ 641,048**	**$ 769,812**	**$ (128,764)**

Sensitivity of the Net Other Post-Employment Benefit Liability to changes in the discount and trend rates

The following presents the net other post-employment benefit liability (NOL) of the District, calculated using the discount rate of 4.00 percent, as well as what the District's NOL would be if it was calculated using a discount rate that is 1-percentage-point lower (3.00 percent) or 1-percentage-point higher (5.00 percent) than the current rate:

	1% Decrease (3.00%)	Current Discount Rate (4.00%)	1% Increase (5.00%)
1. Total OPEB Liability	$ 658,104	$ 641,048	$ 624,835
2. Fiduciary Net Position	769,812	769,812	769,812
3. Net OPEB Liability	$ (111,708)	$ (128,764)	$ (144,977)

The following presents the net other post-employment benefit liability (NOL) of the District, calculated using the trend rate of 7.0 percent graded down to 4.5 percent, as well as what the District's NOL would be if it was calculated using a trend rate that is 1-percentage-point lower (6.0 percent graded down to 3.5%) or 1-percentage-point higher (8.0 percent graded down to 5.5%) than the current rate:

	1% Decrease (6.0% graded down to 3.5%)	Current Trend Rate (7.0% graded down to 4.5%)	1% Increase (8.0% graded down to 5.5%)
1. Total OPEB Liability	$ 622,099	$ 641,048	$ 660,644
2. Fiduciary Net Position	769,812	769,812	769,812
3. Net OPEB Liability	$ (147,713)	$ (128,764)	$ (109,168)

Other Post-employment Benefits expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Other Post-employment Benefits

For the year ended June 30, 2024, the District recognized Other Post-employment Benefit expense of $256,225. At June 30, 2024, the District reported deferred outflows of resources related to Other Post-employment benefits from the following sources:

Gain/Loss	Deferred Outflows of Resources	Deferred Inflows of Resources
1. Differences between expected and actual experience	$ -	$ -
2. Changes in assumptions or other input	-	-
3. Net difference between projected and actual earnings on investments	6,322	-
4. Total	$ 6,322	$ -

Amounts reported as deferred outflows and deferred inflows of resources related to Other Post-employment benefits will be recognized in Other Post-employment benefit expense as follows:

Year ended June 30:	
2025	$ 3,543
2026	2,468
2027	921
2028	(610)
2029	-
Thereafter	-
Total	$ 6,322

Post-employment Health Insurance Subsidy

Plan Description

The District administers a single-employer defined benefit healthcare plan per the requirements of collective bargaining agreements. The plan provides postretirement healthcare benefits for eligible retirees and their dependents through the District's group health insurance plans. The plan covers both active and retired participants. As of the actuarial valuation date, there were 1,404 active participants and 50 retirees in the plan. The District's post-retirement plan was established in accordance with Oregon

Revised Statutes (ORS) 243.303 which states, in part, that for the purposes of establishing healthcare premiums, the calculated rate must be based on the cost of all plan members, including both active employees and retirees. Because claim costs are generally higher for retiree groups than for active employees, the premium amount does not represent the full cost of coverage for retirees. The resulting additional cost, or implicit subsidy, is required to be valued under GASB Statement 75 related to Other Post-Employment Benefits (OPEB). Calculations are based on the OPEB benefits provided under the terms of the substantive plan in effect at the time of each valuation and on the pattern of sharing of costs between the employer and plan members to that point. Actuarial valuations for OPEB plans involve estimates of the value of reported amounts and assumptions about the probability of events far into the future, and actuarially determined amounts are subject to continual revision as results are compared to past expectations and new estimates are made about the future. Actuarial calculations of the OPEB plan reflect a long-term perspective.

Funding Policy

The District has not established a trust fund to finance the cost of Post-employment Health Care Benefits related to implicit rate subsidies. Premiums are paid by retirees based on the rates established for active employees. Additional costs related to an implicit subsidy are paid by the District on a pay-as-you go basis in all funds. There is no obligation on the part of the District to fund these benefits in advance.

Net Other Post-employment benefit Liability

The net other post-employment benefit liability (NOL) was measured as of June 30, 2024, and the total other post-employment benefit liability was determined by an actuarial valuation as of July 1, 2023.

Actuarial Methods and Assumptions

The District engaged an actuary to perform a valuation as of July 1, 2023 using the Entry age normal, level percent of salary Actuarial Cost Method. The asset valuation method used was market value and the amortization method used was 30 year, open level $.

The total other post-employment benefit liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Amortization growth rate		N/A
Discount rate		4.00%
General inflation		2.50%
Annual medical premium increase rate	2023-24	7.00%
	2024-25	6.50%
	2025-26	6.20%
	2026-27	6.00%
Decreasing .1% per year until 2041-42	2041+	4.50%
Annual dental & vision premium increase rate		3.75%
Out of pocket rate increases		5.00%

Mortality Rates

Active employees: PUB 2010 Employee Tables for Teachers, sex distinct, projected generationally.
Active employee adjustments: 125% of a blend of 80% of published rates and 20% of PUB 2010 Retiree Tables for General Employees for males, 100% of published rates for females.

Retirees: PUB 2010 Retiree Tables for Teachers, sex distinct, projected generationally.

Retiree adjustments: A blend of 80% of published rates and 20% of PUB 2010 Retiree Tables for General Employees for males, 100% of published rates for females.

Beneficiaries: PUB 2010 Employee and Retiree Tables for General Employees, sex distinct, projected generationally.

Beneficiary adjustments: Set back 12 months for males, no set back for females; 115% of published rates for non-annuitant males, 125% of published rates for non-annuitant females.

Improvement Scale: Unisex Social Security Data Scale (60 year average), with data through 2019.

Turnover rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by years of service.

Disability rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by employee age.

Retirement rates were based on percentages developed for the valuation of benefits under Oregon PERS and vary by age and years of service. There are no employees currently working who are eligible for VER. Current and future retirees are assumed to remain enrolled in the plans in which they are currently enrolled.

The discount rate used to measure the total pension and total other post-employment benefit liabilities was 4.00%, based on all years discounted at the municipal bond rate.

Changes in the Net Other Post-Employment Benefit Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Fiduciary Net Position	Net OPEB Liability (a)-(b)
1. Balances at June 30, 2023	**$6,417,976**	**$ -**	**$6,417,976**
2. Service Cost	411,147	-	411,147
3. Interest	250,057	-	250,057
4. Changes of benefit terms	-	-	-
5. Differences between expected and actual experiences	(39,698)	-	(39,698)
6. Changes of assumptions or other input	(28,228)	-	(28,228)
7. Contributions - Employer	-	321,883	(321,883)
8. Contributions - Employee	-	-	-
9. Net investment income	-	-	-
10. Benefit payments	(321,883)	(321,883)	-
11. Administrative expense	-	-	-
12. Net Changes	271,395	-	271,395
13. Balances at June 30, 2024	**$6,689,371**	**$ -**	**$6,689,371**

Sensitivity of the Net Other Post-Employment Benefit Liability to changes in the discount and trend rates

The following presents the net other post-employment benefit liability (NOL) of the District, calculated using the discount rate of 4.00 percent, as well as what the District's NOL would be if it was calculated using a discount rate that is 1-percentage-point lower (3.00 percent) or 1-percentage-point higher (5.00 percent) than the current rate:

	1% Decrease (3.00%)	Current Discount Rate (4.00%)	1% Increase (5.00%)
1. Total OPEB Liability	$ 7,162,561	$ 6,689,371	$ 6,240,795
2. Fiduciary Net Position	-	-	-
3. Net OPEB Liability	$ 7,162,561	$ 6,689,371	$ 6,240,795

The following presents the net other post-employment benefit liability (NOL) of the District, calculated using the trend rate of 7.0 percent graded down to 4.5 percent, as well as what the District's NOL would be if it was calculated using a trend rate that is 1-percentage-point lower (6.0 percent graded down to 3.5 percent) or 1-percentage-point higher (8.0 percent graded down to 5.5 percent) than the current rate:

	1% Decrease (6.0% graded down to 3.5%)	Current Trend Rate (7.0% graded down to 4.5%)	1% Increase (8.0% graded down to 5.5%)
1. Total OPEB Liability	$ 5,951,145	$ 6,689,371	$ 7,557,842
2. Fiduciary Net Position	-	-	-
3. Net OPEB Liability	$ 5,951,145	$ 6,689,371	$ 7,557,842

Other Post-employment benefits Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Other Post-employment Benefits

For the year ended June 30, 2024, the District recognized Other Post-employment Benefit expense (income) of ($97,950). At June 30, 2024, the District reported deferred outflows of resources related to Other Post-employment benefits from the following sources:

Gain/Loss	Deferred Outflows of Resources	Deferred Inflows of Resources
1. Differences between expected and actual experience	$ -	$ 912,646
2. Changes in assumptions or other input	60,449	349,398
3. Net difference between projected and actual earnings on investments	-	-
4. Total	$ 60,449	$ 1,262,044

Amounts reported as deferred outflows and deferred inflows of resources related to Other Post-employment benefits will be recognized in Other Post-employment benefit expense as follows:

Year ended June 30:	
2025	$ (330,354)
2026	(349,038)
2027	(239,658)
2028	(239,662)
2029	(25,903)
Thereafter	(16,980)
Total	$(1,201,595)

Retirement Health Insurance Account

Other Post-Employment Benefit Plan - (RHIA)

Plan Description:
As a member of Oregon Public Employees Retirement System (OPERS) the District contributes to the Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by OPERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees. Oregon Revised Statute (ORS) 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004. OPERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Oregon Public Employees Retirement System, PO Box 23700, Tigard, OR 97281-3700.

Funding Policy:
Because RHIA was created by enabling legislation (ORS 238.420), contribution requirements of the plan members and the participating employers were established and may be amended only by the Oregon Legislature. ORS require that an amount equal to $60 dollars or the total monthly cost of Medicare companion health insurance premiums coverage, whichever is less, shall be paid from the Retirement Health Insurance Account established by the employer, and any monthly cost in excess of $60 dollars shall be paid by the eligible retired member in the manner provided in ORS 238.410. To be eligible to receive this monthly payment toward the premium cost the member must: (1) have eight years or more of qualifying service in OPERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in OPERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in an OPERS-sponsored health plan. A surviving spouse or dependent of a deceased OPERS retiree who was eligible to receive the subsidy is eligible to receive the subsidy if he or she (1) is receiving a retirement benefit or allowance from OPERS or (2) was insured at the time the member died and the member retired before May 1, 1991.

Participating Districts are contractually required to contribute to RHIA at a rate assessed each year by OPERS, and the District currently contributes 0.00% of annual covered OPERF payroll and 0.00% of OPSRP payroll under a contractual requirement in effect until June 30, 2024. Consistent with GASB Statement 75, the OPERS Board of Trustees sets the employer contribution rates as a measure of the proportionate relationship of the employer to all employers consistent with the manner in which contributions to the OPEB plan are determined. The basis for the employer's portion is determined by comparing the employer's actual, legally required contributions made during the fiscal year to the plan with the total actual contributions made in the fiscal year of all employers. The District's contributions to RHIA for the years ended June 30, 2022, 2023 and 2024 were $17,008, $12,044 and $1,138, respectively, which equaled the required contributions each year.

At June 30, 2024, the District reported a net OPEB liability/(asset) of ($2,020,904) for its proportionate share of the net OPEB liability/(asset). The OPEB liability/(asset) was measured as of June 30, 2023, and the total OPEB liability/(asset) used to calculate the net OPEB liability/(asset) was determined by an actuarial valuation as of December 31, 2021. Consistent with GASB Statement No. 75, paragraph 59(a), the District's proportion of the net OPEB liability/(asset) is determined by comparing the employer's actual, legally required contributions made during the fiscal year to the Plan with the total actual

contributions made in the fiscal year of all employers. As of the measurement date of June 30, 2023 and 2022, the District's proportion was .55 percent and .49 percent, respectively. OPEB expense for the year ended June 30, 2024 was ($56,147).

Components of OPEB Expense/(Income):

Employer's proportionate share of collective system OPEB Expense/(Income	$ (233,899)
Net amortization of employer-specific deferred amounts from:	
- Changes in proportionate share (per paragraph 64 of GASB 75)	177,752
- Differences between employer contributions and employer's proportionate share of system contributions (per paragraph 65 of GASB 75)	-
Employer's Total OPEB Expense/(Income)	$ (56,147)

Components of Deferred Outflows/Inflows of Resources:

	Deferred Outflow of resources	Deferred Inflow of resources
Difference between expected and actual experience	$ -	$ 50,735
Changes in assumptions		21,790
Net difference between projected and actual earnings on OPEB plan investments	5,731	-
Net changes in proportionate share	42,664	108,481
Differences between contributions and proportionate share of contributions	-	-
Subtotal - Amortized Deferrals (below)	48,395	181,006
Contributions subsequent to measurement date	1,138	-
Deferred outflow (inflow) of resources	$ 49,533	$ 181,006

The amount of contributions subsequent to the measurement date will be included as a reduction of the net OPEB liability/(asset) in the fiscal year ended June 30, 2025.

Amounts reported as deferred outflows or inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ending June 30,	Amount
2025	$ (133,052)
2026	(101,030)
2027	74,685
2028	26,786
2029	-
Thereafter	-
Total	$ (132,611)

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS Retirement Health Insurance Account Cost-Sharing Multiple-Employer Other Postemployment Benefit (OPEB) Plan Schedules of Employer Allocations and OPEB Amounts by Employer report, as of and for the Year Ended June 30, 2023. That independently audited report was dated February 1, 2024 and can be found at:

https://www.oregon.gov/pers/emp/Documents/GASB/2023/Oregon%20Public%20Employees%20Retirement%20System%20-%20GASB%2075%20RHIA%20-%20YE%206.30.2023%20-%20SECURED.pdf

Actuarial Methods and Assumptions:

Valuation Date	December 31, 2021
Experience Study Report	2020, Published July 20, 2021
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Retiree healthcare participation	Healthy retirees: 27.5%; Disabled retirees: 15%
Mortality	Healthy retirees and beneficiaries: Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Active members: Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. Disabled retirees: Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2020 Experience Study which is reviewed for the four-year period ending December 31, 2020.

Discount Rate:

The discount rate used to measure the total OPEB liability as of the measurement date of June 30, 2023 was 6.90 percent. The projection of cash flows used to determine the discount rate assumed that contributions from contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-

term expected rate of return on OPEB plan investments for the RHIA plan was applied to all periods of projected benefit payments to determine the total OPEB liability.

Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Asset Class	Target Allocation	Compound Annual (Geometric) Return
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	0.75%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds - Multistrategy	1.25%	6.27%
Hedge Fund Equity - Hedge	0.63%	6.48%
Hedge Fund - Macro	5.62%	4.83%
Assumed Inflation - Mean		*2.35%*

(Source: June 30, 2023 PERS ACFR; p. 92)

Sensitivity of the District's proportionate share of the net OPEB liability/(asset) to changes in the discount rate – The following presents the District's proportionate share of the net OPEB liability/(asset) calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percent lower (5.90 percent) or one percent higher (7.90 percent) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
Proportionate share of the net OPEB (asset) liability	$ (1,837,006)	$ (2,020,904)	$ (2,178,687)

CHANGES SUBSEQUENT TO THE MEASUREMENT DATE

There are no changes subsequent to the June 30, 2023 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

RISK MANAGEMENT

Insurance coverage for the year ended June 30, 2024 was the same or greater than in prior years. For the years ended June 30, 2024, 2023, and 2022, no losses were incurred which were greater than the District's coverage.

Property and Liability

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the District purchases and carries commercial insurance, subject to customary deductibles and total coverage limits recommended by the District's insurance agent of record.

Workers' Compensation

Workers' Compensation insurance is purchased from a commercial carrier. Premiums are determined based on payroll paid at various employment classification rates. Loss prevention services are available from the carrier and the District has no potential liability beyond the premiums paid.

Medical and Dental Self-Insurance

Beginning in October of 2013, the District implemented a self-insured health benefit program that provides medical and dental insurance coverage to all eligible employees and their dependents as well as non-Medicare eligible retirees and their dependents. In 2017-18 the District added its vision coverage to the self-insured program. The District established an internal service fund to account for the program. The District has established a self-insurance reserve to pay medical and dental claims up to the self-insurance retention limit of $250,000 per covered individual. Claims in excess of $250,000 are covered by a specific stop-loss policy.

Accrued insurance claims at June 30, 2024 are as follows:

	June 30, 2024
Accrued insurance claims, July 1, 2023	$ 1,809,941
Incurred claims, including an estimate of claims incurred but not reported	19,849,868
Claim payments	(20,042,815)
Accrued insurance claims, June 30, 2024	$ 1,616,994

TAX ABATEMENTS

As of June 30, 2024, Springfield School District provides tax abatements through the Enterprise Zone program and the Housing for Low Income Rental program.

The Enterprise Zone program allows industrial firms that will be making a substantial new capital investment a waiver of 100% of the amount of real property taxes attributable to the new investment for a 5-year period after completion. Land or existing machinery or equipment is not tax exempt; therefore, there is no loss of current property tax levies to local taxing jurisdiction. The Housing for Low Income Rental program was established to encourage construction of housing or conversion of building to housing

for rent by persons with low incomes. The program enables the City of Springfield to grant 20-year property tax exemptions to qualified low income rental housing properties constructed after April 5, 1993. The be eligible for property tax exemption, the property must comply with Sections 3.504 and 3.056 of the Springfield Municipal Code.

For the fiscal year ended June 30, 2024, the District abated property taxes totaling $49,922 under the Oregon Enterprise Zone program and $3,055 under the Housing for Low Income Rental program.

CONSTRUCTION COMMITMENTS

The District has the following construction commitments outstanding as of June 30, 2024.

Project	Spent to Date	Commitment Remaining
HVAC upgrades - multiple schools	$ 13,812,973	$ 4,513,309
Roofing project at Centennial Elementary	346,568	373,424
Turf Field at Springfield High School	1,329,366	848,922
Turf Field at Thurston High School	725,125	1,258,259
Thurston Middle School roof repair	-	49,800
Total	$ 16,214,032	$ 7,043,714

COMMITMENTS AND CONTINGENCIES

The District is involved in various claims and legal matters relating to its operations which have all been tended to, and are either being adjusted by the District's liability carrier, or are being defended by attorneys retained by the District's liability carrier. The status of these matters is uncertain at this time. Any potential loss is also uncertain.

The District had no significant encumbrances outstanding at June 30, 2024.

COMPENSATED ABSENCES

The District accrues earned but unused vacation pay in the government-wide financial statements. The District does not allow the carryover of unused vacation leave beyond one year and limits the number of vacation days that can be carried forward.

Accrued Vacation 7-1-23	Earned	Paid or Unused	Accrued Vacation 6-30-24
$ 839,099	$ 1,192,510	$(1,348,724)	$ 682,885

RESTATEMENT

In 2015, the District issued General Obligation Bonds and General Obligation Refunding Bonds. A portion of both bond issues (Series 2015B and Series 2015D) were Deferred Interest Bonds. These bonds were mistakenly treated as current interest bonds. Instead of recording the accreted interest as an annual interest expense, along with an increase to bonds payable, the District reported the deferred interest as interest expense in the year it was due on the payment schedule. This issue only affected government-wide accruals and did not impact fund balances. The cumulative effect of the error on beginning net position is ($18,870,215).

FUND REPORTING CHANGES

The District budgeted all special revenue funds together for the 2023-24 fiscal year, and is no longer reporting some of the special revenue funds discretely. Additionally, the District has decided to present all its governemental funds as major funds, and no longer has combining schedules for non-major funds. The District is also budgeting and presenting internal service funds together and no longer has discretely presented and combining statements for internal service funds.

	Major Funds						Non-Major Funds	Total
	General Fund	Special Revenue Funds	Grants and Contracts Fund	ESSER Fund	Debt Service	Capital Projects Fund	Other Government aFunds	
Beginning Fund Balance, as previously reported	$ 19,759,871	$ 9,309,897	$ -	$ -	$ 667,005		$ 4,585,792	$ 34,322,565
To Major Special Revenue								
ESSER			0	0				-
Grants & Contracts		0	0					-
SIA		0					0	-
Nutrition Services		1,898,032					(1,898,032)	-
Co-Curricular		918,608					(918,608)	-
Student Body		1,339,824					(1,339,824)	-
To Major Capital Projects								
Capital Projects	-	-	-	-	-	429,328	(429,328)	-
Beginning Balance, as restated	$ 19,759,871	$ 13,466,361	$ -	$ -	$ 667,005	$ 429,328	$ -	$ 34,322,565

ACCOUNTING ESTIMATES

A significant portion of the District's operating funds comes from the State of Oregon. This state funding is allocated based on statewide revenue projections and is distributed to individual school districts through the State School Fund (SSF) revenue formula. The apportionment depends on various factors, including the District's weighted average daily membership, local revenue sources, teacher experience, transportation costs, students on Individual Education Plans (IEPs), those enrolled in special programs

such as English as a Second Language (ESL), and several other considerations. Since many of these SSF factors are subject to change, they can lead to fluctuations in the District's revenue. External variables such as shifts in statewide enrollment, changes in state economic forecasts, and variations in local revenues are not finalized until the Oregon Department of Education (ODE) completes its comprehensive statewide analysis. This analysis takes place after audits are conducted across all school districts, introducing additional uncertainty into the funding estimate. Given these future uncertainties at the state level, it is not possible to accurately predict the impact on the District's operations. Consequently, no firm estimate can be made at this time due to the inherent unpredictability of the factors involved.

REQUIRED SUPPLEMENTARY INFORMATION

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SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE DISTRICT'S NET PENSION LIABILITY AND RELATED RATIOS
STIPEND BENEFIT
VER PLAN
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Total Pension Liability			
Service Cost	$ -	$ -	$ 743
Interest	803	1,354	966
Differences between expected and actual experience	(18,301)	-	36,765
Changes in assumptions or other input	-	(63)	(788)
Benefit payments	(7,832)	(29,319)	(52,996)
Net change in total pension liability	(25,330)	(28,028)	(15,310)
Total pension liability - beginning	25,330	53,358	68,668
Total Pension Liability - Ending	**$ -**	**$ 25,330**	**$ 53,358**
Fiduciary Net Position			
Contributions - Employer	$ (28,131)	$ 15,244	$ 41,283
Net investment income	-	1,350	611
Benefits payments	(7,832)	(29,319)	(52,996)
Administrative expense	-	-	-
Net change in fiduciary net position	(35,963)	(12,725)	(11,102)
Fiduciary net position - beginning	35,963	48,688	59,790
Fiduciary Net Position - Ending	**$ -**	**$ 35,963**	**$ 48,688**
Springfield School District's VER Net Pension (Asset) Liability	**$ -**	**$ (10,633)**	**$ 4,670**
Fiduciary net position as a percentage of the total pension liability	N/A	141.98%	91.25%
Covered-employee payroll	$ -	$ -	$ -
Net pension liability as a percentage of covered-employee payroll	N/A	N/A	N/A

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

2021	2020	2019	2018	2017	2016
$ 721	$ 598	$ 2,114	$ 2,114	$ 5,530	$ 5,530
2,138	7,304	7,567	10,628	8,060	12,777
-	14,056	-	159,966	-	-
-	(198)	639	(9,676)	(3,673)	-
(57,739)	(70,863)	(76,794)	(113,197)	(173,090)	(177,983)
(54,880)	(49,103)	(66,474)	49,835	(163,173)	(159,676)
123,548	172,651	239,125	189,290	352,463	512,139
$ 68,668	**$ 123,548**	**$ 172,651**	**$ 239,125**	**$ 189,290**	**$ 352,463**
$ 68,065	$ 58,225	$ 82,253	$ 130,301	$ 171,492	$ 190,455
497	-	-	-	-	-
(57,739)	(70,863)	(76,794)	(113,197)	(173,090)	(177,983)
(93)	-	-	-	-	-
10,730	(12,638)	5,459	17,104	(1,598)	12,472
49,060	61,698	56,239	39,135	40,733	28,261
$ 59,790	**$ 49,060**	**$ 61,698**	**$ 56,239**	**$ 39,135**	**$ 40,733**
$ 8,878	**$ 74,488**	**$ 110,953**	**$ 182,886**	**$ 150,155**	**$ 311,730**
87.07%	39.71%	35.74%	23.52%	20.67%	11.56%
$ 67,862	$ 65,859	$ 132,948	$ 245,264	$ 442,995	$ 804,884
13.08%	113.10%	83.46%	74.57%	33.90%	38.73%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY AND RELATED RATIOS
EXPLICIT MEDICAL BENEFIT
VER PLAN
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Total OPEB Liability			
Service Cost	$ -	$ -	$ 1,923
Interest	17,833	21,966	20,156
Differences between expected and actual experience	259,010	102,611	94,270
Changes in assumptions or other input	2,500	(3,610)	(23,585)
Benefit payments	(227,695)	(318,326)	(399,803)
Net change in total OPEB liability	51,648	(197,359)	(307,039)
Total OPEB liability - beginning	589,400	786,759	1,093,798
Total OPEB Liability - Ending	**$ 641,048**	**$ 589,400**	**$ 786,759**
Fiduciary Net Position			
Contributions - Employer	$ 128,131	$ 484,756	$ 608,717
Net investment income	32,564	18,104	4,558
Benefits payments	(227,695)	(318,326)	(399,803)
Administrative expense	-	(500)	-
Net change in fiduciary net position	(67,000)	184,034	213,472
Fiduciary net position - beginning	836,812	652,778	446,056
Fiduciary Net Position - Ending	**$ 769,812**	**$ 836,812**	**$ 659,528**
Springfield School District's VER Net OPEB Liability	**$ (128,764)**	**$ (247,412)**	**$ 127,231**
Fiduciary net position as a percentage of the total OPEB liability	120.09%	141.98%	83.83%
Covered-employee payroll	$ -	$ -	$ -
Net OPEB liability as a percentage of covered-employee payroll	N/A	N/A	N/A

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

2021	2020	2019	2018	2017	2016
$ 1,867	$ 1,867	$ 7,001	$ 7,001	$ 21,289	$ 21,289
29,946	80,214	84,180	106,440	121,711	151,167
-	63,800	-	(202,842)	-	-
-	59,978	16,637	(61,950)	(76,904)	-
(536,068)	(598,517)	(716,795)	(842,414)	(1,038,090)	(1,270,512)
(504,255)	(392,658)	(608,977)	(993,765)	(971,994)	(1,098,056)
1,598,053	1,990,711	2,599,688	3,593,453	4,565,447	5,663,503
$ 1,093,798	**$ 1,598,053**	**$ 1,990,711**	**$ 2,599,688**	**$ 3,593,453**	**$ 4,565,447**
$ 631,935	$ 491,775	$ 767,747	$ 969,699	$ 1,028,508	$ 1,359,545
3,517	-	-	-	-	-
(536,068)	(598,517)	(716,795)	(842,414)	(1,038,090)	(1,270,512)
(657)	(6,500)	(1,500)	(5,750)	-	(7,250)
98,727	(113,242)	49,452	121,535	(9,582)	81,783
347,329	460,571	411,119	289,584	299,166	217,383
$ 446,056	**$ 347,329**	**$ 460,571**	**$ 411,119**	**$ 289,584**	**$ 299,166**
$ 647,742	**$ 1,250,724**	**$ 1,530,140**	**$ 2,188,569**	**$ 3,303,869**	**$ 4,266,281**
40.78%	21.73%	23.14%	15.81%	8.06%	6.55%
$ 67,862	$ 65,859	$ 132,948	$ 245,264	$ 442,995	$ 804,884
954.50%	1899.09%	1150.93%	892.33%	745.80%	530.05%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
STIPEND BENEFIT
VER PLAN
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Actuarially Determined Contribution (ADC)	$ -	$ 4,833	$ 9,958
Contributions in Relation to the ADC	-	15,244	41,283
Contribution Excess (Deficiency)	$ -	$ 10,411	$ 31,325
Covered-Employee Payroll	$ -	$ -	$ -
Contributions as a Percentage of Covered-Employee Payroll	N/A	N/A	N/A

Notes to Schedule	2023	2023	2022
Liability valuation date for ADC	July 1, 2021	July 1, 2021	July 1, 2019

Key Methods and Assumptions Used to Calculate ADC	2024	2023	2022
Actuarial cost method	Entry age normal	Entry age normal	Entry age normal
Asset valuation method	Market value	Market value	Market value
Amortization method	1 year closed Level $	1 year closed Level $	1 year closed Level $
Discount rate	3.75%	3.50%	2.25%
Amortization growth rate	N/A	N/A	N/A
Inflation	2.50%	2.50%	2.50%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

2021	2020	2019	2018	2017	2016
$ 39,243	$ 40,222	$ 67,784	$ 56,045	$ 116,875	$ 135,872
68,065	58,225	82,253	130,301	171,492	190,455
$ 28,822	$ 18,003	$ 14,469	$ 74,256	$ 54,617	$ 54,583
$ 67,862	$ 65,859	$ 132,948	$ 245,264	$ 442,995	$ 804,884
100.30%	88.41%	61.87%	53.13%	38.71%	23.66%

2021	2020	2019	2018	2017	2016
July 1, 2019	July 1, 2017	July 1, 2017	July 1, 2015	July 1, 2015	July 1, 2013

2021	2020	2019	2018	2017	2016
Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal
Market value	Market value	Market value	Market value	Market value	Market value
2 year closed Level $	3 year closed Level $	3 year closed Level $	3 year closed Level $	3 year closed Level $	4 year closed Level $
2.25%	3.50%	3.75%	3.50%	3.00%	3.00%
N/A	N/A	N/A	N/A	N/A	N/A
2.50%	2.50%	2.50%	2.50%	2.50%	2.50%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
EXPLICIT MEDICAL BENEFIT
VER PLAN
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Actuarially Determined Contribution (ADC)	$ -	$ 138,670	$ 672,403
Contributions in Relation to the ADC	100,000	484,756	608,717
Contribution Excess (Deficiency)	$ 100,000	$ 346,086	$ (63,686)
Covered-Employee Payroll	$ -	$ -	$ -
Contributions as a Percentage of Covered-Employee Payroll	N/A	N/A	N/A

Notes to Schedule	**2024**	**2023**	**2022**
Liability valuation date for ADC	July 1, 2021	July 1, 2021	July 1, 2019

Key Methods and Assumptions Used to Calculate ADC	**2023**	**2023**	**2022**
Actuarial cost method	Entry age normal	Entry age normal	Entry age normal
Asset valuation method	Market value	Market value	Market value
Amortization method	1 year closed Level $	1 year closed Level $	1 year closed Level $
Discount rate	3.75%	3.50%	2.25%
Amortization growth rate	N/A	N/A	N/A
Inflation	2.50%	2.50%	2.50%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

2021	2020	2019	2018	2017	2016
$ 648,455	$ 548,092	$ 792,172	$ 1,192,163	$ 1,537,038	$ 1,487,081
631,935	491,775	767,747	969,699	1,028,508	1,359,545
$ (16,520)	$ (56,317)	$ (24,425)	$ (222,464)	$ (508,530)	$ (127,536)
$ 67,862	$ 65,859	$ 132,948	$ 245,264	$ 442,995	$ 804,884
931.21%	746.71%	577.48%	395.37%	232.17%	168.91%

2021	2020	2019	2018	2017	2016
July 1, 2019	July 1, 2017	July 1, 2017	July 1, 2015	July 1, 2015	July 1, 2013

2021	2020	2019	2018	2017	2016
Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal
Market value	Market value	Market value	Market value	Market value	Market value
2 year closed Level $	3 year closed Level $	3 year closed Level $	3 year closed Level $	3 year closed Level $	4 year closed Level $
2.25%	3.50%	3.75%	3.50%	3.00%	3.00%
N/A	N/A	N/A	N/A	N/A	N/A
2.50%	2.50%	2.50%	2.50%	2.50%	2.50%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY AND RELATED RATIOS
IMPLICIT MEDICAL BENEFIT
POSTEMPLOYMENT HEALTH INSURANCE SUBSIDY
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Total OPEB Liability			
Service Cost	$ 411,147	$ 415,776	$ 544,717
Interest	250,057	226,675	173,216
Differences between expected and actual experience	(39,698)	-	(1,080,423)
Changes in assumptions or other input	(28,228)	(121,884)	(415,866)
Benefit payments	(321,883)	(326,485)	(303,024)
Net change in total OPEB liability	271,395	194,082	(1,081,380)
Total OPEB liability - beginning	6,417,976	6,223,894	7,305,274
Total OPEB Liability - Ending	**$ 6,689,371**	**$ 6,417,976**	**$ 6,223,894**
Fiduciary Net Position			
Contributions - Employer	$ 321,883	$ 326,485	$ 303,024
Net investment income			
Benefits payments	(321,883)	(326,485)	(303,024)
Administrative expense			
Net change in fiduciary net position	-	-	-
Fiduciary net position - beginning	-	-	-
Fiduciary Net Position - Ending	**$ -**	**$ -**	**$ -**
Springfield School District's VER Net OPEB Liability	**$ 6,689,371**	**$ 6,417,976**	**$ 6,223,894**
Fiduciary net position as a percentage of the total OPEB liability	0.00%	0.00%	0.00%
Covered-employee payroll	$ 76,310,564	$ 73,424,829	$ 67,290,952
Net OPEB liability as a percentage of covered-employee payroll	8.77%	8.74%	9.25%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Note: Prior year covered-employee payroll numbers have been corrected.

2021	2020	2019	2018	2017	2016
$ 528,851	$ 513,448	$ 445,112	$ 432,148	$ 565,034	$ 565,034
159,214	288,273	266,349	259,332	304,305	299,689
-	(911,845)	-	134,156	-	-
-	146,179	130,783	(3,135,748)	(406,966)	-
(389,055)	(501,819)	(500,604)	(521,102)	(723,535)	(698,147)
299,010	(465,764)	341,640	(2,831,214)	(261,162)	166,576
7,006,264	7,472,028	7,130,388	9,961,602	10,222,764	10,056,188
$ 7,305,274	**$ 7,006,264**	**$ 7,472,028**	**$ 7,130,388**	**$ 9,961,602**	**$ 10,222,764**
$ 389,055	$ 501,819	$ 500,604	$ 521,102	$ 723,535	$ 698,147
(389,055)	(501,819)	(500,604)	(521,102)	(723,535)	(698,147)
-	-	-	-	-	-
-	-	-	-	-	-
$ -	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
$ 7,305,274	**$ 7,006,264**	**$ 7,472,028**	**$ 7,130,388**	**$ 9,961,602**	**$ 10,222,764**
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
$ 65,946,458	$ 63,433,343	$ 59,865,216	$ 56,325,074	$ 54,963,509	$ 52,827,669
11.08%	11.05%	12.48%	12.66%	18.12%	19.35%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
IMPLICIT MEDICAL BENEFIT
POSTEMPLOYMENT HEALTH INSURANCE SUBSIDY
Last Nine Fiscal Years*
June 30, 2024

	2024	2023	2022
Actuarially Determined Contribution (ADC)	$ 786,492	$ 768,654	$ 721,413
Contributions in Relation to the ADC	321,883	326,485	303,024
Contribution Excess (Deficiency)	$ (464,609)	$ (442,169)	$ (418,389)
Covered-Employee Payroll	$ 76,310,564	$ 73,424,829	$ 67,290,952
Contributions as a Percentage of Covered-Employee Payroll	0.42%	0.44%	0.45%

Notes to Schedule	2023	2023	2022
Liability valuation date for ADC	July 1, 2021	July 1, 2021	July 1, 2019

Key Methods and Assumptions Used to Calculate ADC	2024	2023	2022
Actuarial cost method	Entry age normal	Entry age normal	Entry age normal
Asset valuation method	Market value	Market value	Market value
Amortization method	30 year open level $	30 year open level $	30 year open level $
Discount rate	3.75%	3.50%	2.25%
Amortization growth rate	N/A	N/A	N/A
Inflation	2.50%	2.50%	2.50%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Note: Prior year covered-employee payroll numbers have been corrected.

2021	2020	2019	2018	2017	2016
$ 864,435	$ 807,713	$ 721,762	$ 830,322	$ 951,077	$ 927,247
389,055	501,819	500,604	521,102	723,535	698,147
$ (475,380)	$ (305,894)	$ (221,158)	$ (309,220)	$ (227,542)	$ (229,100)
$ 65,946,458	$ 63,433,343	$ 59,865,216	$ 56,325,074	$ 54,963,509	$ 52,827,669
0.59%	0.79%	0.84%	0.93%	1.32%	1.32%

2021	2020	2019	2018	2017	2016
July 1, 2019	July 1, 2017	July 1, 2017	July 1, 2015	July 1, 2015	July 1, 2013

2021	2020	2019	2018	2017	2016
Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal	Entry age normal
Market value	Market value	Market value	Market value	Market value	Market value
30 year open level $	30 year open level $	30 year open level $	30 year open level $	30 year open level $	30 year open level $
2.25%	3.50%	3.75%	3.50%	3.00%	3.00%
N/A	3.00%	3.00%	3.00%	3.00%	3.00%
2.50%	2.50%	2.50%	2.50%	2.50%	2.50%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
PERS PENSION LIABILITY
Last Ten Fiscal Years
June 30, 2024

	2024	2023	2022
Employer's Proportion of the Net Pension (Asset) Liability	0.05%	0.22%	0.54%
Employer's Proportionate Share of the Net Pension (Asset) Liability	$ 9,308,550	$ 33,995,129	$ 64,481,136
Covered Payroll	$ 75,705,993	$ 69,898,771	$ 67,171,523
NPL as a Percentage of Covered Payroll	12.3%	48.6%	96.0%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	*	81.70%	84.50%

The amounts presented for each fiscal year were actuarially determined at December 31st and rolled forward to the measurement date.

* Information not available at time of printing.

2021	2020	2019	2018	2017	2016	2015
0.54%	0.52%	0.57%	0.56%	0.58%	0.58%	0.58%
$ 117,994,255	$ 90,640,972	$ 85,885,233	$ 75,275,649	$ 86,349,181	$ 33,087,858	$ (13,150,432)
$ 64,171,026	$ 60,649,196	$ 57,137,252	$ 55,505,489	$ 53,711,362	$ 51,227,741	$ 48,907,548
183.9%	149.5%	150.3%	135.6%	160.8%	64.6%	-26.9%
87.60%	75.80%	80.20%	82.10%	83.10%	80.50%	91.90%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF EMPLOYER CONTRIBUTIONS
PERS PENSION LIABILITY
Last Ten Fiscal Years
June 30, 2024

	2024	2023	2022
Employer's Statutorily Required Contribution	$ 1,646,513.00	$ 2,090,070.00	$ 2,393,781
Contributions in Relation to the Statutorily Required Contribution	1,646,513.00	2,090,070.00	2,393,781
Contribution Excess (Deficiency)	-	-	-
Employer's Covered Payroll	78,572,136	75,705,993	69,898,771
Contributions as a Percent of Covered Payroll	2.10%	2.76%	3.42%

The amounts presented for each fiscal year were actuarially determined at December 31st and rolled forward to the measurement date.

2021	2020	2019	2018	2017	2016	2015
$ 11,393,292	$ 11,040,415	$ 7,845,494	$ 7,786,894	$ 4,987,862	$ 4,904,646	$ 6,391,591
11,393,292	11,040,415	7,845,494	7,786,894	4,987,862	4,904,646	6,391,591
-	-	-	-	-	-	-
67,171,523	$ 64,171,026	$ 60,649,196	$ 57,137,252	$ 55,505,489	$ 53,711,362	$ 51,227,741
16.96%	17.20%	12.94%	13.63%	8.99%	9.13%	12.48%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
PERS OTHER POST EMPLOYMENT BENEFITS
RETIREE HEALTH INSURANCE ACCOUNT
Last Seven Fiscal Years*
June 30, 2024

	2024	2023	2022
Employer's Proportion of the Net OPEB Assets (NOA)	55.00%	0.49%	0.57%
Employer's Proportionate Share of the Net OPEB Asset (NOA)	$ (2,020,904)	$ (1,740,808)	$ (1,970,880)
Covered Payroll	$ 75,705,993	$ 69,898,771	$ 67,171,523
NOA as a Percentage of Covered Payroll	-2.7%	-2.5%	-2.9%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Asset	**	201.60%	194.60%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

The amounts presented for each fiscal year were actuarially determined at December 31st and rolled forward to the measurement date.

** Information not available at time of printing.

2021	2020	2019	2018
0.92%	0.55%	0.55%	0.60%
$ (1,879,149)	$ (1,070,978)	$ (614,139)	$ (251,096)
$ 64,171,026	$ 60,649,196	$ 57,137,252	$ 55,505,489
-2.9%	-1.8%	-1.1%	-0.5%
183.90%	150.10%	144.40%	124.00%

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF EMPLOYER CONTRIBUTIONS
PERS OTHER POST EMPLOYMENT BENEFITS
RETIREE HEALTH INSURANCE ACCOUNT
Last Seven Fiscal Years
June 30, 2023

	2024	2023	2022
Employer's Statutorily Required Contribution	$ 1,138	$ 12,044	$ 17,008
Contributions in Relation to the Statutorily Required Contribution	1,138	12,044	17,008
Contribution Excess (Deficiency)	-	-	-
Employer's Covered Payroll	$ 78,572,136	$ 75,705,993	$ 69,898,771
Contributions as a Percent of Covered Payroll	0.00%	0.02%	0.02%

* This schedule is presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

The amounts presented for each fiscal year were actuarially determined at December 31st and rolled forward to the measurement date.

2021	2020	2019	2018
$ 15,356	$ 65,859	$ 274,689	$ 263,388
15,356	65,859	274,689	263,388
-	-	-	-
$ 67,171,523	$ 64,171,026	$ 60,649,196	$ 57,137,252
0.02%	0.10%	0.45%	0.46%

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SUPPLEMENTARY INFORMATION

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
GENERAL FUND
SCHEDULE OF REVENUES - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Taxes:				
Current year levy	$ 31,518,746	$ 31,518,746	$ 31,398,594	$ (120,152)
Prior year levy	350,000	350,000	351,301	1,301
Tuition	36,500	36,500	11,754	(24,746)
Transportation fees	15,000	15,000	36,890	21,890
Investment earnings	450,000	450,000	2,312,918	1,862,918
Rentals	50,000	50,000	-	(50,000)
Other local sources	155,000	155,000	224,324	69,324
Total local sources	32,575,246	32,575,246	34,335,781	1,760,535
From intermediate sources:				
County school fund	190,000	190,000	256,886	66,886
Other intermediate sources	50,000	50,000	23,995	(26,005)
Total intermediate sources	240,000	240,000	280,881	40,881
From state sources:				
State school fund	86,231,208	86,231,208	87,079,545	848,337
Common school fund	1,481,364	1,481,364	1,445,253	(36,111)
Other state sources	-	-	224	224
Total state sources	87,712,572	87,712,572	88,525,022	812,450
From federal sources:				
Federal forest fees	-	-	393,725	393,725
Other federal sources	10,000	10,000	233	(9,767)
Total federal sources	10,000	10,000	393,958	383,958
From other sources:				
Leases	-	-		-
Software subscriptions	-	-	757,887	757,887
Sale of capital assets	500	500	-	(500)
Total other sources	500	500	757,887	757,387
Total revenues	$ 120,538,318	$ 120,538,318	$ 124,293,529	$ 3,755,211

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
GENERAL FUND
SCHEDULE OF EXPENDITURES - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
EXPENDITURES				
Instruction				
Regular programs:				
Elementary school	$ 23,928,496	$ 23,928,496	$ 23,143,110	$ 785,386
Elementary co-curricular	36,494	36,494	39,123	(2,629)
Middle school	10,735,151	10,735,151	10,090,582	644,569
Middle school co-curricular	26,312	26,312	51,811	(25,499)
High school	14,919,385	14,919,385	13,362,011	1,557,374
High school co-curricular	4,200	4,200	100,328	(96,128)
Special programs:				
Pre-kindergarten programs	279,602	279,602	172,488	107,114
Talented and gifted	25,860	25,860	35,167	(9,307)
Students with disabilities	8,063,381	8,063,381	7,630,850	432,531
Less restrictive programs	6,134,953	6,134,953	5,392,301	742,652
Early intervention	140,000	140,000	180,686	(40,686)
Remediation	50,522	50,522	86,226	(35,704)
Alternative education	940,777	940,777	672,961	267,816
Payments to charter school	2,250,000	2,250,000	2,552,994	(302,994)
English as a second language	2,804,758	2,804,758	2,478,682	326,076
Teen parent program	104,064	104,064	27,217	76,847
Summer programs	-	-	-	-
Total instruction	70,443,955	70,443,955	66,016,537	4,427,418
Supporting services				
Pupils:				
Attendance and social work	2,534,560	2,534,560	1,469,360	1,065,200
Guidance	1,351,297	1,351,297	1,488,722	(137,425)
Health	1,828,026	1,828,026	1,779,645	48,381
Psychological	1,154,924	1,154,924	1,033,087	121,837
Speech pathology and audiology	1,633,640	1,633,640	1,580,902	52,738
Other student treatment	477,381	477,381	385,848	91,533
Special programs	738,741	738,741	615,609	123,132
Instructional staff:				
Improvement of instruction	5,098,775	5,098,775	5,022,157	76,618
Educational media	961,298	961,298	952,684	8,614
Assessment	63,769	63,769	96,789	(33,020)
Staff Development	914,848	914,848	440,891	473,957

Salaries	Employee benefits	Purchased services	Supplies and materials	Capital outlay	Other objects
$ 15,008,313	$ 7,890,275	$ 122,799	$ 120,553	$ -	$ 1,170
30,542	8,581	-	-	-	-
6,474,899	3,409,644	84,472	121,227	-	340
39,789	12,022	-	-	-	-
8,634,442	4,308,015	207,491	206,776	-	5,287
11,866	3,798	83,782	882	-	-
97,491	73,464	-	1,533	-	-
25,617	9,240	102	208	-	-
3,914,936	2,158,785	1,499,934	56,458	-	737
3,486,962	1,904,916	57	366	-	-
-	-	180,665	21	-	-
65,546	20,680	-	-	-	-
346,383	184,855	122,488	(848)	-	20,083
-	-	2,552,994	-	-	-
1,605,725	856,912	3,856	11,544	-	645
14,067	7,067	86	5,997	-	-
-	-	-	-	-	-
39,756,578	20,848,254	4,858,726	524,717	-	28,262
784,216	473,993	210,620	531	-	-
976,233	510,692	1,031	766	-	-
1,119,576	589,632	54,594	15,016	-	827
692,184	333,197	2,037	4,324	-	1,345
1,015,720	518,771	29,288	17,123	-	-
239,137	119,276	24,708	2,727	-	-
377,068	180,294	18,125	17,427	22,050	645
3,294,418	1,568,443	16,893	119,357	-	23,046
463,901	283,501	388	167,131	-	37,763
51,901	37,847	863	1,235	-	4,943
259,992	94,653	85,234	757	-	255

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SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
GENERAL FUND
SCHEDULE OF EXPENDITURES - BUDGET AND ACTUAL, continued
June 30,2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
General administration:				
Board of Education	187,390	187,390	164,856	22,534
Executive administration	544,952	544,952	563,857	(18,905)
School administration:				
Office of the principal	9,395,431	9,395,431	9,271,464	123,967
Business:				
Financial services	2,244,717	2,244,717	2,237,676	7,041
Operation and maintenance	12,314,576	12,545,576	12,114,373	431,203
Pupil transportation	6,572,473	6,580,473	6,582,483	(2,010)
Internal services	488,263	488,263	495,776	(7,513)
Central:				
Planning, research, evaluation	4,000	4,000	-	4,000
Information services	693,549	693,549	606,782	86,767
Staff services	1,129,178	1,129,178	1,195,879	(66,701)
Technology	3,119,089	3,129,089	3,718,465	(589,376)
Records management	52,034	52,034	2,166	49,868
Interpreting and Translation	85,604	85,604	71,868	13,736
Total supporting services	53,588,515	53,837,515	51,891,339	1,946,176
Enterprise and community services				
Community services	-	36,000	35,996	4
Total enterprise and community services	-	36,000	35,996	4
Facilities acquisition and construction				
Site acquisition and development	-	-	1,081	(1,081)
Building acquisition and improvement	1,635,090	2,000,090	1,615,570	384,520
Total facilities acquisition and construction	1,635,090	2,000,090	1,616,651	383,439
Transfers to other funds	4,231,896	4,231,896	4,231,896	-
General operation contingency	1,000,000	350,000	-	350,000
Unappropriated ending fund balance	7,938,705	7,938,705	-	7,938,705
Total expenditures	$ 138,838,161	$ 138,838,161	$ 123,792,419	$ 15,045,742

Continued from page 117

Salaries	Employee benefits	Purchased services	Supplies and materials	Capital outlay	Other objects
-	-	134,254	7,128	-	23,474
378,391	158,183	2,064	23,944	-	1,275
5,872,563	3,068,471	93,103	204,643	-	32,684
980,358	474,421	80,474	220,340	-	482,083
4,366,065	2,694,160	3,335,200	1,007,125	42,374	669,449
3,229,152	1,965,286	494,600	662,571	-	230,874
165,947	94,666	205,430	22,926		6,807
-	-	-	-	-	-
346,168	153,538	18,295	59,282	-	29,499
692,543	334,130	84,705	81,802	-	2,699
1,243,265	600,297	382,658	1,282,721	-	209,524
-	-	1,859	42	-	265
34,658	18,186	19,024	-	-	-
26,583,456	14,271,637	5,295,447	3,918,918	64,424	1,757,457
27,342	8,601	-	53	-	-
27,342	8,601	-	53	-	-
-	-	-	-	1,081	-
-	-	124,749	20,885	1,462,638	7,298
-	-	124,749	20,885	1,463,719	7,298
-	-	-	-	-	4,231,896
-	-	-	-	-	-
-	-	-	-	-	-
$ 66,367,376	$ 35,128,492	$ 10,278,922	$ 4,464,573	$ 1,528,143	$ 6,024,913

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
SPECIAL REVENUE FUND
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Investment earnings	$ 130,000	$ 130,000	$ 285,825	$ 155,825
Donations	310,497	310,497	179,498	(130,999)
Indirects	1,600,000	1,600,000	998,005	(601,995)
Rentals	95,000	95,000	78,407	(16,593)
Student activities	1,950,000	1,950,000	1,322,923	(627,077)
Other local sources	2,085,945	2,085,945	1,283,026	(802,919)
Total local sources	6,171,442	6,171,442	4,147,684	(2,023,758)
From state sources:				
State school fund - Transportation	486,723	486,723	545,126	58,403
Other state sources	19,567,870	19,567,870	16,357,286	(3,210,584)
Total state sources	20,054,593	20,054,593	16,902,412	(3,152,181)
From federal sources:				
Title I grants to LEAs	4,925,000	4,925,000	4,088,158	(836,842)
Special education	5,294,000	5,294,000	2,344,305	(2,949,695)
Supporting effective instruction	650,000	650,000	287,493	(362,507)
Student support and academic enrichment	525,000	525,000	297,744	(227,256)
Rehabilitation services - vocational	401,325	401,325	227,205	(174,120)
Education Stabilization Fund - COVID 19	27,501,848	27,501,848	16,883,074	(10,618,774)
Congretionally Funded Community Projects	-	-	290,651	290,651
Child Nutrition	4,030,000	4,030,000	4,064,303	34,303
Other	300,275	300,275	233,650	(66,625)
Total federal sources	43,627,448	43,627,448	28,716,583	(14,910,865)
Total revenues	69,853,483	69,853,483	49,766,679	(20,086,804)
EXPENDITURES				
Instruction:				
Salaries	13,213,351	13,213,351	9,017,542	4,195,809
Employee benefits	5,529,814	5,529,814	4,413,920	1,115,894
Purchased services	1,675,979	1,675,979	1,537,781	138,198
Supplies and materials	10,573,586	10,573,586	5,430,853	5,142,733
Capital outlay	5,000	5,000	129,817	(124,817)
Other	519,500	519,500	699,948	(180,448)
Total instruction	31,517,230	31,517,230	21,229,861	10,287,369
Supporting services:				
Salaries	5,143,784	5,143,784	4,325,230	818,554
Employee benefits	2,506,426	2,506,426	2,105,306	401,120

Continued on page 121

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
SPECIAL REVENUE FUND
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
June 30,2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
Supporting services, continued:				
Purchased services	$ 1,252,222	$ 1,252,222	$ 869,599	$ 382,623
Supplies and materials	1,780,120	1,780,120	1,680,341	99,779
Capital outlay	250,000	250,000	224,315	25,685
Other	1,646,966	1,646,966	1,078,956	568,010
Total supporting services	12,579,518	12,579,518	10,283,747	2,295,771
Community services:				
Salaries	2,563,132	2,563,132	2,372,115	191,017
Employee benefits	1,851,500	1,851,500	1,494,504	356,996
Purchased services	204,000	204,000	169,489	34,511
Supplies and materials	2,883,482	2,883,482	2,447,652	435,830
Capital outlay	125,000	125,000	249,048	(124,048)
Other	32,650	32,650	68,839	(36,189)
Total community services	7,659,764	7,659,764	6,801,647	858,117
Facilities acquisition and construction:				
Purchased services	95,000	95,000	274,349	(179,349)
Supplies and materials	50,000	50,000	82,539	(32,539)
Capital outlay	20,734,796	20,734,796	12,171,722	8,563,074
Other	-	-	84,781	(84,781)
Total facilities acquisition and construction	20,879,796	20,879,796	12,613,391	8,266,405
Debt services:				
Principal	575,632	575,632	575,632	-
Interest	88,857	88,857	88,857	-
Total debt services	664,489	664,489	664,489	-
Other uses of funds:				
Contingency	1,100,000	1,100,000	-	1,100,000
Transits	3,900,000	3,900,000	2,221,732	1,678,268
Total other uses of funds	5,000,000	5,000,000	2,221,732	2,778,268
Total expenditures	78,300,797	78,300,797	53,814,867	24,485,930
Excess (deficiency) of revenues over expenditures	(8,447,314)	(8,447,314)	(4,048,188)	4,399,126
OTHER FINANCING SOURCES (USES)				
Software subscriptions	-	-	749,494	749,494
Sale of capital assets	-	-	37,151	37,151
Transfers in	3,800,000	3,800,000	3,800,000	-
Total other financing sources (uses)	3,800,000	3,800,000	4,586,645	786,645
Net change in fund balance	(4,647,314)	(4,647,314)	538,457	5,185,771
Beginning fund balance	12,685,979	12,685,979	13,466,361	780,382
Ending fund balance	$ 8,038,665	$ 8,038,665	$ 14,004,818	$ 5,966,153

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SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
DEBT SERVICE FUND
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Taxes:				
Current year levy	$ 7,350,000	$ 7,350,000	$ 7,378,834	$ 28,834
Prior year levy	125,000	125,000	87,457	(37,543)
Investment earnings	32,000	32,000	439,171	407,171
Assessments from other funds	12,200,000	12,200,000	12,280,586	80,586
Total revenues	19,707,000	19,707,000	20,186,048	479,048
EXPENDITURES				
Supporting services:				
Purchased services	1,000	1,000	-	1,000
Total supporting services	1,000	1,000	-	1,000
Debt service:				
Principal	14,854,715	14,854,715	16,005,882	(1,151,167)
Interest	5,563,818	5,563,818	4,412,651	1,151,167
Total debt service	20,418,533	20,418,533	20,418,533	-
Total expenditures	20,419,533	20,419,533	20,418,533	1,000
Deficiency of revenues (under) expenditures	(712,533)	(712,533)	(232,485)	480,048
OTHER FINANCING SOURCES (USES)				
Transfers from other funds	431,896	431,896	431,896	-
Total other financing sources (uses)	431,896	431,896	431,896	-
Net change in fund balance	(280,637)	(280,637)	199,411	480,048
Beginning fund balance	550,000	550,000	667,005	117,005
Ending fund balance	$ 269,363	$ 269,363	$ 866,416	$ 597,053

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
CAPITAL PROJECTS FUND
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Investment earnings		$ -	$ 51,569	$ 51,569
Rents	59,947	59,947	97,334	37,387
Other local sources	-	-	6,106	6,106
Total revenues	59,947	59,947	155,009	95,062
EXPENDITURES				
Supporting services				
Purchased services	100,000	123,500	117,816	5,684
Supplies and materials	167,000	167,000	24,484	142,516
Capital outlay	125,000	125,000	10,594	114,406
Other	5,000	5,000	-	5,000
Total supporting services	397,000	420,500	152,894	267,606
Facilities acquisition and construction:				
Purchased services	100,000	100,000	14,603	85,397
Supplies and materials	-	-	130	(130)
Capital outlay	600,000	4,076,500	2,057,660	2,018,840
Other	50,000	50,000	11,367	38,633
Total facilities acquisition and construction	750,000	4,226,500	2,083,760	2,142,740
Other uses of funds:				
Contingency	33,054	33,054	-	33,054
Total other uses of funds	33,054	33,054	-	33,054
Total expenditures	1,180,054	4,680,054	2,236,654	2,443,400
Deficiency of revenues (under) expenditures	(1,120,107)	(4,620,107)	(2,081,645)	2,538,462
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of long-term deb	-	3,500,000	3,500,000	-
Total other financing sources (uses)	-	3,500,000	3,500,000	-
Net change in fund balance	(1,120,107)	(1,120,107)	1,418,355	2,538,462
Beginning fund balance	1,120,107	1,120,107	429,328	(690,779)
Ending fund balance	$ -	$ -	$ 1,847,683	$ 1,847,683

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
PROPRIETARY FUNDS
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET (NON-GAAP) AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Investment earnings	$ 20,000	$ 20,000	$ 45,933	$ 25,933
Insurance assessments	23,862,321	23,862,321	21,685,727	(2,176,594)
Printing assessments	605,000	605,000	614,395	9,395
Other local sources	1,485,000	1,485,000	1,278,390	(206,610)
Total revenues	25,972,321	25,972,321	23,624,445	(2,347,876)
EXPENDITURES				
Supporting services				
Salaries	323,164	323,164	282,844	40,320
Employee benefits	25,250,107	25,250,107	22,143,925	3,106,182
Purchased services	211,700	211,700	246,700	(35,000)
Supplies and materials	199,950	199,950	176,424	23,526
Captial outlay	27,000	27,000	19,907	7,093
Other	60,400	60,400	58,007	2,393
Total supporting services	26,072,321	26,072,321	22,927,807	3,144,514
Debt service:				
Principal	20,000	20,000	7,125	12,875
Interest	5,000	5,000	68	4,932
Total debt service	25,000	25,000	7,193	17,807
Other uses of funds:				
Contingency	100,000	100,000	-	100,000
Total other uses of funds	100,000	100,000	-	100,000
Total expenditures	26,197,321	26,197,321	22,935,000	3,262,321
Deficiency of revenues (under) expenditures	(225,000)	(225,000)	689,445	914,445
OTHER FINANCING SOURCES (USES)				
Sale of capital assets	-	-	50	(50)
Total other financing sources (uses)	-	-	50	(50)
Net change in fund balance	(225,000)	(225,000)	689,495	914,395
Beginning fund balance	1,225,000	1,225,000	779,350	(445,650)
Ending fund balance	$ 1,000,000	$ 1,000,000	$ 1,468,845	$ 468,745
Reconciliation to GAAP basis				
Capital assets, net of accumulated depreciation			45,936	
Net position June 30, 2024			$ 1,514,781	

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
VOLUNTARY EARLY RETIREMENT FUND
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the year ended June 30, 2024

	Budget Adopted	Budget Final	Actual	Variance with Final Budget
REVENUES				
From local sources:				
Assessments from other funds	$ 100,000	$ 100,000	$ 100,000	$ -
Interest income	3,000	3,000	32,564	29,564
Total revenues	103,000	103,000	132,564	29,564
EXPENDITURES				
Supporting services:				
Pension Benefits	12,000	12,000	7,832	4,168
Post employment benefits	301,000	301,000	227,695	73,305
Administrative costs	7,500	7,500	8,000	(500)
Total expenditures	320,500	320,500	243,527	76,973
Net change in fund balance	(217,500)	(217,500)	(110,963)	106,537
Beginning fund balance	830,000	830,000	872,775	42,775
Ending fund balance	$ 612,500	$ 612,500	$ 761,812	$ 149,312

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON
SCHEDULE OF PROPERTY TAX TRANSACTIONS & OUTSTANDING BALANCE
For the Year Ended June 30, 2024

GENERAL FUND

Tax Year	Taxes Uncollected July 1, 2023	Add Levy Extended by Assessor	(Deduct) Discounts Allowed	Add (Deduct) Cancellations & Adjustments	(Deduct) Collections	Taxes Uncollected June 30, 2024
2023-24	$ -	$ 32,921,997	$ (874,649)	$ (108,193)	$ (31,328,218)	$ 610,937
2022-23	520,320	-	(457)	(79,567)	(213,865)	226,431
2021-22	215,124	-	361	(13,008)	(78,733)	123,744
2020-21	119,056	-	803	(11,681)	(52,791)	55,387
2019-20 and prior	191,510	-	-	(16,472)	(32,468)	142,570
Total prior	1,046,010	-	707	(120,728)	(377,857)	548,132
Total General Fund	$ 1,046,010	$ 32,921,997	$ (873,942)	$ (228,921)	$ (31,706,075)	$ 1,159,069

DEBT SERVICE FUND

Tax Year	Taxes Uncollected July 1, 2023	Add Levy Extended by Assessor	(Deduct) Discounts Allowed	Add (Deduct) Cancellations & Adjustments	(Deduct) Collections	Taxes Uncollected June 30, 2024
2023-24	$ -	$ 7,736,742	$ (205,545)	$ (25,426)	$ (7,362,200)	$ 143,571
2022-23	125,928	-	(110)	(19,257)	(51,760)	54,801
2021-22	54,524	-	92	(3,297)	(19,955)	31,364
2020-21	31,551	-	113	(3,096)	(13,990)	14,678
2019-20 and prior	34,411	-	-	(2,752)	(9,090)	22,569
Total prior	246,414	-	95	(28,402)	(94,795)	123,412
Total Debt Service Fund	$ 246,414	$ 7,736,742	$ (205,450)	$ (53,828)	$ (7,456,995)	$ 266,983

Reconciliation to revenue

Total tax collections from above, all fund	$ 39,163,070
Collections for July and August, 2024 included in revenue	141,058
Collections for July and August, 2023 excluded in revenue	(87,942)
Property tax revenue, budgetary basis	$ 39,216,186

Statistical Section



Springfield
Public Schools

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY OREGON

STATISTICAL SECTION

This part of the District's annual comprehensive financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the District's overall financial health.

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Financial Trends **128**

Schedules of how the District's financial performance and well-being have change over time.

Revenue Capacity **138**

These schedules contain information to help the reader assess the District's most significant local revenue source, property taxes.

Debt Capacity **146**

These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

Demographic and Economic Information **152**

These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.

Operating Information **158**

These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.

Schedule 1
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
NET POSITION
Last Ten Fiscal Years
(accrual basis of accounting)

	2023-24	2022-23	2021-22	2020-21
Governmental activities				
Net investment in capital assets	$ 61,545,654	$ 46,785,860	$ 39,542,278	$ 31,847,418
Restricted for OPEB	2,149,668	2,095,565	1,723,398	1,436,151
Restricted for debt services	866,416	667,005	591,727	1,106,502
Restricted for other purposes	3,593,154	3,135,386	4,329,069	2,866,982
Unrestricted (deficit)	(102,974,421)	(109,103,164)	(113,674,025)	(117,695,940)
Total net position	$ (34,819,529)	$ (56,419,348)	$ (67,487,553)	$ (80,438,887)

Source: School District Records

Note: Corrected calculations of restricted and unrestricted net position for 2020-21 and prior years and moved restricted to OPEB into a separate restriction category for 2018-19 thru current year. Corrected net investment in capital assets and total net position for 2014-15 thru 2022-23 due to 2022-23 beginning fund balance restatement.

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ 33,455,027	$ 32,527,809	$ 35,696,528	$ 31,489,405	$ 29,862,903	$ 21,190,191
933,069	733,437	-	-	-	-
1,113,587	1,346,857	1,081,830	558,396	558,396	502,016
3,191,511	2,462,635	2,237,107	1,982,397	2,906,336	2,547,984
(113,555,700)	(105,486,960)	(104,896,977)	(92,596,051)	(88,764,666)	(41,451,192)
$ (74,862,506)	$ (68,416,222)	$ (65,881,512)	$ (58,565,853)	$ (55,437,031)	$ (17,211,001)

Schedule 2
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
EXPENSES, PROGRAM REVENUES, AND NET EXPENSE
Last Ten Fiscal Years
(accrual basis of accounting)

	2023-24	2022-23	2021-22	2020-21
Expenses				
Governmental activities:				
Instruction services	$ 85,055,150	$ 89,429,170	$ 81,629,174	$ 87,043,130
Support services	60,282,667	61,249,431	54,047,935	55,730,521
Community services	6,254,376	5,831,921	5,288,975	4,682,496
Facilities services	-	-	-	-
Interest on long-term debt	7,592,556	7,985,012	8,843,038	7,520,770
Total expenses	$ 159,184,749	$ 164,495,534	$ 149,809,122	$ 154,976,917
Program Revenues				
Governmental activities:				
Charges for services				
Instruction services	$ 1,396,317	$ 1,450,896	$ 1,013,832	$ 353,663
Support services	1,881,837	2,010,211	1,723,208	1,098,789
Community services	67,454	117,144	255,124	335,916
Operating grants and contributions	31,544,913	34,897,041	29,036,543	20,689,913
Capital grants and contributions	11,649,541	7,483,543	3,525,772	1,395,682
Total program revenues	$ 46,540,062	$ 45,958,835	$ 35,554,479	$ 23,873,963
Net (expense)				
Governmental activities	$ (112,644,687)	$ (118,536,699)	$ (114,254,643)	$ (131,102,954)

Source: School District Records

Note: Corrected interest expense for 2014-15 thru 2022-23 due to 2022-23 beginning balance restatement.

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ 83,522,974	$ 81,524,834	$ 79,368,304	$ 77,606,769	$ 85,088,099	$ 56,537,759
52,002,939	47,211,809	49,106,362	42,123,060	48,863,556	29,023,065
4,896,979	4,556,323	5,523,045	4,243,111	4,515,146	3,509,972
-		-	13,208	-	-
7,655,049	7,815,365	7,891,968	8,151,347	9,347,548	6,323,422
$ 148,077,941	$ 141,108,331	$ 141,889,679	$ 132,137,495	$ 147,814,349	$ 95,394,218
$ 1,566,065	$ 2,448,403	$ 2,291,530	$ 2,485,437	$ 2,207,727	$ 2,061,770
1,410,924	1,282,198	1,570,278	1,928,640	1,995,773	993,062
390,700	508,705	345,737	337,141	354,175	421,841
14,463,310	15,401,566	13,438,298	13,337,859	13,041,676	12,671,994
341,320	-	755,960	289,906	147,729	1,300
$ 18,172,319	$ 19,640,872	$ 18,401,803	$ 18,378,983	$ 17,747,080	$ 16,149,967
$ (129,905,622)	$ (121,467,459)	$ (123,487,876)	$ (113,758,512)	$ (130,067,269)	$ (79,244,251)

Schedule 3
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
GENERAL REVENUES AND TOTAL CHANGE IN NET POSITION
Last Ten Fiscal Years
(accrual basis of accounting)

	2023-24	2022-23	2021-22	2020-21
Net expense from governmental activities	$ (112,644,687)	$ (118,536,699)	$ (114,254,643)	$ (131,102,954)
General Revenues				
Governmental activities:				
Property taxes levied, general purpose	$ 31,794,308	$ 30,825,002	$ 28,989,862	$ 27,965,757
Property taxes levied, debt services	7,471,377	7,459,359	7,338,989	7,454,307
State school fund	87,668,053	85,346,671	83,013,601	84,731,490
Common school fund	1,445,253	1,336,642	1,213,248	1,148,109
Unrestricted state and local sources	280,881	381,813	1,706,156	2,555,496
Unrestricted revenue, federal sources	393,725	437,617	411,037	355,329
Earnings on investments	3,136,102	2,052,335	1,330,496	713,788
Gain (loss) on sale	29,541	668,340	1,790,834	4,687
Miscellaneous	2,025,266	1,097,125	1,411,754	597,610
Total general revenues and transfers	$ 134,244,506	$ 129,604,904	$ 127,205,977	$ 125,526,573
Change in net position				
Governmental activities	$ 21,599,819	$ 11,068,205	$ 12,951,334	$ (5,576,381)

Source: School District Records

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ (129,905,622)	$ (121,467,459)	$ (123,487,876)	$ (113,758,512)	$ (130,067,269)	$ (79,244,251)
$ 27,091,772	$ 25,839,649	$ 24,802,337	$ 24,030,618	$ 23,192,202	$ 22,890,063
7,219,525	6,809,909	6,789,173	6,747,890	6,000,862	5,069,436
82,553,456	76,557,591	78,425,621	72,972,224	70,666,552	67,402,149
1,169,649	1,212,288	1,338,151	1,591,241	1,154,814	1,134,086
2,169,975	2,838,141	1,547,618	1,928,251	1,649,376	1,740,634
396,232	525,153	473,101	130,233	533,937	567,355
1,301,597	1,511,621	1,183,236	1,202,882	906,365	574,255
66,376	2,445,498	-	249,312	-	1,854,616
1,490,756	1,192,899	1,612,980	1,777,039	1,331,833	1,317,545
$ 123,459,338	$ 118,932,749	$ 116,172,217	$ 110,629,690	$ 105,435,941	$ 102,550,139
$ (6,446,284)	$ (2,534,710)	$ (7,315,659)	$ (3,128,822)	$ (24,631,328)	$ 23,305,888

Schedule 4
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
FUND BALANCES, GOVERNMENTAL FUNDS
Last Ten Fiscal Years
(modified accrual basis of accounting)

	2023-24	2022-23	2021-22	2020-21
General fund				
Nonspendable	$ 181,083	$ 205,298	$ 175,175	$ 199,735
Unassigned	20,079,898	19,554,573	19,472,930	17,131,415
Total general fund	$ 20,260,981	$ 19,759,871	$ 19,648,105	$ 17,331,150
All other governmental funds				
Nonspendable	$ 402,240	$ 624,887	$ 274,885	$ 434,514
Restricted	4,485,506	3,790,635	4,920,796	3,973,484
Committed	3,480,219	3,849,713	3,138,895	3,045,068
Assigned	8,350,952	6,559,959	3,176,977	3,583,136
Unassigned	-	(262,500)	(499,503)	(198,630)
Total all other governmental funds	$ 16,718,917	$ 14,562,694	$ 11,012,050	$ 10,837,572

Source: School District Records

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ 146,626	$ 168,158	$ 202,063	$ 165,298	$ 122,949	$ 142,014
13,558,475	10,535,196	10,033,286	9,216,521	7,874,217	5,482,180
$ 13,705,101	$ 10,703,354	$ 10,235,349	$ 9,381,819	$ 7,997,166	$ 5,624,194
$ 696,962	$ 761,379	$ 942,341	$ 1,243,944	$ 739,911	$ 585,083
6,705,821	7,294,797	9,731,702	33,675,433	62,703,322	77,186,566
1,308,238	1,468,418	421,051	2,605,318	2,166,899	113,211
1,542,602	2,527,315	3,360,299	1,933,358	239,611	235,802
-	-	-	-	-	-
$ 10,253,623	$ 12,051,909	$ 14,455,393	$ 39,458,053	$ 65,849,743	$ 78,120,662

Schedule 5

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES, GOVERNMENTAL FUNDS

Last Ten Fiscal Years

(modified accrual basis of accounting)

	2023-24	2022-23	2021-22
REVENUES			
Local sources:			
Taxes	$ 39,216,186	$ 38,296,001	$ 36,280,889
Investment earnings	3,089,483	1,972,755	2,763
Assessments from other funds	12,280,586	11,759,134	10,193,912
Other local sources	4,238,267	4,784,833	4,800,209
Intermediate sources	280,881	382,183	1,676,112
State sources	105,427,434	103,089,880	97,828,033
Federal sources	29,110,541	25,935,258	18,804,300
Total revenues	193,643,378	186,220,044	169,586,218
EXPENDITURES			
Current:			
Instruction	87,116,581	87,342,845	80,455,127
Support Services	62,028,647	59,027,829	54,623,703
Community Services	6,588,595	5,880,960	5,345,030
Facilities acquisition and construction	620,701	1,272,076	544,465
Other uses of funds	2,221,732	302,420	483,590
Debt service:			
Principal	16,581,514	14,786,410	13,398,931
Interest	4,501,508	5,762,078	5,908,369
Capital outlay	16,371,299	9,250,702	9,894,033
Total expenditures	196,030,577	183,625,320	170,653,248
Excess (deficiency) of revenue over expenditures	$ (2,387,199)	$ 2,594,724	$ (1,067,030)
OTHER FINANCING SOURCES (USES)			
Transfers in	$ 4,231,896	$ 4,234,246	$ 1,971,516
Transfers out	(4,231,896)	(4,234,246)	(1,971,516)
Sale of capital assets	37,151	707,870	18,185
Leases issued	-	42,024	17,000
Software subscriptions	1,507,381	317,792	-
Insurance recoveries	-	-	1,899,117
Issuance of debt	3,500,000	-	131,155,000
Premium on issuance of debt	-	-	-
Payment to refunded bond escrow agent	-	-	(23,307,764)
Bond issuance costs	-	-	-
Lump sum payment to PERS	-	-	(106,223,075)
Total other financing sources (uses)	5,044,532	1,067,686	3,558,463
Net change in fund balance	$ 2,657,333	$ 3,662,410	$ 2,491,433
Debt service as a percentage of noncapital expenditures*	11.78%	11.87%	12.05%

*(debt service principal & interest) divided by (total expenditures less capital outlay & facilities acquisition construction)

Source: School District Recrods

2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ 35,495,142	$ 34,196,069	$ 33,562,550	$ 31,966,288	$ 30,581,915	$ 29,042,027	$ 27,899,955
459,707	1,052,677	1,248,458	931,732	1,008,275	814,903	486,455
5,499,057	5,074,289	5,248,512	4,895,847	5,096,652	5,106,456	4,739,939
2,466,076	4,742,792	5,244,632	5,480,772	6,035,832	5,493,413	5,042,594
2,555,497	2,169,971	2,681,212	1,547,618	1,928,251	1,649,373	1,740,634
93,805,989	87,360,722	82,019,406	82,842,294	77,031,834	73,814,421	70,501,804
13,982,056	11,069,973	11,501,095	11,690,876	11,057,642	11,199,080	10,783,195
154,263,524	145,666,493	141,505,865	139,355,427	132,740,401	127,119,673	121,194,576
78,556,766	77,317,949	76,428,382	76,599,770	73,454,577	72,600,301	67,633,318
49,315,024	46,860,347	44,898,149	42,861,824	39,383,665	37,879,744	36,387,259
4,416,676	4,718,076	4,496,779	4,324,999	4,153,614	4,083,336	3,973,842
767,960	447,048	443,673	1,115,859	1,895,395	4,612,844	1,202,232
79,905	21,968	246,448	650,132	203,870	-	-
13,605,447	9,299,308	8,866,571	8,279,492	7,546,494	5,187,317	11,510,172
4,372,044	4,345,123	4,401,949	4,462,732	4,707,479	6,323,955	4,593,769
3,721,515	4,933,032	4,190,518	26,983,393	27,260,961	11,275,926	1,702,313
154,835,337	147,942,851	143,972,469	165,278,201	158,606,055	141,963,423	127,002,905
$ (571,813)	$ (2,276,358)	$ (2,466,604)	$ (25,922,774)	$ (25,865,654)	$ (14,843,750)	$ (5,808,329)
$ 6,335,519	$ 2,751,996	$ 2,721,164	$ 3,089,144	$ 2,631,577	$ 1,177,858	$ 4,137,858
(6,335,519)	(2,751,996)	(2,721,164)	(3,089,144)	(2,631,577)	(1,177,858)	(4,137,858)
4,687	1,825,440	531,125	10,566	460,004	5,793	1,913,473
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
4,330,000	1,654,375	-	1,763,078	398,613	4,940,000	116,184,808
447,124	-	-	-	-	-	7,603,811
-	-	-	-	-	-	(44,605,672)
-	-	-	-	-	-	(860,740)
-	-	-	-	-	-	-
4,781,811	3,479,815	531,125	1,773,644	858,617	4,945,793	80,235,680
$ 4,209,998	$ 1,203,457	$ (1,935,479)	$ (24,149,130)	$ (25,007,037)	$ (9,897,957)	$ 74,427,351
11.96%	9.57%	9.52%	9.29%	9.47%	9.13%	12.98%

Source: School District Recrods

Schedule 6
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
ASSESSED VALUES OF TAXABLE PROPERTY WITHIN SCHOOL DISTRICT NO. 19 BOUNDARIES
Last Ten Fiscal Years

	2023-24	2022-23	2021-22	2020-21
ASSESSED VALUE (not including exempt property)				
Real property	$ 6,892,165,723	$ 6,618,927,451	$ 6,196,820,848	$ 5,986,415,563
Personal property	193,223,340	178,923,969	180,091,824	173,980,397
Manufactured structures	55,412,573	54,843,645	51,648,112	48,681,872
Public utilities	138,454,752	137,793,500	127,604,200	127,865,600
Total assessed value	7,279,256,388	6,990,488,565	6,556,164,984	6,336,943,432
Plus non-profit housing	3,068,477	2,979,105	2,892,336	2,808,094
Less urban renewal excess	(149,368,128)	(122,948,256)	(66,551,232)	(64,611,794)
Total net assessed value	$ 7,132,956,737	$ 6,870,519,414	$ 6,492,506,088	$ 6,275,139,732
Total direct tax rate per $1,000	5.7036	5.7399	5.7970	5.8490
Amount tax will raise	$ 40,842,221	$ 39,571,663	$ 37,711,354	$ 36,783,232
Less reductions and adjustments	(275,051)	(278,606)	(300,301)	(314,381)
Total taxes imposed (net levy)	40,567,170	39,293,057	37,411,053	36,468,851

Source: Lane County Department of Assessment and Taxation

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
$ 5,792,034,187	$ 5,561,104,447	$ 5,353,103,921	$ 5,141,443,545	$ 4,996,121,173	$ 4,848,549,927
167,624,022	164,748,391	150,252,944	139,178,421	130,903,115	137,164,636
46,505,060	43,234,341	40,225,385	40,345,145	38,430,068	37,041,185
119,384,100	122,503,200	126,860,195	119,577,500	118,254,700	112,307,757
6,125,547,369	5,891,590,379	5,670,442,445	5,440,544,611	5,283,709,056	5,135,063,505
-	-	-	-	-	-
(60,037,359)	(58,324,255)	(40,188,337)	(29,773,656)	(26,491,434)	(29,860,854)
$ 6,065,510,010	$ 5,833,266,124	$ 5,630,254,108	$ 5,410,770,955	$ 5,257,217,622	$ 5,105,202,651
5.8526	5.8382	5.9181	5.9181	5.8166	5.6478
$ 35,571,733	$ 34,125,588	$ 33,183,464	$ 32,059,502	$ 30,610,270	$ 28,851,420
(303,733)	(313,275)	(331,461)	(366,070)	(400,003)	(427,558)
35,268,000	33,812,313	32,852,003	31,693,432	30,210,267	28,423,862

Schedule 7
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
DIRECT AND OVERLAPPING PROPERTY TAX RATES
Last Ten Fiscal Years
(rate per $1,000 of assessed value)

	2023-24	2022-23	2021-22	2020-21
DISTRICT DIRECT RATES (per $1,000)				
General tax permanent rate	4.6412	4.6412	4.6412	4.6412
General obligation debt service bonds	1.0624	1.0987	1.1554	1.2081
Total direct rate	5.7036	5.7399	5.7966	5.8493
OVERLAPPING TOTAL PROPERTY TAX RATES (per $1,000)				
City of Eugene	7.99	7.95	8.03	8.06
City of Springfield	6.99	7.05	7.20	7.20
Eugene Urban Renewal Downtown	0.24	0.22	0.22	0.22
Glenwood Water	2.85	2.93	3.12	3.18
Goshen Rural Fire Protection District	1.72	1.72	1.72	1.72
Lane Community College	0.95	0.95	0.96	0.96
Lane County	2.02	1.86	1.86	1.84
Lane ESD	0.22	0.22	0.22	0.22
Marcola Water	0.40	0.40	0.40	0.40
McKenzie River Rural Fire Protection District	2.21	2.21	2.21	2.21
Mohawk Valley Rural Fire Protection District	2.26	2.28	2.29	2.30
Pleasant Hill Rural Fire Protection District	1.10	1.10	1.10	1.10
Rainbow Water and Fire District	3.77	3.77	3.77	3.77
Shangra La Water District	2.00	2.00	2.00	2.00
South Lane Water District	1.50	1.50	1.50	1.77
Springfield Economic Development Agency	1.37	1.29	1.10	1.02
Upper Willamette Soil and Water	0.07	0.07	0.07	-
Willakenzie Rural Fire Protection District	3.07	3.07	3.07	3.07
Willamalane Park and Recreation District	2.17	2.19	2.24	2.27
Maximum code are rate per $1,000	20.04	19.98	20.19	20.67

Source: Lane County Department of Assessment and Taxation

Note: Overlapping rates include levies for operating and debt service costs.

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
4.6412	4.6412	4.6412	4.6412	4.6412	4.6412
1.2114	1.1970	1.2769	1.2769	1.1754	1.0066
5.8526	5.8382	5.9181	5.9181	5.8166	5.6478
8.01	8.13	7.96	8.02	7.97	7.98
7.27	6.77	6.68	6.79	6.78	7.03
0.20	0.21	0.20	0.19	0.17	0.16
3.28	3.36	3.33	3.36	3.44	3.47
2.22	2.22	2.22	2.22	2.22	2.22
0.84	0.85	0.85	0.84	0.82	0.86
1.84	1.81	1.67	1.67	1.83	1.93
0.22	0.22	0.22	0.22	0.22	0.22
0.40	0.40	0.40	0.40	0.40	0.40
2.06	2.06	2.06	2.06	2.06	2.06
2.32	2.32	1.91	1.91	1.91	1.91
1.10	1.10	1.10	1.10	1.10	1.10
3.77	3.67	3.72	3.78	3.83	3.62
2.00	2.00	2.00	2.00	2.00	2.00
1.76	1.78	1.80	1.80	1.50	1.50
0.93	0.85	0.87	0.84	0.77	0.73
-	-	-	-	-	-
3.07	3.07	3.07	3.07	3.07	3.07
2.29	2.30	2.33	2.35	2.34	2.37
20.67	20.13	19.96	20.11	20.12	20.38

Schedule 8
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
PRINCIPAL TAXPAYERS FOR SPRINGFIELD SCHOOL DISTRICT
Current Year and Nine Years Ago

	Tax year 2023		
	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
TEN LARGEST TAXPAYERS			
IP Eat Three LLC	$ 342,107,457	1	4.80%
McKenzie Willamette Regional Medical Center	91,330,994	2	1.28%
Swanson Group Mfg LLC	77,637,249	3	1.09%
BRFI Gateway LLC	59,724,355	4	0.84%
Rosboro Company LLC	42,891,931	5	0.60%
Borden Chemical Inc	36,850,167	6	0.52%
Kingsford Manufacturing Co	33,187,880	7	0.47%
Comcast Corporation	27,979,567	8	0.39%
Countryside Brentwood LLC	27,677,780	9	0.39%
Arclin USA, Inc	26,267,512	10	0.37%
Gateway Mall Partners	-		-
Shepard Investment Group LLC	-		-
Brentwood Estates LLC	-		-
Momentum Custom Chemicals Inc	-		-
Subtotal of ten largest taxpayers	765,654,892		10.73%
ALL OTHER TAXPAYERS	6,367,301,845		89.27%
Total all taxpayers	$ 7,132,956,737		100.00%

Source: Lane County Department of Assessment and Taxation

Tax year 2014

Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
$ 228,476,859	1	4.48%
25,322,951	6	0.50%
21,826,032	8	0.43%
29,090,455	5	0.57%
24,998,238	7	0.49%
42,310,500	3	0.83%
58,141,526	2	1.14%
28,909,543	4	0.57%
21,205,167	9	0.42%
17,016,598	10	0.33%
497,297,869		9.74%
4,607,904,782		90.26%
$ 5,105,202,651		100.00%

Schedule 9
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
PRINCIPAL PROPERTY TAXPAYERS FOR LANE COUNTY
Current Year

Taxpayer Name	Business/Service	Tax	Taxable Assessed Value	Percentage of Total Taxable Assessed Value
TEN LARGEST TAXPAYERS				
IP Eat Three LLC	Wood Products	$ 5,894,984	$ 342,107,457	0.84%
Comcast Corporation	Telecommunications	2,863,402	147,885,276	0.36%
Shepard Investment Group LLC	Apartments	2,554,315	119,141,299	0.29%
Northwest Natural Gas Co	Natural Gas Utility	2,321,749	147,538,180	0.36%
Verizon Communications Inc	Telecommunications	1,786,441	108,655,751	0.27%
Valley River Center	Shopping Center	1,749,249	95,654,631	0.24%
Emerald PUD	Public Power Utility	1,699,262	152,503,403	0.38%
McKenzie Willamette Regional Medical Ctr	Healthcare	1,673,658	91,330,944	0.22%
Weyerhaeuser Company	Forestry/Timber	1,618,790	117,630,542	0.29%
Lumen Technologies Inc	Telecommunications	1,608,371	110,698,918	0.27%
Subtotal of ten largest taxpayers			1,433,146,401	3.53%
ALL OTHER TAXPAYERS			39,193,872,639	96.47%
Total all taxpayers			$ 40,627,019,040	100.00%

Source: Lane County Department of Assessment and Taxation

Schedule 10
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
PROPERTY TAX LEVIES AND COLLECTIONS
Last Ten Fiscal Years

		Collected within the Fiscal Year of the Levy			Tax Collections to Date	
Fiscal Year	Net Tax Levy for Fiscal Year	Amount Collected	Percentage of Levy	Collection in Subsequent Years	Amount Collected	Percentage of Levy
2023-24	$ 40,658,739	$ 38,690,418	95.16%	$ -	$ 38,690,418	95.16%
2022-23	39,432,516	37,689,706	95.58%	265,625	37,955,331	96.25%
2021-22	37,411,053	35,760,177	95.59%	447,837	36,208,014	96.78%
2020-21	36,468,851	34,894,332	95.68%	465,956	35,360,288	96.96%
2019-20	35,268,000	33,653,154	95.42%	589,770	34,242,924	97.09%
2018-19	33,812,313	32,296,410	95.52%	501,751	32,798,161	97.00%
2017-18	32,852,003	31,361,690	95.46%	491,227	31,852,917	96.96%
2016-17	31,693,432	30,011,238	94.69%	663,550	30,674,788	96.79%
2015-16	30,210,267	28,457,290	94.20%	680,611	29,137,901	96.45%
2014-15	28,423,862	27,287,169	96.00%	794,131	28,081,300	98.79%

Source: Lane County Department of Assessment and Taxation

Schedule 11
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
RATIOS OF OUTSTANDING DEBT BY TYPE
Last Ten Fiscal Years

	Governmental Activities						
	Publicly Sold		Direct Borrowings and Placements				
Fiscal Year	Full Faith and Credit Bonds (1)	General Obligation Bonds (1)	Financed Purchases	Private Placement Notes	Private Placement Bonds	Software Subscriptions	Leases
2023-24	$ 122,327,061	$ 101,303,633	$ 858,371	$ 4,609,664	$ -	$ 712,753	$ 5,772
2022-23	131,489,287	105,825,524	1,245,415	1,266,259	-	173,550	32,269
2021-22	140,006,630	110,024,230	1,720,601	1,418,628	-	-	17,000
2020-21	40,323,098	116,251,670	2,181,527	911,354	78,858	-	-
2019-20	42,844,000	119,436,058	3,219,875	1,000,000	157,716	-	-
2018-19	46,496,000	122,397,614	3,085,859	-	236,573	-	-
2017-18	49,785,000	125,118,608	3,672,938	-	315,432	-	-
2016-17	52,738,000	127,623,395	2,275,297	-	394,290	-	-
2015-16	55,320,000	129,769,979	2,274,995	-	473,148	-	-
2014-15	53,460,000	130,026,258	1,705,412	-	552,006	-	-

Sources and Notes:

(1) Presented with accreted interest and net of original issuance discounts and premiums.

(2) United States Census Bureau

Total Outstanding Debt	Population - Springfield (2)	Debt per Capita
$ 229,817,254	61,085	$ 3,762
240,032,304	61,400	3,909
253,187,089	62,256	4,067
159,746,507	61,851	2,583
166,657,649	63,230	2,636
172,216,046	62,979	2,734
178,891,978	62,353	2,869
183,030,982	61,893	2,957
187,838,122	60,870	3,086
185,743,676	60,200	3,085

Schedule 12
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
RATIOS OF GENERAL OBLIGATION BONDED DEBT
Last Ten Fiscal Years

Fiscal Year	General Obligation Bonds (1)	Less: Amounts Available in Debt Service Fund (2)	Total	Estimated real market value of taxable property (3)	Percentage of Estimated Actual Taxable Value of Property	Population - Springfield (4)
2023-24	$ 101,303,633	$ (516,645)	$ 100,786,988	$ 15,052,632,636	0.6696%	61,085
2022-23	105,825,524	(606,515)	105,219,009	14,077,417,956	0.7474%	61,400
2021-22	110,024,230	(544,470)	109,479,760	11,931,912,514	0.9175%	62,256
2020-21	116,251,670	(770,763)	115,480,907	10,737,496,091	1.0755%	61,851
2019-20	119,436,058	(598,235)	118,837,823	10,066,897,604	1.1805%	63,230
2018-19	122,397,614	(476,727)	121,920,887	9,427,933,850	1.2932%	62,979
2017-18	125,118,608	(336,435)	124,782,173	8,667,723,306	1.4396%	62,353
2016-17	127,623,395	(136,188)	127,487,207	7,820,880,233	1.6301%	61,893
2015-16	129,769,979	-	129,769,979	7,528,942,555	1.7236%	60,870
2014-15	130,026,258	(240,963)	129,785,295	7,265,444,589	1.7863%	60,200

Sources and Notes:

(1) Presented with accreted interest and net of original issuance discounts and premiums.

(2) The amount restricted in the debt service fund for debt service principal payments.

(3) Lane County Department of Assessment and Taxation

(4) United States Census Bureau

(5) School District records

Per Capita	Student Enrollment (5)	Per Student
$ 1,650	9,242	$ 10,905
1,714	9,494	11,083
1,759	9,619	11,382
1,867	9,746	11,849
1,879	10,200	11,651
1,936	10,538	11,570
2,001	10,133	12,314
2,060	10,366	12,299
2,132	10,315	12,581
2,156	10,249	12,663

Schedule 13
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
DIRECT AND OVERLAPPING GOVERNMENT ACTIVITIES DEBT
As of June 30, 2024

Governmental Unit	Net Property-tax Backed & Direct Debt (1)	Percent Overlapping	Overlapping Debt
City of Eugene	$ 34,110,000	0.00%	$ 34
City of Springfield	3,470,000	85.54%	2,968,134
Lane Community College	198,440,000	16.31%	32,370,128
Lane County	290,195,554	16.57%	48,079,599
Lane County Housing Authority	7,446,290	16.57%	1,233,701
Lane Education Service District	4,219,881	16.61%	700,893
South Lane County Fire and Rescue	126,559	0.09%	116
Willamalane Park and Recreation District	8,610,000	84.59%	7,283,414
Subtotal, overlapping debt	546,618,284		92,636,019
Direct district net property-tax backed debt	101,303,633		101,303,633
Non property-tax backed debt	127,795,096		127,795,096
Software subscriptions	712,753		712,753
Lease payable	5,772		5,772
Total direct debt	229,817,254		229,817,254
Total direct and overlapping debt	$ 776,435,538		$ 322,453,273

Sources and notes:

(1) Net property-tax backed debt is gross property-tax debt less self-supporting unlimited-tax general obligation (GO) bonds and less self-supporting full faith and credit debt. Appropriation credits, conduit revenue bonds, dedicated niche obligations, other, revenue bonds, and any other obligations issued for less than 13 months (e.g. bond anticipation notes, tax anticipation notes), lease purchase agreements and loans are NOT included in property-tax backed calculations.

The percentage of overlapping debt is estimated using taxable assessed property values. Applicable percentages are estimated by determining the portion of the overlapping district's taxable assessed value that is within the school district's boundaries and dividing it by the overlapping district's total taxable assessed value. These percentages are calculated by the State of Oregon Municipal Debt Advisory Commission.

Overlapping governments are those that coincide, at least in part, with the geographic boundaries of the District. The schedule estimates the portion of the outstanding debt of those overlapping governments that is borne by the residents and businesses of the District. This process recognizes that, when considering the District's ability to issue and repay long-term debt, the entire debt burden borne by the residents and businesses should be taken into account. However, this does not imply that every taxpayer is a resident, and therefore responsible for repaying the debt of each overlapping government.

Schedule 14
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
LEGAL DEBT MARGIN INFORMATION
Last Ten Fiscal Years

Legal Debt Margin for fiscal year 2023-24

Real Market Value	$ 15,052,632,636
(1) Debt limit (7.95%)	1,196,684,295
(2) Amount of debt applicable to debt limit	101,303,633
Less: Amount available in debt service funds	(516,645)
Amount of debt applicable to debt limit	100,786,988
Legal debt margin	$ 1,095,897,307

Last Ten Fiscal Years

Fiscal Year	Debt Limit	Total Net Debt Applicable to Limit	Legal Debt Margin	Net Debt Applicable to Limit as a Percentage of Debt Limit
2023-24	$ 1,196,684,295	$ 100,786,988	$ 1,095,897,307	8.42%
2022-23	1,119,154,728	105,219,009	1,013,935,719	9.40%
2021-22	948,587,045	109,479,760	839,107,285	11.54%
2020-21	853,630,932	115,480,907	738,150,025	13.53%
2019-20	800,318,360	118,837,823	681,480,537	14.85%
2018-19	749,520,741	121,920,887	627,599,854	16.27%
2017-18	689,084,003	124,782,173	564,301,830	18.11%
2016-17	621,759,979	127,487,207	494,272,772	20.50%
2015-16	598,550,933	129,769,979	468,780,954	21.68%
2014-15	577,602,845	129,785,295	447,817,550	22.47%

Notes:

(1) ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values of all taxable properties within the District. For each grade from kindergarten to eighth grade for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of real market value. For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Kindergarten through eighth grade (9 X .055)	4.95%
Ninth through twelfth grade (4 X .0075)	3.00%
Allowable percentage	7.95%

Source: Market value per Lane County Department of Assessment and Taxation

Schedule 15
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Calendar Years
Lane County

Year	Population (1)	Personal Income *(thousands of dollars)* (1)	Per Capita Personal Income (1)	Unemployment Rate (2)
2024	*	*	*	4.2%
2023	381,181	*	*	3.7%
2022	382,353	$ 21,483,599	56,188	4.2%
2021	383,189	21,131,525	55,146	5.6%
2020	382,971	18,989,468	49,585	10.8%
2019	382,064	17,559,531	45,960	4.1%
2018	378,807	17,030,077	44,957	4.3%
2017	375,689	16,273,772	43,317	4.4%
2016	369,201	15,343,064	41,557	5.2%
2015	362,257	14,666,799	40,487	5.8%
2014	358,273	13,695,183	38,226	6.8%

* not available at time of printing

Sources:
Population and personal income - US Census Bureau, Bureau of Economic Analysis.
Unemployment information - Oregon Employment Department.

Notes:
(1) 2022 population and 2022 income information not available at time of printing.

(2) Rate at June 30th, seasonally adjusted. Prior years updated per adjustment on Oregon Employment Department website.

Schedule 16
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
PRINCIPAL EMPLOYERS FOR LANE COUNTY
Current Year and Nine Years Ago

	2021 (1)			2015		
Employer	Employees	Rank	Percentage of Total County Employment	Employees	Rank	Percentage of Total County Employment
Ten Largest Employers						
PeaceHealth Corp	5,347	1	3.54%	5,500	1	3.84%
University of Oregon	5,038	2	3.34%	5,406	2	3.78%
Eugene 4j School District	2,347	3	1.56%	1,427	7	1.00%
U.S. Government	1,813	4	1.20%	1,528	3	1.07%
Oregon State Government	1,805	5	1.20%			
City of Eugene	1,733	6	1.15%	1,625	5	1.14%
Lane Community College	1,721	7	1.14%	1,151	8	0.80%
Lane County Government	1,552	8	1.03%	1,500	6	1.05%
Springfield School District	1,130	9	0.75%	1,900	4	1.33%
Royal Caribbean				1,100	9	0.77%
McKenzie Willamette Medical	1,060	10	0.70%	1,050	10	0.73%
Subtotal of ten largest employers	23,546		15.61%	22,187		15.50%
All other employers	127,293		84.39%	120,982		84.50%
Total Lane county employment	150,839		100.00%	143,169		100.00%

Sources:

Oregon Employment Department; Eugene Area Chamber of Commerce

Notes:

(1) 2024, 2023, and 2022 reports not available at time of printing.

Schedule 17
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
FULL-TIME EQUIVALENT DISTRICT EMPLOYEES
BY ASSIGNMENT/FUNCTION
Last Ten Fiscal Years

	Full-time Equivalent Employees			
	2023-24	**2022-23**	**2021-22**	**2020-21**
Instructional staff:				
Elementary teachers	211.10	229.02	228.34	224.34
Middle school teachers	91.50	96.20	102.58	101.61
High school teachers	142.69	132.03	119.37	114.26
Special services teachers	65.90	68.49	71.71	70.71
Other teachers	39.23	45.39	47.76	35.22
Other supervisory/confidential	0.50	-	-	0.70
Classified assistants	243.99	244.73	259.70	276.56
Total instructional staff	794.91	815.86	829.46	823.40
Support services staff:				
Guidance	15.74	10.94	17.30	17.08
Librarians/medial specialists	14.20	14.58	15.62	14.06
Student services support staff	106.87	113.60	105.36	109.59
School administrators	35.00	34.50	31.50	32.32
School administrative support staff	75.81	76.37	78.69	77.48
District administrators	11.00	10.00	9.00	9.00
Other supervisory/confidential	27.60	28.00	26.80	27.15
District support	33.17	33.40	28.66	37.72
All other support staff (1)	167.88	167.88	165.04	165.04
Total support services staff	487.27	489.27	477.97	489.44
Community services staff:				
Nutrition services support	4.50	3.50	3.50	3.50
Cooks and nutrition educational assistants	43.56	41.28	39.61	42.18
Other supervisory/confidential	1.00	1.00	1.00	1.00
Family Resource center staff	12.25	-	-	-
Other community services staff	6.37	6.95	6.26	6.70
Total community services staff	67.68	52.73	50.37	53.38
Total FTE	1,349.86	1,357.86	1,357.80	1,366.22

Sources:

School District Budget

Notes:

(1) Includes data processing, maintenance, bus drivers and security staff.

Full-time Equivalent Employees					
2019-20	**2018-19**	**2017-18**	**2016-17**	**2015-16**	**2014-15**
208.97	209.84	214.55	220.18	205.18	190.60
95.94	95.13	95.91	94.29	91.11	90.62
121.46	118.18	124.72	109.49	110.37	110.67
71.84	73.62	71.20	72.65	73.40	74.25
34.34	35.44	36.29	36.36	36.23	32.38
0.70	0.71	0.71	0.50	0.50	0.50
264.71	256.82	249.44	245.58	233.81	225.33
797.96	789.74	792.82	779.05	750.60	724.35
18.34	17.94	15.94	15.95	16.07	17.27
14.05	10.40	10.74	13.24	13.21	11.58
76.64	65.35	54.05	47.03	42.77	39.75
27.50	27.50	26.50	26.50	26.50	27.00
76.87	61.94	75.45	54.21	53.88	51.38
8.00	8.00	8.00	8.00	8.00	8.00
26.10	25.80	25.30	27.00	26.00	21.00
30.84	43.33	30.03	27.74	30.18	33.68
156.48	156.73	149.23	149.73	148.09	147.50
434.82	416.99	395.24	369.40	364.70	357.16
4.50	4.50	4.50	4.50	4.50	4.50
42.25	42.49	41.62	41.46	42.43	42.65
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
6.31	6.49	6.18	5.94	6.35	7.03
54.06	54.48	53.30	52.90	54.28	55.18
1,286.84	1,261.21	1,241.36	1,201.35	1,169.58	1,136.69

Schedule 18
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
TEACHER SALARIES
Last Ten Fiscal Years

	District			
Fiscal Year	Minimum Salary Bachelors	Maximum Salary Bachelors	Minimum Salary Masters+45	Maximum Salary Masters+45
2023-24	$ 42,103	$ 65,489	$ 50,613	$ 87,918
2022-23	40,484	62,971	48,666	84,537
2021-22	38,556	59,972	46,348	80,511
2020-21	37,778	58,762	45,413	78,886
2019-20	37,058	57,643	44,548	77,384
2018-19	35,979	55,964	43,250	75,130
2017-18	35,187	54,732	42,298	73,476
2016-17	34,413	53,528	41,368	71,860
2015-16	33,738	52,478	40,556	70,450
2014-15	31,881	51,449	38,324	69,067

Source:
District records

Schedule 19
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
HISTORICAL WEIGHTED AVERAGE DAILY MEMBERSHIP (ADMw)
Last Ten Fiscal Years

Fiscal Year	Springfield School District (non-charter)	Willamette Leadership Academy Charter School	Academy of Arts and Academics Charter School (1)	Total ADMw	Extended ADMw for funding formula (2)
2023-24	10,979.23	257.08	-	11,236.31	11,415.39
2022-23	11,172.37	243.02	-	11,415.39	11,642.77
2021-22	11,430.08	212.69	-	11,642.77	11,712.97
2020-21	11,476.97	236.00	-	11,712.97	12,532.41
2019-20	12,208.07	324.34	-	12,532.41	12,729.13
2018-19	12,421.37	307.76	-	12,729.13	12,729.13
2017-18	12,163.52	328.42	341.23	12,833.17	13,069.48
2016-17	12,365.27	346.12	358.09	13,069.48	13,069.48
2015-16	12,332.98	326.79	360.68	13,020.45	13,020.45
2014-15	11,993.65	310.38	365.41	12,669.44	12,669.44

Sources:
District records and Oregon Department of Education records.

Notes:
(1) Beginning in 2018-19, the ADMw for A3 is included in the District ADMw. A3 is now a District magnet school.
(2) Extended ADMw is the higher of the prior or current year ADMw and is used for funding purposes. The data for 2022-23 was adjusted to reflect changes made by ODE after the final reconciliation in 2023-24.

Schedule 20
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
OPERATING STATISTICS
Last Ten Fiscal Years

Fiscal Year	Enrollment	Operating Expenditures	Cost per Pupil	Percentage Change in Operating Expenditures	Expenses
2023-24	9,242	$ 155,591,523	$ 16,835	1.85%	$ 151,592,193
2022-23	9,494	152,769,987	16,091	8.42%	156,510,522
2021-22	9,619	140,908,213	14,649	6.15%	140,966,084
2020-21	9,746	132,740,773	13,620	3.48%	147,456,147
2019-20	10,200	128,277,252	12,576	1.86%	140,422,892
2018-19	10,538	125,934,948	11,951	3.28%	133,292,966
2017-18	10,133	121,930,546	12,033	6.31%	133,997,711
2016-17	10,366	114,698,621	11,065	2.68%	123,986,148
2015-16	10,315	111,702,711	10,829	5.18%	138,466,801
2014-15	10,249	106,200,551	10,362	#DIV/0!	89,070,796

Sources:
District records

Notes:
(1) In 2015-16 the District began participating in the Community Eligibility Program (CEP) where all students in qualifying schools receive free breakfast and lunch. Families are not required to report free and reduced status, therefore the District does not have that data for the qualifying schools (6 elementary schools and 1 middle school). The average for 2015-16 through 2019-20 was calculated using only schools that did not participate in the CEP program. Beginning in 2020-21, The District was eligible to participate in the CEP program Districtwide. All students are eligible for free meals for both breakfast and lunch.

Cost per Pupil	Percentage Change in Expenses	Teaching Staff	Pupil-Teacher Ratio	% Students receiving Free or Reduced Meals (1)
$ 16,403	-3.14%			100.00%
16,485	11.03%	339.82	27.9	100.00%
14,655	-4.40%	492.31	19.5	100.00%
15,130	5.01%	490.64	19.9	100.00%
13,767	5.35%	498.54	20.5	56.66%
12,649	-0.53%	497.45	21.2	52.65%
13,224	8.07%	493.05	20.6	53.27%
11,961	-10.46%	484.77	21.4	52.81%
13,424	55.46%	482.36	21.4	53.57%
8,691	#DIV/0!	464.58	22.1	63.09%

Schedule 21
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SCHOOL ENROLLMENT INFORMATION
Last Ten Fiscal Years

	Enrollment				
Building	**2023-24**	**2022-23**	**2021-22**	**2020-21**	**2019-20**
District Elementary Schools:					
Centennial	364	343	312	237	379
Douglas Gardens	329	318	313	244	359
Guy Lee Elementary	336	350	343	278	408
Maple	255	266	248	218	324
Mount Vernon	368	424	405	372	507
Elizabeth Page	313	321	317	261	358
Ridgeview	359	363	334	266	399
Riverbend	488	442	384	315	497
Thurston	393	424	409	320	455
Two Rivers Dos Rios	378	372	387	358	458
Walterville	151	162	141	127	159
Yolanda	371	360	340	286	388
Total elementary schools	4,105	4,145	3,933	3,282	4,691
Middle Schools:					
District					
Agnes Stewart	463	520	534	558	598
Briggs	395	431	444	459	517
Hamlin	608	582	611	647	691
Thurston	536	563	540	516	580
Charter Schools:					
Willamette Leadership Academy	119	113	98	107	157
Total middle schools	2,121	2,209	2,227	2,287	2,543
High Schools:					
District					
Academy of Arts and Academics	239	228	186	201	222
Gateways	102	170	369	84	84
Springfield	1,319	1,326	1,393	1,374	1,402
Thurston	1,254	1,299	1,303	1,267	1,243
Charter Schools:					
Academy of Arts and Academics	-	-	-	-	-
Willamette Leadership Academy	123	109	109	129	152
Total high schools	3,037	3,132	3,360	3,055	3,103
Alternative Education	221	230	306	1,358	172
Total Enrollment	9,484	9,716	9,826	9,982	10,509
Less Charter Schools	(242)	(222)	(207)	(236)	(309)
Total District Enrollment	9,242	9,494	9,619	9,746	10,200

Source and notes: School District records. September 30th enrollment data.

Enrollment				
2018-19	2017-18	2016-17	2015-16	2014-15
384	396	425	429	434
373	371	368	344	336
434	388	377	375	396
358	348	370	347	337
507	510	529	526	528
376	395	404	442	412
443	436	438	477	486
524	534	542	500	516
462	474	476	472	493
468	484	484	443	482
170	178	197	194	186
402	394	401	411	391
4,901	4,908	5,011	4,960	4,997
600	587	588	579	570
518	498	511	506	533
688	682	637	597	612
566	563	542	577	646
131	142	112	120	117
2,503	2,472	2,390	2,379	2,478
259	-	-	-	-
125	134	180	194	192
1,396	1,357	1,402	1,410	1,304
1,312	1,320	1,368	1,373	1,349
-	341	353	359	352
138	175	177	177	158
3,230	3,327	3,480	3,513	3,355
173	84	127	119	46
10,807	10,791	11,008	10,971	10,876
(269)	(658)	(642)	(656)	(627)
10,538	10,133	10,366	10,315	10,249

Schedule 22
SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
DISTRICT BUILDING INFORMATION
As of June 30, 2024

Building	Original Year Built	Remodel or Addition	Square Footage	Acreage
Elementary Schools:				
Centennial	1963		64,868	12.88
Douglas Gardens	1963		50,321	11.43
Guy Lee Elementary	1961		51,110	11.58
Maple	2009	2016	58,770	9.40
Mount Vernon	1997	2015	60,500	9.23
Elizabeth Page	1953		38,283	10.03
Ridgeview	1980	2015	70,565	9.93
Riverbend	1997	2015	60,500	11.20
Thurston	2009		58,770	11.36
Two Rivers Dos Rios	1950		70,389	18.27
Walterville	1950		22,668	14.48
Yolanda	1963	2015	49,096	9.18
Total elementary schools			655,840	138.97
Middle Schools:				
Agnes Stewart	1997		94,000	22.71
Briggs	1963		93,303	19.06
Hamlin	2017		123,000	32.51
Thurston	1953		72,212	37.30
Total middle schools			382,515	111.58
High Schools:				
Academy of Arts and Academics (multiple)	1948	1999, 2009	25,952	0.90
Gateways (Brattain Campus)	1925	2019	27,746	2.71
Springfield	1968	1997	265,296	15.15
Thurston	1959	1997	296,410	54.28
Total high schools			615,404	73.04
Other District Facilities:				
Mohawk (Former Elementary School)	1963		19,100	12.69
Administration Building	1973	2018	29,156	0.72
Technology/Print Shop/Training Center	1963		19,274	2.19
Brattain House	1915	2020	4,512	-
Operations Center	1960's		18,904	12.40
Warehouse	1999		9,766	-
Total other district facilities			100,712	28.00
Other property			-	126.04
Total			1,754,471	477.63

Source: School District Records

Other Supplemental Information Section



Springfield Public Schools

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Revenue Summary

Revenue Source	Fund 100	Fund 200	Fund 300	Fund 400	Fund 600	Fund 700	Total
Revenue from Local Sources:							
1110	$ 31,749,895	$ -	$ 7,466,291	$ -	$ -	$ -	$ 39,216,186
1200	-	200,635	-	-	-	-	200,635
1312	11,754	-	-	-	-	-	11,754
1330	-	-	-	-	-	-	-
1411	36,890	-	-	-	-	-	36,890
1412	-	-	-	-	-	-	-
1500	2,312,918	285,825	439,171	51,569	45,932	32,565	3,167,980
1600	-	6,507	-	-	-	-	6,507
1700	-	1,322,923	-	-	-	-	1,322,923
1800	-	61,640	-	-	-	-	61,640
1910	-	78,407	-	97,334	-	-	175,741
1920	2	179,498	-	5,106	-	-	184,606
1960	1,176	45,335	-	-	328	-	46,839
1970	-	-	12,280,585	-	22,300,122	100,000	34,680,707
1980	-	998,005	-	-	-	-	998,005
1990	223,146	968,909	-	1,000	1,278,063	-	2,471,118
Total from local sources	34,335,781	4,147,684	20,186,047	155,009	23,624,445	132,565	82,581,531
Revenue from intermediate sources							
2101	256,886	-	-	-	-	-	256,886
2102	-	-	-	-	-	-	-
2199	23,995	-	-	-	-	-	23,995
2200	-	-	-	-	-	-	-
Total from intermediate sources	280,881	-	-	-	-	-	280,881
Revenue from state sources							
3101	87,079,545	-	-	-	-	-	87,079,545
3102	-	43,382	-	-	-	-	43,382
3103	1,445,253	-	-	-	-	-	1,445,253
3199	-	-	-	-	-	-	-
3222	-	545,126	-	-	-	-	545,126
3299	224	16,313,904	-	-	-	-	16,314,128
Total from state sources	88,525,022	16,902,412	-	-	-	-	105,427,434
Revenue from Federal sources							
4200	-	-	-	-	-	-	-
4300	-	339,824	-	-	-	-	339,824
4500	233	27,973,432	-	-	-	-	27,973,665
4700	-	114,321	-	-	-	-	114,321
4801	393,725	-	-	-	-	-	393,725
4900	-	289,006	-	-	-	-	289,006
Total from federal sources	393,958	28,716,583	-	-	-	-	29,110,541
Revenue from Other Sources							
5100	757,887	749,494	-	3,500,000	-	-	5,007,381
5200	-	3,800,000	431,896	-	-	-	4,231,896
5300	-	37,151	-	-	50	-	37,201
5400	19,759,871	13,466,361	667,005	429,328	779,350	872,775	35,974,690
Total from other sources	20,517,758	18,053,006	1,098,901	3,929,328	779,400	872,775	45,251,168
Total revenue	$ 144,053,400	$ 67,819,685	$ 21,284,948	$ 4,084,337	$ 24,403,845	$ 1,005,340	$ 262,651,555

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

Function	General Fund Obj 100	Obj 200	Obj 300	Object 400	Object 500	Object 600	Object 700	Total
Instruction:								
1111	$ 15,008,313	$ 7,890,275	$ 122,799	$ 120,553	$ -	$ 1,170	$ -	$ 23,143,110
1113	30,542	8,581	-	-	-	-	-	39,123
1121	6,474,899	3,409,644	84,472	121,227	-	340	-	10,090,582
1122	39,789	12,022	-	-	-	-	-	51,811
1131	8,634,442	4,308,015	207,491	206,776	-	5,287	-	13,362,011
1132	11,866	3,798	83,782	881	-	-	-	100,327
1140	97,491	73,464	-	1,533	-	-	-	172,488
1210	25,617	9,240	102	208	-	-	-	35,167
1220	3,914,936	2,158,785	1,499,934	56,458	-	737	-	7,630,850
1250	3,486,962	1,904,917	57	366	-	-	-	5,392,302
1260	-	-	180,665	21	-	-	-	180,686
1271	65,546	20,680	-	-	-	-	-	86,226
1280	346,383	184,855	2,675,482	(848)	-	20,083	-	3,225,955
1291	1,605,725	856,912	3,856	11,544	-	645	-	2,478,682
1292	14,067	7,067	86	5,997	-	-	-	27,217
Total instruction	39,756,578	20,848,255	4,858,726	524,716	-	28,262	-	66,016,537
Support Services:								
2110	784,216	473,993	210,620	531	-	-	-	1,469,360
2120	976,233	510,692	1,031	766	-	-	-	1,488,722
2130	1,119,576	589,632	54,594	15,016	-	827	-	1,779,645
2140	692,184	333,197	2,037	4,324	-	1,345	-	1,033,087
2150	1,015,720	518,771	29,288	17,123	-	-	-	1,580,902
2160	239,138	119,276	24,708	2,727	-	-	-	385,849
2190	377,068	180,294	18,125	17,427	22,050	645	-	615,609
2210	3,294,418	1,568,443	16,893	119,357	-	23,046	-	5,022,157
2220	463,901	283,501	388	167,131	-	37,763	-	952,684
2230	51,902	37,847	863	1,236	-	4,943	-	96,791
2240	259,992	94,653	85,234	757	-	255	-	440,891
2310	-	-	134,255	7,128	-	23,474	-	164,857
2320	378,391	158,183	2,064	23,944	-	1,275	-	563,857
2410	5,872,563	3,068,471	93,104	204,643	-	32,684	-	9,271,465
2520	980,358	474,421	80,473	220,340	-	482,083	-	2,237,675
2540	4,366,065	2,694,160	3,335,199	1,007,125	42,374	669,449	-	12,114,372
2550	3,229,152	1,965,285	494,600	662,571	-	230,874	-	6,582,482
2570	165,947	94,666	205,430	22,926	-	6,807	-	495,776
2630	346,167	153,538	18,295	59,282	-	29,499	-	606,781
2640	692,542	334,130	84,705	81,802	-	2,699	-	1,195,878
2660	1,243,265	600,297	382,658	1,282,721	-	209,524	-	3,718,465
2670	-	-	1,859	42	-	265	-	2,166
2680	34,658	18,186	19,024	-	-	-	-	71,868
Total support	26,583,456	14,271,636	5,295,447	3,918,919	64,424	1,757,457	-	51,891,339
Enterprise & Community								
3300	27,342	8,601	-	53	-	-	-	35,996
Total Ent/Comm	27,342	8,601	-	53	-	-	-	35,996
Facilities								
4120	-	-	-	-	1,081	-	-	1,081
4150	-	-	124,749	20,885	1,462,638	7,298	-	1,615,570
Total facilities	-	-	124,749	20,885	1,463,719	7,298	-	1,616,651
Other uses								
5200	-	-	-	-	-	-	4,231,896	4,231,896
Total other uses	-	-	-	-	-	-	4,231,896	4,231,896
Total Expenditures	$ 66,367,376	$ 35,128,492	$ 10,278,922	$ 4,464,573	$ 1,528,143	$ 1,793,017	$ 4,231,896	$ 123,792,419

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

Function	Special Revenue Fund Obj 100	Obj 200	Obj 300	Object 400	Object 500	Object 600	Object 700	Total
Instruction:								
1111	1,937,837	1,011,206	2,687	1,714,794	-	75,046	-	$ 4,741,570
1113	16,411	5,665	13,510	86,308	-	1,876	-	123,770
1121	345,570	186,590	106,288	1,262,097	-	195,719	-	2,096,264
1122	55,380	16,595	99,380	60,075	-	5,541	-	236,971
1131	950,969	530,860	20,477	1,175,211	115,401	235,173	-	3,028,091
1132	1,158,666	354,810	686,005	867,802	14,416	184,374	-	3,266,073
1140	419,346	197,097	2,713	26,379	-	1,233	-	646,768
1220	935,947	510,608	9,520	97,201	-	986	-	1,554,262
1250	508,307	329,439	-	-	-	-	-	837,746
1260	-	-	26,341	-	-	-	-	26,341
1271	50,001	12,879	934	500	-	-	-	64,314
1272	1,922,736	1,037,119	16,105	33,766	-	-	-	3,009,726
1280	-	-	44,000	14,480	-	-	-	58,480
1291	39,112	22,656	1,750	1,033	-	-	-	64,551
1299	1,559	283	164	-	-	-	-	2,006
1400	675,701	198,113	507,907	91,206	-	-	-	1,472,927
Total instruction	9,017,542	4,413,920	1,537,781	5,430,852	129,817	699,948	-	21,229,860
Support Services:								
2110	1,622,918	848,639	6,827	40,635	-	-	-	2,519,019
2120	117,123	60,252	3,541	7,865	-	-	-	188,781
2130	-	-	169,813	-	-	-	-	169,813
2140	43,499	23,916	-	-	-	-	-	67,415
2150	110,216	55,721	-	5,880	-	-	-	171,817
2160	17,584	8,292	-	3,731	-	-	-	29,607
2190	84,741	42,380	1,386	1,040	-	-	-	129,547
2210	789,739	382,769	183,755	13,346	-	308	-	1,369,917
2220	-	-	-	75,546	-	-	-	75,546
2230	-	1	57,888	49,946	-	-	-	107,835
2240	221,502	68,811	209,224	660	-	110	-	500,307
2320	-	-	85,005	12,322	-	10,000	-	107,327
2410	1,035,815	464,379	25	21,684	-	-	-	1,521,903
2520	146,717	69,149	15,338	12,409	-	998,465	-	1,242,078
2540	14,188	4,580	124,414	51,007	-	-	-	194,189
2550	40,479	21,123	2,268	13,386	147,145	80	-	224,481
2570	-	-	7,000	-	-	-	-	7,000
2640	80,709	55,295	-	263	-	-	-	136,267
2660	-	-	3,115	1,370,621	77,170	69,993	-	1,520,899
Total support	4,325,230	2,105,307	869,599	1,680,341	224,315	1,078,956	-	10,283,748
Enterprise & Community								
3100	1,785,728	1,147,669	96,432	2,339,726	249,048	67,938	-	5,686,541
3300	586,387	346,836	73,057	107,926	-	901	-	1,115,107
Total Ent/Comm	2,372,115	1,494,505	169,489	2,447,652	249,048	68,839	-	6,801,648
Facilities								
4150	-	-	274,348	82,539	12,171,722	84,781	-	12,613,390
Total facilities	-	-	274,348	82,539	12,171,722	84,781	-	12,613,390
Other uses								
5100	-	-	-	-	-	664,489	-	664,489
5200	-	-	-	-	-	-	-	-
5300	-	-	-	-	-	-	2,221,732	2,221,732
Total other uses	-	-	-	-	-	664,489	2,221,732	2,886,221
Total Expenditures	$ 15,714,887	$ 8,013,732	$ 2,851,217	$ 9,641,384	$ 12,774,902	$ 2,597,013	$ 2,221,732	$ 53,814,867

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

Debt Service Fund

Function	Obj 100	Obj 200	Obj 300	Object 400	Object 500	Object 600	Object 700	Total
Support Services:								
2520	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total support	-	-	-	-	-	-	-	-
Other uses								
5100	-	-	-	-	-	20,418,533	-	20,418,533
5200	-	-	-	-	-	-	-	-
Total other uses	-	-	-	-	-	20,418,533	-	20,418,533
Total Expenditures	$ -	$ -	$ -	$ -	$ -	$ 20,418,533	$ -	$ 20,418,533

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

Function	Obj 100	Obj 200	Capital Projects Fund Obj 300	Object 400	Object 500	Object 600	Object 700	Total
Support Services:								
2521	-	-	23,500	-	-	-	-	23,500
2540	-	-	94,315	24,484	10,594	-	-	129,393
Total support	-	-	117,815	24,484	10,594	-	-	152,893
Facilities								
4120			14,603	130	2,054,491	11,367		2,080,591
4150	-	-	-	-	3,169	-	-	3,169
Total facilities	-	-	14,603	130	2,057,660	11,367	-	2,083,760
Other uses								
5200	-	-	-	-	-	-	-	-
Total other uses	-	-	-	-	-	-	-	-
Total Expenditures	$ -	$ -	$ 132,418	$ 24,614	$ 2,068,254	$ 11,367	$ -	$ 2,236,653

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

Function	Obj 100	Obj 200	Internal Service Fund Obj 300	Object 400	Object 500	Object 600	Object 700	Total
Support Services:								
2520	64,106	22,022,275	71,213	-	-	57,790	-	22,215,384
2570	218,738	121,650	175,487	176,424	19,907	217	-	712,423
Total support	282,844	22,143,925	246,700	176,424	19,907	58,007	-	22,927,807
Other uses								
5100	-	-	-	-	-	7,193	-	7,193
Total other uses	-	-	-	-	-	7,193	-	7,193
Total Expenditures	$ 282,844	$ 22,143,925	$ 246,700	$ 176,424	$ 19,907	$ 65,200	$ -	$ 22,935,000

SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON
SUPPLEMENTAL INFORMATION AS REQUIRED BY THE OREGON DEPARTMENT OF EDUCATION
2023-24 Audit Expenditures Summary

	Trust and Agency Funds							
Function	**Obj 100**	**Obj 200**	**Obj 300**	**Object 400**	**Object 500**	**Object 600**	**Object 700**	**Total**
Support Services:								
2520	-	-	8,000	-	-	-	-	8,000
2700	7,832	227,695	-	-	-	-	-	235,527
Total support	7,832	227,695	8,000	-	-	-	-	243,527
Other uses								
5200	-	-	-	-	-	-	-	-
Total other uses	-	-	-	-	-	-	-	-
Total Expenditures	$ 7,832	$ 227,695	$ 8,000	$ -	$ -	$ -	$ -	$ 243,527

OREGON DEPARTMENT OF EDUCATION
225 Capitol Street NE
Salem Oregon 97310

Office of Finance and Administration
School Finance Unit

SUPPLEMENTAL INFORMATION 2023-24
School District Business Managers and Auditors:

This page is a required part of your annual audited financial statements. Please make sure it is included.

Part A is needed for computing Oregon's full allocation for ESEA, Title I & other Federal Funds for Education

A. Energy Bill for Heating - **All Funds:**

Please enter your expenditures for electricity & heating fuel for these Functions & Objects.

	Objects 325 & 326	
Function 2540	$	1,634,953
Function 2550	$	-

B. Replacement of Equipment - **General Fund:**

Include all General Fund expenditures in object 542, except for the following exclusions:

Exclude these functions: $ -

1113, 1122 & 1132	Co-curricular Activities
1140	Pre-Kindergarten
1300	Continuing Education
1400	Summer School
4150	Construction
2550	Pupil Transportation
3100	Food Service
3300	Community Services

Single Audit Section



Springfield
Public Schools

PAULY, ROGERS, AND CO., P.C.
12700 SW 72nd Ave. Tigard, OR 97223
(503) 620-2632 (503) 684-7523 FAX
www.paulyrogersandcocpas.com

November 19, 2024

To the Board of Education
Springfield School District
Springfield, Oregon

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Springfield School District as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the basic financial statements, and have issued our report thereon dated November 19, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements are free from material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

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November 19, 2024

To the Board of Education
Springfield School District
Springfield, Oregon

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Springfield School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the major federal programs for the year ended June 30, 2024. The major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Springfield School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Springfield School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to its federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

Springfield Public School
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass Through Grantor/ Program Title	*Pass Through Organization*	*AL Number*	*Pass Through Entity Number*	*Grant Period*	*Grant Amount*	*Expenditure*	*Passed Through to Subrecipients*
U.S. DEPARTMENT OF EDUCATION							
Direct Programs:							
Indian Education - Grants to LEAs	*US Department of Education*	84.060A	Direct	7/1/22-6/30/23	72,305.00	152.99	-
Indian Education - Grants to LEAs	*US Department of Education*	84.060A	Direct	7/1/23-6/30/24	49,020.00	49,020.00	
Total Indian Education					**121,325.00**	**49,172.99**	**-**
Title I Grants to Local Educational Agencies	*Oregon Department of Education*	84.010	72623	7/1/22-9/30/23	3,793,767.00	998,375.32	
Title I Grants to Local Educational Agencies	*Oregon Department of Education*	84.010	76588	7/1/23 - 9/30/24	3,309,536.00	2,736,802.68	
Title I Grants to Local Educational Agencies	*Oregon Department of Education*	84.010	68016	10/1/22-9/30/23	192,608.00	47,205.01	
Title I Grants to Local Educational Agencies	*Oregon Department of Education*	84.010	75171	7/1/23-9/30/24	233,444.22	157,931.31	
Total Title I Grants To LEAs					**7,529,355.22**	**3,940,314.32**	**-**
Innovative Approaches to Literacy; Full Service Community Schools	*US Department of Education*	84.215K	S215K230206	9/1/23-8/30/25	385,000.00	290,650.76	-
Total Innovative Approaches to Literacy Grants					**385,000.00**	**290,650.76**	**-**
21st Century Community Learning Centers	*Oregon Department of Education*	84.287	77618	7/1/23-9/30/24	238,399.89		-
Total 21st Century Community Learning Centers Grants					**238,399.89**	**-**	**-**
English Language Acquisition State Grants	*Oregon Department of Education*	84.365	73125	7/1/22-9/30/23	89,873.00	10,658.92	
English Language Acquisition State Grants	*Oregon Department of Education*	84.365	77013	7/1/23-9/30/24	87,959.00	59,497.94	-
Total English Language Acquisition State Grants					**177,832.00**	**70,156.86**	**-**
Supporting Effective Instruction State Grant	*Oregon Department of Education*	84.367	72820	7/1/22-9/30/23	494,008.00	245,585.14	
Supporting Effective Instruction State Grant	*Oregon Department of Education*	84.367	76785	7/1/23-9/30/24	369,408.00	41,907.40	
Total Title IIA Grants to LEAs					**863,416.00**	**287,492.54**	**-**
Student Support and Academic Enrichment	*Oregon Department of Education*	84.424	66872	7/1/21-9/30/22	286,357.00	15,089.60	
Student Support and Academic Enrichment	*Oregon Department of Education*	84.424	73017	7/1/22-9/30/23	293,468.00	282,653.93	
Total Student Support and Academic Enichment					**579,825.00**	**297,743.53**	**-**
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	64691	3/13/20 - 9/30/23	13,043,871.70	33,284.20	**33,284.20**
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	64995	3/13/20 - 9/30/24	29,315,229.22	16,263,694.30	**161,474.94**
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	77618	7/1/23-9/30/24	261,600.10	132,886.28	
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	64808	3/13/21-9/30/23	40,000.00	25,457.83	**25,457.83**
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	75909	3/13/21-9/30/24	270,000.00	253,064.79	**253,064.80**
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	75963	3/24/23-9/30/24	98,322.00	24,875.46	
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	69407	4/23/23-9/30/24	140,720.00	140,720.00	
Education Stabilization Fund - COVID 19	*Oregon Department of Education*	84.425	80418	7/1/23-9/30/24	33,400.00	9,091.47	
Total Education Stabilization Fund					**43,203,143.02**	**16,883,074.33**	**473,281.77**
Title I State Agency Program for Neglected and Delinquent Children	*Oregon Department of Education*	84.013	15644	7/1/22-6/30/23	409,883.06	83,667.74	81,057.68
Title I State Agency Program for Neglected and Delinquent Children	*Oregon Department of Education*	84.013	35400	7/1/23-6/30/24	234,247.38	64,176.42	62,174.82
Total Title I State Agency Program for Neglected and Delinquent Children					**644,130.44**	**147,844.16**	**143,232.50**
Special Education	*Oregon Department of Education*	84.027 *	15644	7/1/22-6/30/23	197,327.33	23,748.64	
Special Education	*Oregon Department of Education*	84.027 *	35400	7/1/23-6/30/24	51,024.78	51,024.78	
Special Education	*Oregon Department of Education*	84.027	79997	7/1/23-6/30/24	2,197.88	2,197.88	
Special Education	*Oregon Department of Education*	84.027	75393	7/1/22-9/30/24	144,890.00	82,496.30	
Special Education	*Oregon Department of Education*	84.027	74135	7/1/22-9/30/24	2,143,537.00	2,061,192.45	
Special Education	*Oregon Department of Education*	84.027	68739	7/1/21-9/30/23	2,018,253.00	96,456.11	
Special Education Preschool Grants	*Oregon Department of Education*	84.173	74312	7/1/21-9/30/23	1,300.00	$ 1,300.00	
Special Education Preschool Grants	*Oregon Department of Education*	84.173	77886	7/1/23-9/30/24	25,888.82	$ 25,888.82	
Total Special Education Cluster					**4,584,418.81**	**2,344,304.98**	-
Special Education - State Personnel Development	*Oregon Department of Education*	84.323	38778	9/1/15 - 8/30/16	24,800.00	$ -	
Total Special Education - State Personnel Development					**24,800.00**	**$ -**	

Springfield Public School
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass Through Grantor/ Program Title	*Pass Through Organization*	*AL Number*	*Pass Through Entity Number*	*Grant Period*	*Grant Amount*	*Expenditure*	*Passed Through to Subrecipients*
Career and Technical Education -- Basic Grants to States	*Lane Education Service District*	84.048		7/1/23-6/30/24	56,481.31	57,027.67	
Total Career and Technical Education					**56,481.31**	**57,027.67**	
Research in Special Education	*Oregon Universities Systems*	84.324			4,000.00	501.66	
Research in Special Education	*Oregon Universities Systems*	84.324		7/1/15 - 6/30/17	4,000.00	1,870.60	
Total Research in Special Education					**8,000.00**	**2,372.26**	-
Education Research, Development and Dissemination (503/ISLA)	*Oregon Universities Systems*	84.305A		7/1/19-6/30/22	10,000.00	14.48	-
Total Education Research, Development and Dissemination					**10,000.00**	**14.48**	-
Rehabilitation Services - Vocational Rehabilitation Grants to States	*Oregon Vocational Rehabilitation Div*	84.126	160752	7/1/23-6/30/24	1,281,916.49	176,923.14	
Rehabilitation Services - Vocational Rehabilitation Grants to States	*Oregon Vocational Rehabilitation Div*	84.126	160502	4/1/24-9/30/24	209,612.47	50,281.54	
						227,204.68	
Foster Care Title IV-E	*Oregon Department of Education*	93.658			-		
Total U.S. Department of Education					59,084,643.29	24,597,373.56	**616,514.27**
U.S. DEPARTMENT OF TRANSPORTATION							
Passed through Lane Transit District:							
Federal Transit Formula Grants	*LCOG*	20.507	LCOG	7/1/23-6/30/24	54,413.71	54,906.66	
Total U.S. Department of Transportation					54,413.71	54,906.66	-
U.S. DEPARTMENT OF AGRICULTURE							
Passed Through Oregon Department of Education:							
National School Lunch Program	*ODE*	10.555		7/1/23 - 6/30/24	-	2,660,665.90	
School Breakfast Program	*ODE*	10.553		7/1/23 - 6/30/24	-	884,785.83	
Commodities (noncash)	*ODE*	10.555		7/1/23 - 6/30/24	-	289,005.76	
NSLP Supply Chain Assistance	*ODE*	10.558		7/1/23 - 6/30/24	-	75,480.37	
CNP CACFP CIL	*ODE*	10.558		7/1/23 - 6/30/24	-	4,642.51	
CNP Child & Adult Food Program	*ODE*	10.558		7/1/23 - 6/30/24	-	106,882.11	
PEBT	*ODE*	10.649		7/1/23 - 6/30/24		6,180.00	
Local Food for Schools Cooperative Agreement Program	*ODE*	10.185		7/1/23 - 6/30/24	-	36,893.39	
Total Child Nutrition					**-**	**4,064,535.87**	
					-	-	
						-	
Total U.S. Department of Agriculture					-	4,064,535.87	-
FEMA - Storm Damages	Dept of Military	97.036				-	
Total U.S. Department of Military					-	-	-
U.S. DEPARTMENT OF ENVIRONMENTAL QUALITY							
Passed Through Oregon Department of Education:							
State Clean Diesel Grant Program	*Department of Environmental Quality*	66.040				-	
Total U.S. Department of Environmental Quality					-	-	-
TOTALS					**59,139,057.00**	**28,716,816.09**	**616,514.27**
						-	

**major program*

RECONCILIATION TO REVENUE:

RECONCILIATION TO REVENUE:

Federal Revenue that are not Grants:	
Federal Forest Fees	393,725.25
Total Federal Revenue	**$ 29,110,541.34**

SPRINGFIELD SCHOOL DISTRICT

SPRINGFIELD, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2024

SECTION I – SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified			
Internal control over financial reporting:				
Material weakness(es) identified?		yes	x	no
Significant deficiency(s) identified that are not considered to be material weaknesses?		yes	x	none reported
Noncompliance material to financial statemetns noted?		yes	x	no
Any GAGAS audit findings disclosed that are required to be reported reported in accordance with section 515(d)(2) of the Uniform Guidance?		yes	x	no

FEDERAL AWARDS

Internal control over major programs:				
Material weakness(es) identified?		yes	x	no
Significant deficiency(s) identified that are not considered to be material weaknesses?		yes	x	none reported
Type of auditors' report issued on compliance for major programs:	Unmodified			
Any audit findings disclosed that are required to be reported in accordance with section 200.516(a) of the Uniform Guidance?		yes	x	no

IDENTIFICATION OF MAJOR PROGRAMS

AL NUMBER	NAME OF FEDERAL PROGRAM CLUSTER
84.425	Educational Stabilization Fund

Dollar threshold used to distinguish between type A and B programs	$ 877,157			
Auditee qualified as low-risk auditee?	x	yes		no

SPRINGFIELD SCHOOL DISTRICT

SPRINGFIELD, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2024

SECTION II – FINANCIAL STATEMENT FINDINGS

None

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL EXPENDITURES

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes federal grant activity under programs of the federal government. The information in this schedule is presented in accordance with the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations, it is not intended to and does not present the net position, changes in net position, or cash flows of the entity.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The entity has elected to not use the ten percent de minimus indirect cost rate as allowed under Uniform Guidance, due to the fact that they already have a negotiated indirect cost rate with Oregon Department of Education, and thus is not allowed to use the de minimus rate.

AUDIT COMMENTS AND DISCLOSURES

PAULY, ROGERS AND CO., P.C.
12700 SW 72nd Ave. ♦ Tigard, OR 97223
(503) 620-2632 ♦ (503) 684-7523 FAX
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Independent Auditors' Report Required by Oregon State Regulations

We have audited the basic financial statements of the Springfield School District as of and for the year ended June 30, 2024, and have issued our report thereon dated November 19, 2024. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards.

Compliance

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statues as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295)**
- **Indebtedness limitations, restrictions and repayment.**
- **Budgets legally required (ORS Chapter 294).**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Authorized investment of surplus funds (ORS Chapter 294).**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**
- **State school fund factors and calculation.**

In connection with our testing nothing came to our attention that caused us to believe the Springfield School District was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

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OAR 162-10-0230 Internal Control

In planning and performing our audit, we considered the internal controls over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the internal controls over financial reporting.

This report is intended solely for the information and use of the Board of Directors and management and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.

RESOLUTION: #24-25.018 DATE: November 12, 2024

OSBA ELECTIONS
OSBA RESOLUTION 1 - AMEND DUES SCHEDULE

BACKGROUND INFORMATION:

Prior to December 15, 2024, school boards across the state must take official action on Oregon School Boards Association Resolutions 1, 2, and 3. School boards must submit their votes online, using the information provided to Board secretaries and superintendents.

Resolution 1 – Amend the OSBA Dues Schedule.

RECOMMENDATION:

It is recommended that the Board of Directors vote for OSBA Resolution 1, Amend the OSBA Dues Schedule - Adopt, Do Not Adopt, Abstain, or Take No Action.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2024.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Corragio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as $250. Given the costs associated with providing no cost or highly subsidized services available to members, $250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than $1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at $1,500 and a maximum dues rate of $25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase $250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

Submitted by: OSBA Board of Directors

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	$ 250.25	$ 500.25	$ 750.25	$ 1,000.25	$ 1,250.25	$ 1,500.00	$ 1,560.00
District Member 02 (100-249)*	$ 541.25	$ 791.25	$ 1,041.25	$ 1,291.25	$ 1,541.25	$ 1,772.44	$ 1,843.34
District Member 03 (250-499)*	$ 778.00	$ 1,028.00	$ 1,278.00	$ 1,528.00	$ 1,757.20	$ 2,020.78	$ 2,101.61
District Member 04 (500-999)	$ 1,420.50	$ 1,633.58	$ 1,878.61	$ 2,160.40	$ 2,484.46	$ 2,857.13	$ 2,971.42
District Member 05 (1000-1999)	$ 2,503.00	$ 2,878.45	$ 3,310.22	$ 3,806.75	$ 4,377.76	$ 5,034.43	$ 5,235.80
District Member 06 (2000-2499)	$ 3,450.00	$ 3,967.50	$ 4,562.63	$ 5,247.02	$ 6,034.07	$ 6,939.18	$ 7,216.75
District Member 07 (2500-3999)	$ 5,952.75	$ 6,845.66	$ 7,872.51	$ 9,053.39	$ 10,411.40	$ 11,973.11	$ 12,452.03
District Member 08 (4000-4999)	$ 7,035.00	$ 8,090.25	$ 9,303.79	$ 10,699.36	$ 12,304.26	$ 14,149.90	$ 14,715.89
District Member 09 (5000-9999)	$ 8,658.25	$ 9,956.99	$ 11,450.54	$ 13,168.12	$ 15,143.33	$ 17,414.83	$ 18,111.43
District Member 10 (10000-25000)	$ 10,823.00	$ 12,446.45	$ 14,313.42	$ 16,460.43	$ 18,929.49	$ 21,768.92	$ 22,639.68
District Member 11 (over 25000)***	$ 18,940.00	$ 21,781.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 26,000.00
							$ -
ESD Membership Dues 01 (under 1000)*	$ 473.75	$ 723.75	$ 973.75	$ 1,223.75	$ 1,473.75	$ 1,694.81	$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	$ 710.50	$ 960.50	$ 1,210.50	$ 1,460.50	$ 1,679.58	$ 1,931.51	$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	$ 947.00	$ 1,197.00	$ 1,447.00	$ 1,664.05	$ 1,913.66	$ 2,200.71	$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	$ 1,082.50	$ 1,332.50	$ 1,582.50	$ 1,819.88	$ 2,092.86	$ 2,406.78	$ 2,503.06
ESD Membership Dues 05 (7500-10000)	$ 1,556.00	$ 1,789.40	$ 2,057.81	$ 2,366.48	$ 2,721.45	$ 3,129.67	$ 3,254.86
ESD Membership Dues 06 (10000-15000)	$ 2,029.50	$ 2,333.93	$ 2,684.01	$ 3,086.62	$ 3,549.61	$ 4,082.05	$ 4,245.33
ESD Membership Dues 07 (15000-25000)	$ 2,367.75	$ 2,722.91	$ 3,131.35	$ 3,601.05	$ 4,141.21	$ 4,762.39	$ 4,952.89
ESD Membership Dues 08 (25000-50000)	$ 3,111.75	$ 3,578.51	$ 4,115.29	$ 4,732.58	$ 5,442.47	$ 6,258.84	$ 6,509.19
ESD Membership Dues 09 (above 50000)	$ 4,667.50	$ 5,367.63	$ 6,172.77	$ 7,098.68	$ 8,163.49	$ 9,388.01	$ 9,763.53
State Board of Education	$ 67.75	$ 77.91	$ 89.60	$ 103.04	$ 118.50	$ 136.27	$ 141.72
Community College Association****	$ 4,601.00	$ 8,851.00	$ 13,101.00	$ 17,351.00	$ 21,601.00	$ 25,500.00	$ 26,520.00

*Add $250 annually until floor is reached, then increase 15% through year 5

**Reflects an estimated CPI increase of 4%

*** $25,000 cap prior to CPI

****Reflects an increase of $250 per year, per community college (17) annually until the community colleges reach the $1,500 floor amount per college. ($25,500)

RESOLUTION: #24-25.019 DATE: November 12, 2024

OSBA ELECTIONS
OSBA RESOLUTION 2 - COMPOSITION OF BOARD OF DIRECTORS

BACKGROUND INFORMATION:

Prior to December 15, 2024, school boards across the state must take official action on Oregon School Boards Association Resolutions 1, 2, and 3. School boards must submit their votes online, using the information provided to Board secretaries and superintendents.

Resolution 2 – Amend OSBA's Bylaws Relating to Composition of the Board of Directors.

RECOMMENDATION:

It is recommended that the Board of Directors vote for OSBA Resolution 2, Amend OSBA's Bylaws Relating to Composition of the Board of Directors - Adopt, Do Not Adopt, Abstain, or Take No Action.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2024.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS OF THE OREGON SCHOOL BOARDS ASSOCIATION

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the "OSBA") exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA's mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the "Caucus") to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA's efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS

2.1 Name. This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

2.2 Mission. To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

2.3 Goals.

2.3.1 The implementation of ODE's "Oregon LGBTQ2SIA+ Student Success Plan."
2.3.2 Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.
2.3.3 Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.
2.3.4 Serving as a resource.
2.3.5 Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

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2.3.6 Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.
2.3.7 Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

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5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

5.3.2 Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

5.8 Compliance with Open Meetings Laws. The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

ARTICLE 6

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CAUCUS LEADERSHIP COUNCIL

6.1 Composition. The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

6.2 Term. Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

6.4.2 Vice President. In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

6.4.3 Immediate Past President. The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

6.4.4 Secretary. The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

6.4.5 Treasurer. The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

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report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.4.6 Regional Caucus Directors. There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

Future positions:

6.4.7 At-Large Members. There shall be two At-Large Directors.

6.5 Resignation. A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

6.7 Removal. Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

7.2 Responsibilities. The Executive Committee shall have the following responsibilities and powers:

(a) To respond to any inquiry or question from OSBA.

(b) To act on behalf of the Caucus when deemed necessary by the President.

(c) To review plans and programs to be presented to the Caucus at its meetings.

(d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

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(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

ARTICLE 10

GENERAL PROVISIONS

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10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

10.2 Seat on OSBA'S Legislative Policy Committee (LPC)

10.2.1 The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

****

The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.

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RESOLUTION: #24-25.020 DATE: November 12, 2024

OSBA ELECTIONS
OSBA RESOLUTION 3 - AMEND 2023 BYLAWS

BACKGROUND INFORMATION:

Prior to December 15, 2024, school boards across the state must take official action on Oregon School Boards Association Resolutions 1, 2, and 3. School boards must submit their votes online, using the information provided to Board secretaries and superintendents.

Resolution 3 – Amend the OSBA 2023 Bylaws.

RECOMMENDATION:

It is recommended that the Board of Directors vote for OSBA Resolution 3, Amend the OSBA 2023 Bylaws - Adopt, Do Not Adopt, Abstain, or Take No Action.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2024.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

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SECTION 1 PURPOSE

The Oregon School Boards Association (the "Association" or "OSBA") exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association's mission and purpose are as follows:

A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

B. To gather and disseminate information pertinent to the successful operation of public schools.

C. To work for the most efficient and effective organization of public schools of this state. "Public schools" include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.

D. To work for adequate and dependable financial support for the public schools of this state.

E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

G. To study and interpret educational programs and to relate them to the needs of pupils.

H. To promote public understanding of the role of school boards and school board members in the improvement of education.

I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.

K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a "political subdivision" as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;

2.1.2 Education Service District as defined under ORS Chapter 334;

2.1.3 Community College District as defined under ORS Chapter 341;

2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee ("LPC") members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

(a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.

(b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.

(c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.

(d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.

(e) Southern Region includes all of the members located in the counties of Jackson and Josephine.

(f) Lane Region includes all of the members located in the county of Lane.

(g) Clackamas Region includes all of the members located in the count~~y~~ies of Clackamas and Hood River.

(h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.

(i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.

(j) Marion Region includes all of the members located in the county of Marion.

(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.~~2~~3 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within ~~of~~ the ~~members within the~~ region.

2.7 **Modification of Regions**. A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.~~11~~5.

2.8 **Annual Meetings**. An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors~~,~~ and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the~~ its activities, and its financial condition ~~of the Association~~.

2.9 **Special Meetings**. A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

2.10 **Telephonic/Video Meetings**. The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through~~,~~ the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.

2.11 **Place of Meetings**. Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

2.12 **Action by Written Ballot**. Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.

2.13 **Quorum**. A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.

2.~~13.1~~14 **Approval:** With the exception of approving amendments to the Association's bylaws~~,~~ ~~which is~~as outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~at the end of the voting period when:

(a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
(b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

3.1 **Powers**. Except as provided under Section 2.~~2~~3, all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum~~,~~ and maximum, by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~ 22 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Board~~s~~ Members Caucus, and one designated director as defined in the bylaws of the ~~-~~Oregon school board members PRIDE caucus ~~and ex-officio nonvoting members~~ advisors ~~as delineated in Section 3.5.4~~.

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes cast by ~~the~~ ~~of~~ the members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated~~ Caucus Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who~~ that is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

(a) Any director of the National School Boards Association elected from Oregon;

(b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~

(c) ~~The immediate past president of the Oregon Association of School Executives;~~

(d) The ~~immediate past president~~ Executive Director of the ~~Confederation~~ Coalition of School Administrators;

(e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;

(f) The board ~~section~~ president of the Oregon Community College Association;

(g) The chair of the State Board of Education; and

(h) Any other person ~~as~~ that the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 **Vacancies**. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 **Resignation**. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 **Removal**. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 **Regular Meetings**. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 **Special Meetings.** A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.~~10~~13 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.~~11~~14 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.~~12~~15 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.~~13~~16 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.~~14~~17 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

(a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and

(b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.~~15~~18 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.~~16~~19 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and~~the directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 Standing Committees. The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chair~~man~~ and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to~~is ~~delegation~~ delegated ~~of~~ authority to ~~such committee by the board of directors,~~act in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board of directors ~~by mail, email,~~on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported ~~or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director~~ trustee from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.~~ The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~o~~Operating ~~g~~Guidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) ~~and~~ (~~d~~e), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated

voting member as defined in the bylaws of the Oregon Rural School Board~~s~~ Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. ~~A member may~~To nominate a candidate to the LPC, ~~and shall do so~~ one or more of the members in the region must timely submit to the board of directors ~~by~~ a formal resolution or motion ~~of the member and timely submission of the nomination form(s) to the office of the Association~~and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The ~~N~~nominations ~~and election of the LPC representatives will be closed by a date identified in~~shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. ~~Each LPC member shall be elected by majority of member boards of a region.~~ Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC ~~representative~~candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(~~d~~e). Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two ~~(2)~~ years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors~~;~~, provided~~, however,~~ that no committee of the board of directors may:

(a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
(b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
(c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
(d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 Caucuses shall ~~C~~clearly articulate the vision, mission, and goals of the Caucus.

4.4.2 Caucuses shall ~~A~~adopt bylaws for operating, programming, and governing within the context of the Association bylaws described herein.

4.4.3 Caucuses shall ~~C~~comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.~~5~~6 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

4.4.~~5~~7 ~~With the adoption of this section, t~~The Oregon Rural School Board~~s~~ Members Caucus ~~is~~ was established by a vote of the membership in 2023.

4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.

4.5 **Administration**. Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.~~1~~2 **Appointment**. The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.~~2~~3 **Designation**. The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.~~3~~4 ~~Compensation and~~ **Term of Office**. Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~a~~the term ~~for~~of another officer who was unable to complete ~~a~~their term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~ Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.~~4~~6 **Removal and Resignation**. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party und~~f~~er a contract of employment.

5.~~5~~7 **Officers**. The officers of the Association are as follows:

5.~~5~~7.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint~~,~~ any committee~~s~~ positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

5.~~5~~7.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

5.~~5~~7.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

5.~~5~~7.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~approved by the board of directors;~~,~~ and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

5.~~5~~7.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

~~PACE Trustees.~~ The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in ~~. As per~~ the PACE Restated Trust Agreement. ~~, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than~~may serve~~ three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

SECTION ~~7~~ 8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

~~7~~8.3 **Checks, Drafts, Etc**. All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

~~7~~8.4 **Deposits**. All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

~~7~~8.5 **Loans or Guarantees**. The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

~~7~~8.6 **Execution of Documents**. The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

~~7~~8.7 **Insurance**. The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

~~7~~8.8 **Fiscal Year**. The fiscal year of the Association shall begin on the first day of July ~~1~~ and end on the last day of June in each year.

~~7~~8.9 **Severability**. A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

WELCOME TO THE 2024



OSBA LEGISLATIVE ROADSHOW

OREGON SCHOOL BOARDS ASSOCIATION

SEPT. 30-NOV. 7

AGENDA

- Welcome and Introductions
- OSBA Updates
- Looking to the 2025 Legislative Session
- Creating Networks for Advocacy

We're glad you're here!

CODE OF CONDUCT: The Oregon School Boards Association (OSBA), in its role of serving school board members and lifting student achievement, periodically brings people together to share ideas, information and resources. OSBA strives to provide a safe and welcoming event experience for all participants. OSBA prohibits discrimination and harassment on any basis protected by law including, but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, political affiliation, economic status, or veterans status or because of the race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, political affiliation, economic status or veterans status of any other persons with whom the individual associates. Conference participants, including but not limited to attendees, vendors, speakers, sponsors, OSBA staff and others, are expected to conduct themselves with integrity, courtesy and respect for others at all events. We recognize a shared responsibility to maintain these principles for the benefit of all. OSBA does not tolerate discrimination, intolerance, harassment, aggression or ill will of any kind at any OSBA event, either in person or via electronic communications. Participants are asked to stop such behavior and are expected to comply immediately. If a participant engages in such behavior, OSBA retains the right to take action, such as but not limited to warning offenders or expelling them from the event with no refund and limiting future participation in OSBA events. Please bring concerns about behavior or other issues to the attention of OSBA staff and/or any member of the OSBA Board of Directors immediately. **We value your attendance and are glad you are here.**

Welcome to OSBA'S Legislative Roadshow!

These fall regional meetings bring the excitement of new beginnings and the security of the education expertise and service you have come to expect from OSBA. With schools facing difficult budget times and an approaching 2025 legislative session that could drastically alter school funding, the fall meetings are the perfect time to engage with your education advocates and join forces with board members in your area.

OSBA understands the pressures you're facing: the end of federal emergency money, inflation outpacing funding and staffing challenges while student needs are more intense than longtime educators have ever seen. But there is light on the horizon. Negotiations in recent months have laid the groundwork for a State School Fund that more accurately reflects the costs of improving Oregon's education system. OSBA wants to hear from you so we can build on these successes.

Emielle Nischik has freshly been named OSBA executive director, and new OSBA faces are mixing with experienced hands. This is your opportunity to speak directly to OSBA's leaders and legislative team, to ask questions and hear about the work ahead. We are building connections. Working together we have greater capacity to advocate with state legislators and policymakers to get the resources that schools need to serve each student.

Tell us how to serve you better because we are all in for Oregon's students.



Sami Al-Abdrabbuh
President, OSBA Board of Directors
Member, Corvallis School Board
sami@corvallis.k12.or.us

OPPORTUNITIES FOR ADVOCACY

Don't wait until an important bill is in your legislator's committee or on the floor to develop contacts. Start early. As President Lyndon Johnson said, "Make friends before you need them." Knowing legislators and their staff personally is the first step to being heard.

Attend an event sponsored by your legislator. Don't miss the chance to visit with your legislators in your district at town hall meetings or other events.

FIND MORE INFO ON BECOMING A BETTER ADVOCATE
ON OSBA'S OPPORTUNITIES FOR ADVOCACY WEBPAGE.

osba.org/legislative-services/advocacy-101-and-state-resources

We can't *do this* without you!

The Oregon School Boards Association and over 550,000 students are counting on education leaders to secure adequate funding for Oregon public schools in 2025. Grassroots advocacy is an essential element to a successful 2025 legislative session. OSBA depends on school board leaders to leverage their relationships, on-the-ground knowledge, and leadership experience to tell the story of Oregon schools and why they need a greater investment and to do the work to make it happen.

Legislative Policy Committee (LPC) members play an invaluable role in this process by building relationships with the legislators that represent their LPC region, serving as a resource for the OSBA members within the LPC region, and lending an effective voice in public policy that impacts education.

The LPC members report to and represent the member boards in their respective LPC region, serving as the conduit for this grassroots effort.

PLEASE CONTACT YOUR REGION'S LPC REPRESENTATIVE TODAY!

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OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS

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THREE PRIORITIES

FUNDING

2025 will be a decisive year for education funding in Oregon. With the loss of federal emergency funds, rising costs, workforce challenges and increasing student needs, our schools are struggling. Each year schools are asked to do more with less, and it's time for Oregon to commit to funding an education system we want to have — the kind of high-quality education that will support student academic recovery from the pandemic and propel them to a better future. That means adequate funding for the State School Fund, special education, summer learning and after-school programing, early literacy initiatives and school facilities.

ACCOUNTABILITY

Oregon invests billions of dollars in its public school system, and there is no question that our public schools should be held to high standards and accountable for student achievement. We must ensure those standards meet the needs of folks who work in our schools and protect the local decision-making we pride ourselves on. Anything that is mandated by the state needs to be properly resourced. There are no one-size-fits-all policies in Oregon, especially across 197 districts.

ADDRESSING CHRONIC ABSENTEEISM

Absenteeism rates have more than doubled since 2019. In 2025, Oregon must address chronic absenteeism and its causes. Each student in Oregon has a different attendance story, but we can all agree that students must be in school to learn and get the support they need. Teachers cannot effectively do their jobs if they are struggling to make up lost learning when a student misses more than 10 days a year.

UPCOMING EVENTS

NOV. 7-9, 2024
OSBA Annual Convention
Portland | www.osba.org

DEC. 4-6, 2024
Oregon School Law Conference
Eugene | www.cosa.k12.or.us

ELECTIONS FOR OSBA BOARD OF DIRECTORS, LEGISLATIVE POLICY COMMITTEE AND RESOLUTIONS:

Oct. 15 Ballots available | **Nov. 15** Voting opens | **Dec. 15** Voting closes

ADVOCACY TEAM CONTACTS



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Adrienne Anderson
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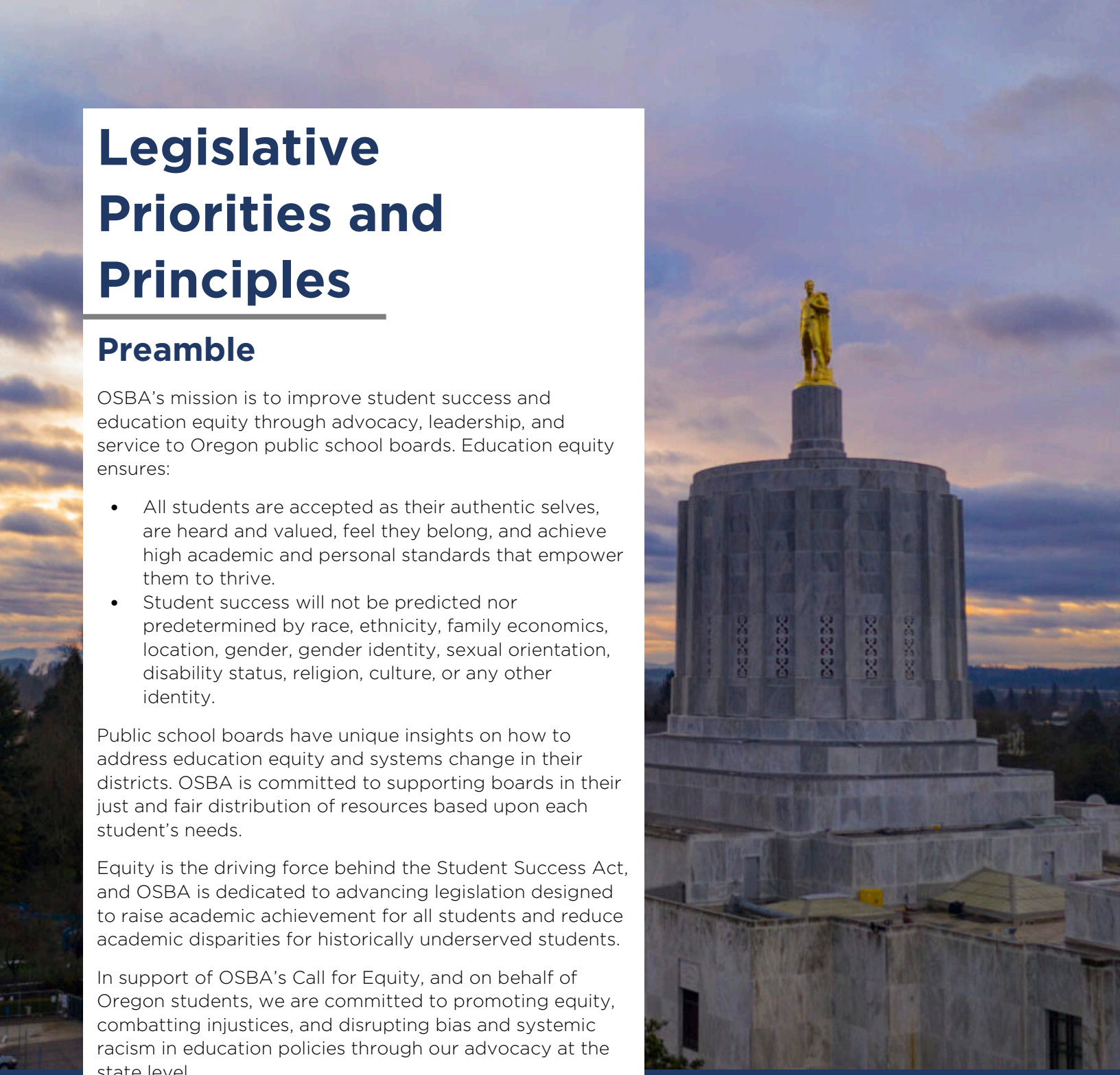


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OREGON SCHOOL BOARDS ASSOCIATION
1201 Court Street NE, Suite 400, Salem, OR 97301 | 503-588-2800 | 1-800-578-6722 | osba.org | *rev. 09.26.2024*



Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022
Approved by the OSBA Board: September 23, 2022
Approved by the OSBA Membership: December 15, 2022

OREGON SCHOOL BOARDS ASSOCIATION

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.



OSBA Business

OSBA Board of Director Elections

Oct 15 - Ballots become available | Nov 15 - Dec 15 – Vote | Jan 1 - Directors take office

Resolutions

- To Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors (Creates the Oregon School Board Members PRIDE Caucus)
  - Mission: To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.
  - Goals:
    - The implementation of ODE's "Oregon LGBTQ2SIA+ Student Success Plan."
    - Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.
    - Building and increasing capacity of LGBTQIA2S+ school board members.
    - Serving as a resource.
    - Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.
    - Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.
    - Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.
  - The proposed Bylaws will be submitted to the membership for consideration during the 2024 OSBA election by resolution.
- To Amend the OSBA Dues Schedule
  - Proposal to increase dues 15% per year for five years, then have an annual increase tied to CPI every year thereafter, with a $1,500 floor and a $25,000 cap. This increase will roughly double annual dues revenue to just over $1.3 million by the end of year five.
  - The proposed Dues Schedule will be submitted to the membership for consideration during the 2024 OSBA election by resolution.
- To Amend the OSBA 2023 Bylaws
  - Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
  - Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
  - Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
  - Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
  - Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
  - Edits to grammar, punctuation, and language for readability.
  - The proposed Bylaws will be submitted to the membership for consideration during the 2024 OSBA election by resolution.

Legislative Update

Budget & Funding

- The Oregon Economic and Revenue Forecast released Wednesday, Aug. 28.
- The state economists report to the Legislature every three months. Gov. Tina Kotek's office and legislators and lobbyists, including OSBA, are working behind the scenes using these numbers to figure out what will get funded in the 2025 Legislature.
- The next forecast on Nov. 20 will set the final numbers in the governor's budget. The governor's budget proposal is usually released soon after the state economists' forecast, and while the governor's budget proposal has no legal authority, it sets a bar for state budget discussions in the 2025 Legislature. The Legislature usually waits for the February forecast before revealing its State School Fund proposal.
- Oregon's General Fund revenue forecast for this biennium increased $676 million from the last forecast, good news for the 2025-27 budget. Although the report lowered revenue projections for the next biennium slightly, the overall available resources climbed $610 million from the June forecast.
- For this biennium, Oregon has $2.4 billion more net General Fund and lottery resources than expected when the budget was set in 2023.
- The latest forecast predicts $1 billion in the Education Stability Fund and $1.9 billion in the Rainy Day Fund by the end of the biennium. The education fund is expected to hit its statutory cap in 2027.

2025 Legislative Priorities

- **Funding** will be a decisive year for education funding in Oregon. With the loss of federal emergency funds, rising costs, workforce challenges and increasing student needs, our schools are struggling. Each year schools are asked to do more with less, and it's time for Oregon to commit to funding an education system we want to have — the kind of high-quality education that will support student academic recovery from the pandemic and propel them to a better future. That means adequate funding for the State School Fund, special education, summer learning and after-school programing, early literacy initiatives and school facilities. (Oregon Department of Education Agency Request Budget (ARB) 58100 Oregon Department of Education 25-27 ARB.pdf - Relevant Pages 167-441)
- **Accountability** - Oregon invests billions of dollars in its public school system, and there is no question that our public schools should be held to high standards and accountable for student achievement. We must ensure those standards meet the needs of folks who work in our schools and protect the local decision-making we pride ourselves on. Anything that is mandated by the state needs to be properly resourced. There are no one-size-fits-all policies in Oregon, especially across 197 districts.
- **Addressing Chronic Absenteeism -** Absenteeism rates have more than doubled since 2019. In 2025, Oregon must address chronic absenteeism and its causes. Each student in Oregon has a different attendance story, but we can all agree that students must be in school to learn and get the support they need. Teachers cannot effectively do their jobs if they are struggling to make up lost learning when a student misses more than 10 days a year.

Next Steps

Sign-in Sheet

Interested in Advocacy?

Upcoming Advocacy Webinars

Meeting Feedback Form

HOW CAN YOU *get* INVOLVED?

OREGON SCHOOL BOARD MEMBERS OF COLOR CAUCUS Join this group of school board members who are promoting quality education for all students, with a focus on the needs of students of color. The caucus's mission is to increase school board diversity while also helping school board members of color build their capacity to address issues. **tinyurl.com/OSBMCC**

OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS OSBA members voted in 2023 to form this group and add a voting seat on the OSBA Board. Its mission is to build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities. **tinyurl.com/ORSBMC**

EVENTS

JANUARY
SCHOOL BOARD RECOGNITION MONTH

FEBRUARY *(held every even year)*
BONDS, BALLOTS AND BUILDINGS CONFERENCE

APRIL
PACE DAY

AUGUST
SUMMER BOARD CONFERENCE

SEPT.-NOV.
LEGISLATIVE ROADSHOW

NOVEMBER
ANNUAL CONVENTION

DECEMBER
OREGON SCHOOL LAW CONFERENCE

LEARN MORE AT
osba.org/events

OSBA RESOURCES *and* PUBLICATIONS AVAILABLE ONLINE:

- Legislative
- Boardsmanship
- Budgeting
- Equity
- School safety
- Student wellness

ACCESS THESE RESOURCES AND MORE AT osba.org/new-board-members

rev. 10/2024

we're here for you

A GUIDE TO OSBA *and* ITS MEMBER SERVICES

OREGON SCHOOL BOARDS ASSOCIATION







The Oregon School Boards Association is dedicated to improving student success and education equity through **ADVOCACY, LEADERSHIP** and **SERVICE** to Oregon public school boards.

info@osba.org | www.osba.org | 1-800-578-6722
1201 Court St. NE, Ste. 400, Salem, OR 97301
FACEBOOK /osba.org TWITTER /OSBANews INSTAGRAM /oregon_sba

DEAR MEMBER,

As a locally elected school board member, no one is better positioned than you to ensure that our students overcome hurdles and move ahead to success in college and careers. But you're far from alone: Since 1946, OSBA's staff has served as a resource to our members across the state, in districts large and small, urban and rural.

Every school district is unique, which is why OSBA constantly advocates for local control. Yet all of us share a fundamental belief in the power of public schools and our love of students. That's why we worked together to pass the landmark Student Success Act in 2019.

Our staff has the experience you need, from legal advice from attorneys to legislative advocacy in the Capitol to comprehensive board training. We can help beef up your policies, search for your next superintendent, provide insurance coverage through PACE or deal with the media in a crisis.

Whenever you need us, just call or email: WE'RE HERE FOR YOU!

Best regards,

The Osba Team

HOW to STAY UPDATED

The OSBA News Center is the hub for education information important to Oregonians. Visit bit.ly/OSBAnews for:

NEWS STORIES
OSBA coverage of Oregon education issues

OREDNEWS
Subscribe to this daily email compiling education news from around the state

LEGISLATIVE HIGHLIGHTS
A weekly newsletter published during the legislative session containing the latest information on activities at the Oregon Legislature that affect public education

WE'RE *here for* YOU!

OSBA has been helping locally elected volunteer school board members fulfill their complex public education roles since 1946.

BOARD PROFESSIONAL DEVELOPMENT OSBA has always prepared new board members for board service and helped experienced board members become more effective in their roles as elected officials. Board members need to know public meetings law, parliamentary procedure, teamwork, budgeting, policymaking, ethics laws, public engagement, public relations and many more skills to function efficiently. We'll help you:

- Deepen your understanding of school board member roles
- Become more effective at advocating for public education
- Access trainings in ways that fit your busy schedule

CHARTER AUTHORIZER SERVICES
With years of experience in charter school authorizing and specific expertise in charter school operations, oversight and processes such as application, renewal, annual evaluation and closure/termination, OSBA staff can help with charter requirements. We also provide training and professional development to school boards in their roles as charter school authorizers.

COMMUNICATION SERVICES
The OSBA Communication Services team delivers the news that matters to Oregonians and helps schools deal with the media. When a crisis strikes your schools, OSBA's team can help craft your message and handle internal and external communications.

Learn more at **OSBA.ORG**

EXECUTIVE SEARCH SERVICES
OSBA can expertly guide boards through the process of hiring a superintendent or president, relieving stress associated with conducting an executive search. We ensure that you find a leader with the qualities you, your community and staff seek.

LEGAL SERVICES Whether you need quick legal advice or long-term guidance, you can rely on the OSBA Legal Services team to assist, represent and guide you. **pacelegal@osba.org**

LEGISLATIVE AND ADVOCACY SERVICES OSBA lobbies on behalf of our members at the state Legislature, state agencies and at the local and federal level. We develop and maintain strong relationships with the governor, legislators, advocacy groups, education agencies and Oregon's congressional delegation. OSBA's primary legislative goal is to be the collective voice for all Oregon public school boards.

POLICY SERVICES We provide policy drafting and maintenance to help members meet requirements and other policy needs. Our services include rewrite services to help get your policies up to date, and ongoing subscriptions to keep them there!

PACE PROPERTY AND CASUALTY COVERAGE FOR EDUCATION (PACE) OSBA and the Special Districts Association of Oregon (SDAO) formed PACE in 2006. By working together and pooling resources across the state, we help keep Oregon students safe, reduce risks and conserve member resources. PACE offers a variety of free trainings and resources.
pace.osba.org

we're here for you

OREGON SCHOOL BOARDS ASSOCIATION

RESOLUTION | OSBA MEMBER DUES

OSBA HAS NOT RAISED ITS DUES FOR MEMBERSHIP SINCE 1998. In that quarter-century, school districts have become vastly more complicated, offering far more services and facing significantly more regulatory control. School districts have come to rely heavily on the Oregon School Boards Association for a wide range of expertise.

OSBA is dedicated to improving student success and education equity through advocacy, leadership and service to Oregon public school boards. To best support school board members, OSBA also provides phone, email and in-person advice to all the people around them, especially superintendents, administrators and board secretaries.

Here are some of the services included with YOUR OSBA MEMBERSHIP.

These services are provided by **education experts** with **collectively hundreds of years** of **specialized experience.**

POLICY SERVICES

OSBA staff, with expertise unparalleled in the state, help members prepare, implement and update their policies.

- OSBA provides 25 free model samples a year to members. Those model samples would likely cost thousands of dollars each from a legal firm.
- OSBA also maintains a library of 577 model sample policies and administrative regulations for districts, as well as manuals for education service districts, charter schools and community colleges. It is the only such library in the state.
- Policy Services provides two to four free webinars a year on current policy-related education issues as well as training for board secretaries.

LEGISLATIVE SERVICES

OSBA's lobbyists are school boards' representatives in the halls of power and behind-the-scenes discussions, serving on tasks forces and workgroups and meeting directly with policymakers. Many of OSBA's successes are never seen because the greatest victories often lie in heading off problematic bills.

- In addition to advocacy for an adequate State School Fund, OSBA's lobbyists work on dozens of bills that provide additional funding and grants as well as oppose bills that would raise schools' costs without additional funding.
- OSBA was a primary mover in the effort to pass the 2019 Student Success Act, a historic $1 billion-a-year investment in education. OSBA lobbyists remain constantly on guard to block legislative efforts to dip into that pot of money for other uses.
- In 2023, OSBA tracked more than 500 bills that dealt with issues such as staff health and benefits, transportation, facilities, and curriculum.
- OSBA lobbyists travel around the state to meet with members where they live and hear their concerns.

BOARD DEVELOPMENT

Helping school board members excel is at the heart of OSBA's mission, and that includes answering the questions of superintendents and administrative professionals so they can better support their boards.

- Board Development provides phone, email and in-person support for school board members all over the state, answering questions on issues such as school board-superintendent relationships, school board roles and responsibilities, and public comment. When a board is facing a unique situation, OSBA has experts that members can call on.
- OSBA holds a deep resource of free materials, including a superintendent evaluation handbook, board operating agreements, a board chair handbook, a boardsmanship handbook, a budget committee handbook and parliamentary procedures guidance.
- The team produces about one free webinar a month. These webinars often provide Leadership Institute credit to board members.
- Board Development coordinates and provides the coursework for the Leadership Institute, a public recognition of board members' dedication and investment in improving their skills.
- OSBA is unique in its ability to offer guidance and services to authorizers on charter school applications, renewals, evaluations and terminations.

LEGAL SERVICES

OSBA offers members the equivalent of a medium-sized law firm that specializes in education issues. OSBA's legal advice has prevented untold costs in litigation and lawsuits.

- With private Oregon lawyers billing on average more than $300 an hour, a single free call to OSBA's lawyers is worth more than some districts' annual dues.
- In 2023, OSBA lawyers responded to more than 5,400 legal inquiries and handled 63 litigated matters in Oregon courts and administrative agencies.

"OSBA has provided me with so much support and encouragement … I cannot imagine doing my job without their services. From conferences and webinars to the ability to receive prompt phone and email responses to policy support, OSBA has been invaluable to my growth and understanding of the unique position of board secretary."

VONNIE MCCLELLAN
Siuslaw School District executive assistant to the superintendent and board

COMMUNICATION SERVICES

Through the five-days-a-week OREdNews, Legislative Highlights during sessions and social media around the clock, OSBA keeps you informed on local, state and national issues while also telling your stories of success, innovation and perseverance to the state.

- OSBA provides crisis communications support for everything from legal issues to a tragedy on campus. In 2023, OSBA provided support to more than 50 members.
- OSBA supports the celebration of school board members during School Board Awareness Month, creating and sharing the popular superhero motif, and launched the Oregon School Board Member of the Year, now in its seventh year.

PACE

Property and Casualty Coverage for Education, administered by OSBA, provides stable and comprehensive insurance to more than 300 public education organizations.

- Risk consultants have more than 700 interactions a year with members.
- PACE legal services save members nearly $3 million annually when they use our services.
- In 2023, PACE facilitated approximately 717,000 online trainings to increase school safety, security and preparation.
- PACE conducts facility inspections, playground safety reviews, hazard checklists and safety recommendations and shares tools to help members manage risk, such as criminal background checks and property valuations.

IN ADDITION TO ITS FREE SERVICES, OSBA OFFERS AN ARRAY OF LOW-COST FEE-BASED SERVICES, including superintendent searches, policy updates and additional board training. Because of the pooled nature of membership, OSBA can offer its services at lower prices than might be found in the private sector with the added benefit of help from experts who only work in the education sector.

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES***
District Member 01 (under 100)*	$250.25	$500.25	$750.25	$1,000.25	$1,250.25	$1,500.00	$1,560.00
District Member 02 (100-249)*	$541.25	$791.25	$1,041.25	$1,291.25	$1,541.25	$1,772.44	$1,843.34
District Member 03 (250-499)*	$778.00	$1,028.00	$1,278.00	$1,528.00	$1,757.20	$2,020.78	$2,101.61
District Member 04 (500-999)	$1,420.50	$1,633.58	$1,878.61	$2,160.40	$2,484.46	$2,857.13	$2,971.42
District Member 05 (1000-1999)	$2,503.00	$2,878.45	$3,310.22	$3,806.75	$4,377.76	$5,034.43	$5,235.80
District Member 06 (2000-2499)	$3,450.00	$3,967.50	$4,562.63	$5,247.02	$6,034.07	$6,939.18	$7,216.75
District Member 07 (2500-3999)	$5,952.75	$6,845.66	$7,872.51	$9,053.39	$10,411.40	$11,973.11	$12,452.03
District Member 08 (4000-4999)	$7,035.00	$8,090.25	$9,303.79	$10,699.36	$12,304.26	$14,149.90	$14,715.89
District Member 09 (5000-9999)	$8,658.25	$9,956.99	$11,450.54	$13,168.12	$15,143.33	$17,414.83	$18,111.43
District Member 10 (10000-25000)	$10,823.00	$12,446.45	$14,313.42	$16,460.43	$18,929.49	$21,768.92	$22,639.68
District Member 11 (over 25000)***	$18,940.00	$21,781.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$26,000.00
ESD Membership Dues 01 (under 1000)*	$473.75	$723.75	$973.75	$1,273.75	$1,473.75	$1,694.81	$1,762.61
ESD Membership Dues 02 (1000-2500)*	$710.50	$960.50	$1,2710.50	$1,460.50	$1,679.58	$1,931.51	$2,008.77
ESD Membership Dues 03 (2500-5000)*	$947.00	$1,197.00	$1,447.00	$1,664.05	$1,913.66	$2,200.71	$2,288.73
ESD Membership Dues 04 (5000-7500)*	$1,082.50	$1,332.50	$1,582.50	$1,819.88	$2,092.86	$2,406.78	$2,503.06
ESD Membership Dues 05 (7500-10000)	$1,556.00	$1,789.40	$2,057.81	$2,366.48	$2,721.45	$3,129.67	$3,254.86
ESD Membership Dues 06 (10000-15000)	$2,029.50	$2,333.93	$2,684.01	$3,086.62	$3,549.61	$4,082.05	$4,245.33
ESD Membership Dues 07 (15000-25000)	$2,367.75	$2,722.91	$3,131.35	$3,601.05	$4,141.21	$4,762.39	$4,952.89
ESD Membership Dues 08 (25000-50000)	$3,111.75	$3,578.51	$4,115.29	$4,732.58	$5,442.47	$6,258.84	$6,509.19
ESD Membership Dues 09 (above 50000)	$4,667.50	$5,367.63	$6,172.77	$7,098.68	$8,163.49	$9,388.01	$9,763.53
State Board of Education	$67.75	$77.91	$89.60	$103.04	$118.50	$136.27	$141.72
Community College Association****	$4,601.00	$8,851.00	$13,101.00	$17,351.00	$21,601.00	$25,500.00	$26,520.00

Add $250 annually until floor is reached, then increase 15% through year 5 | **Reflects an estimated CPI increase of 4% * $25,000 cap prior to CPI*
*****Reflects an increase of $250 per year, per community college (17) annually until the community colleges reach the $1,500 floor amount per college. ($25,500)*

Rev. 09/25/2024

Mission:

To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

Goals:

-> To elevate the voice of rural school districts and recognize their unique needs.

-> To build and maintain collaborative relationships between OSBA and rural school boards.

-> To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.

-> To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

-> To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

Who Qualifies as Rural:

-> Any school district with a population density less than 200 people per square mile, or less than 20,000 residents within the district.

-> Any district who completes a successful appeal

-> All Oregon Education Service Districts

Budget:

The majority is allocated to sending rural school board members to OSBA Summer Board Conference and Annual Convention, and bringing the OSBA Board Development team to work with rural boards in their districts.

The Oregon Rural School Board Members Caucus was formed in the Fall of 2023 to help elevate the voices of rural school board members in Oregon.

Leadership:

The Leadership Assembly consists of nine members from across the state, including a President, Vice President, and Secretary/Treasurer.

OREGON RURAL
School Board Members Caucus

Become a member today:

https://forms.office.com/r/Xb92vuwbb2

1201 Court Street NE, Suite 400, Salem, OR 97301
503-588-2800 | 800-578-6722 | Fax 503-588-2813 | www.osba.org

LEADERSHIP COUNCIL
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Neelam Gupta
Lake Oswego SD
Vice President
Luhui Whitebear
Corvallis SD
Secretary
Helen Ying
Multnomah ESD
Treasurer
Kim Brick
Coos Bay SD
REGIONAL MEMBERS
Sunita Garg
Beaverton SD
Annie Valtierra-Sanchez
Southern Oregon ESD
Aaron Muñoz Gonzalez
Reynolds SD
Janece Payne
Brookings-Harbor SD
Kathy Wai
North Clackamas SD
David Jaimes
Tigard-Tualatin SD
MEMBERS-AT-LARGE
Senitila McKinley
Lincoln County SD
Patricia "Pat" Morinaka
Nyssa SD

About the Oregon School Board Members of Color Caucus

Mission

- To promote quality education for all students with emphasis on the unique needs of students of color

Goals

- To promote positive and effective relationships and serve as a resource among school board members of color, communities, political leaders and Oregon School Boards Association (OSBA)
- To build and increase capacity of school board members of color to be effective in their roles
- To support a pipeline of people of color to run for school board positions
- To develop, promote and advance legislation to improve educational opportunities and outcomes for students of color
- To prepare and advance school board members of color to serve in general OSBA leadership
- To build capacity of the general OSBA membership in understanding the issues of students and people of color

How to Join

There are two ways to become active with the caucus:

- **General Membership** is available to Oregon elected or appointed members of public boards of education who identify as a person of color.
- **Friends of the Caucus** is available to OSBA members who support the caucus mission and goals.

For more information, please visit the OSBMCC webpage: https://osba.org/oregon-school-board-members-of-color-caucus/.

About Oregon School Board Association (OSBA)

OSBA is dedicated to improving student achievement and education equity through advocacy, leadership and service to Oregon public school boards. OSBA may act as a facilitator of activities of the caucus, which shall complement its efforts on behalf of all local governing boards.

Oregon LGBTQIA2S+ School Board Members Advisory Committee

Mission: To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

Goals:

- The implementation of ODE's "Oregon LGBTQ2SIA+ Student Success Plan."
- Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.
- Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.
- Serving as a resource.
- Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.
- Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

Purpose: OSBA leadership has created formal caucuses to support and enhance the services to certain students and school board members. Oregon's LGBTQIA2S+ students need support. Oregon's LGBTQIA2S+ school board members need support. And OSBA can best participate in this support with a formal structure to respond to all the needs and policies across Oregon's K-12 system.




OSBA
LEGISLATIVE
ROADSHOW
ADVOCACY STARTS HERE



Emielle Nischik

Executive Director

Emielle Nischik has built her career on a belief in the power of education.

As College Possible's Oregon executive director, she worked with individual students to get them into and through college, but there is a limit to how many students the nonprofit can reach. As OSBA's new executive director, she hopes to work for transformational changes to the K-12 system.

Nischik grew up in the Mapleton School District between Florence and Eugene. She earned her bachelor's degree from Oregon State and a master's in public administration from Portland State.

Nischik grew up in a lower-income household and is a first-generation college graduate. She is married with two young children in the Portland Public Schools system.

Nischik believes public education is the foundation for generational economic mobility and change.



Haley Percell

Chief Legal Officer and Interim Deputy Executive Director

Haley Percell is an Oregonian who has dedicated her career to Oregon public education. She grew up in Portland, Wilsonville, and Aurora and attended public school in the West Linn-Wilsonville and Canby School Districts. Haley earned her bachelor's degree in biology and a Spanish certificate from the University of Portland, and her law degree from Willamette University College of Law.

Haley began her professional career as an employment litigator in private practice in Salem, Oregon. She joined OSBA's legal department in 2011. In 2017, Haley became the director of OSBA's legal department. After serving as director of the legal department for over 7 years, Haley moved into a role as Deputy Executive Director and Chief Legal Officer for the association.

Haley has two daughters who attended West Linn-Wilsonville public schools, and she enjoys traveling and spending time with her family and her many pets.



Efren Zamudio

Legislative Specialist

Born in Salem, Oregon. Proud Oregonian.

Salem-Keizer schools graduate, from McNary High School

Bachelors in Civic Communications and Media from Willamette University.

Why I care/do what I do:

“I benefited from talented teachers, student-focused leaders, and thoughtful policymakers that shaped my K-12 experience. Education is the most powerful tool we have to lift people out of the circumstance they were born into and put them on a path to a better life. That is the promise of public education and why I believe so strongly in the mission of OSBA.”



Adrienne Anderson

Legislative Specialist

Adrienne was raised in the public school system, comes from a family of educators, and spends much of her time volunteering in our public schools. She knows the value of our public education system and the community they provide to our students.

She is emboldened by the passion school board members have to advocate for their schools and students.

“It’s important to me to hear from board members in every region of our state so that I can properly advocate for your needs in the Capitol”



La’Nell Trissel

Executive Assistant

La’Nell joined OSBA in October of 2011 with an executive support and project management background in construction and agriculture. Since then, she has worked in the policy department (8 yrs), board development department (2 yrs), and labor department (2 yrs). She started work in the legislative services department in 2018 and is currently OSBA’s Executive Assistant - providing support to the OSBA Board, the executive team, and the legislative services department; in addition to the OSBA Legislative Policy Committee, Executive Committee, Governance Committee, Oregon School Board Members of Color Caucus, and Oregon Rural School Board Members Caucus.

2025 OSBA Board Officers



Chris Cronin
2025 OSBA President
Grant Education Service District



Emily Smith
2025 OSBA President-elect
Helix School District



Dawn Watson
2025 OSBA Vice President
Phoenix-Talent School District



Chrissy Reitz
2025 OSBA Sec./Treas.
Hood River County SD



Sami Al-Abdrabbuh
2025 OSBA Past President
Corvallis School District



OSBA Staff

OSBA Board of Directors

OSBA Legislative Policy Committee



QR Code Instructions

1. **Point your camera at the code**. It doesn't matter whether you're holding your phone vertically or horizontally. Your phone can even read the code upside down if you see a piece of paper that's not facing you.
2. **When your camera scans the QR code,** you'll see an icon or web address on your screen near the code. Tap it.
3. **You'll go to the associated website** via your phone's web browser, which should launch automatically.



Agenda and Packet

OSBA Updates

Looking to the 2025 Legislative Session

Creating Networks for Advocacy



Discussion

What is something in your district that you are proud of?

OSBA Business

OSBA Board of Director elections

Oct 15 - Ballots become available
Nov 7 - Dec 15 - Vote
Jan 1 - Directors take office

Resolutions

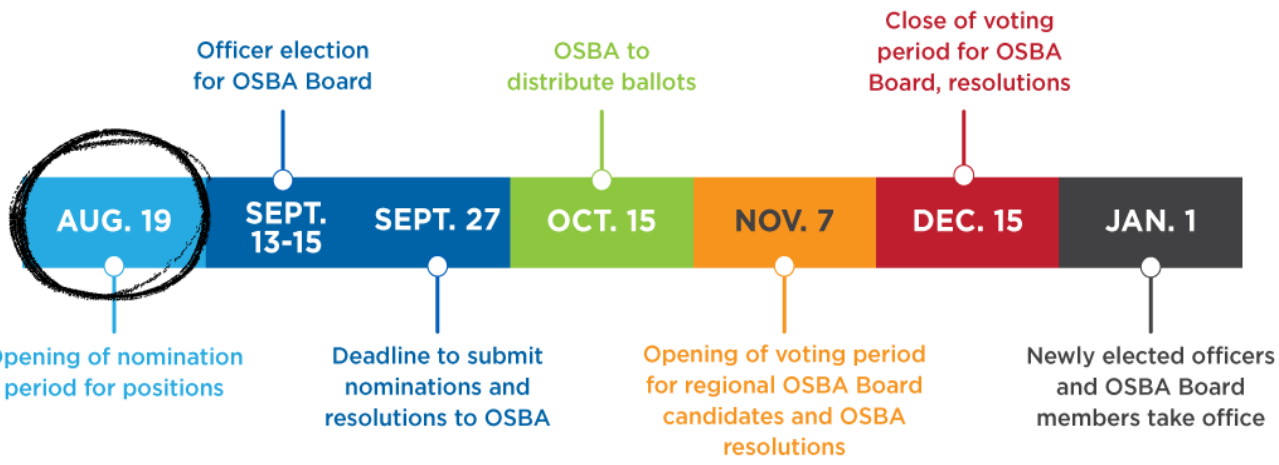
Oct 15 – Ballots become available
Nov 7 - Dec 15 – Vote

School Board Elections

March 20, 2025 – filing deadline
May 20, 2025 – election day

2024 OSBA ELECTIONS CALENDAR

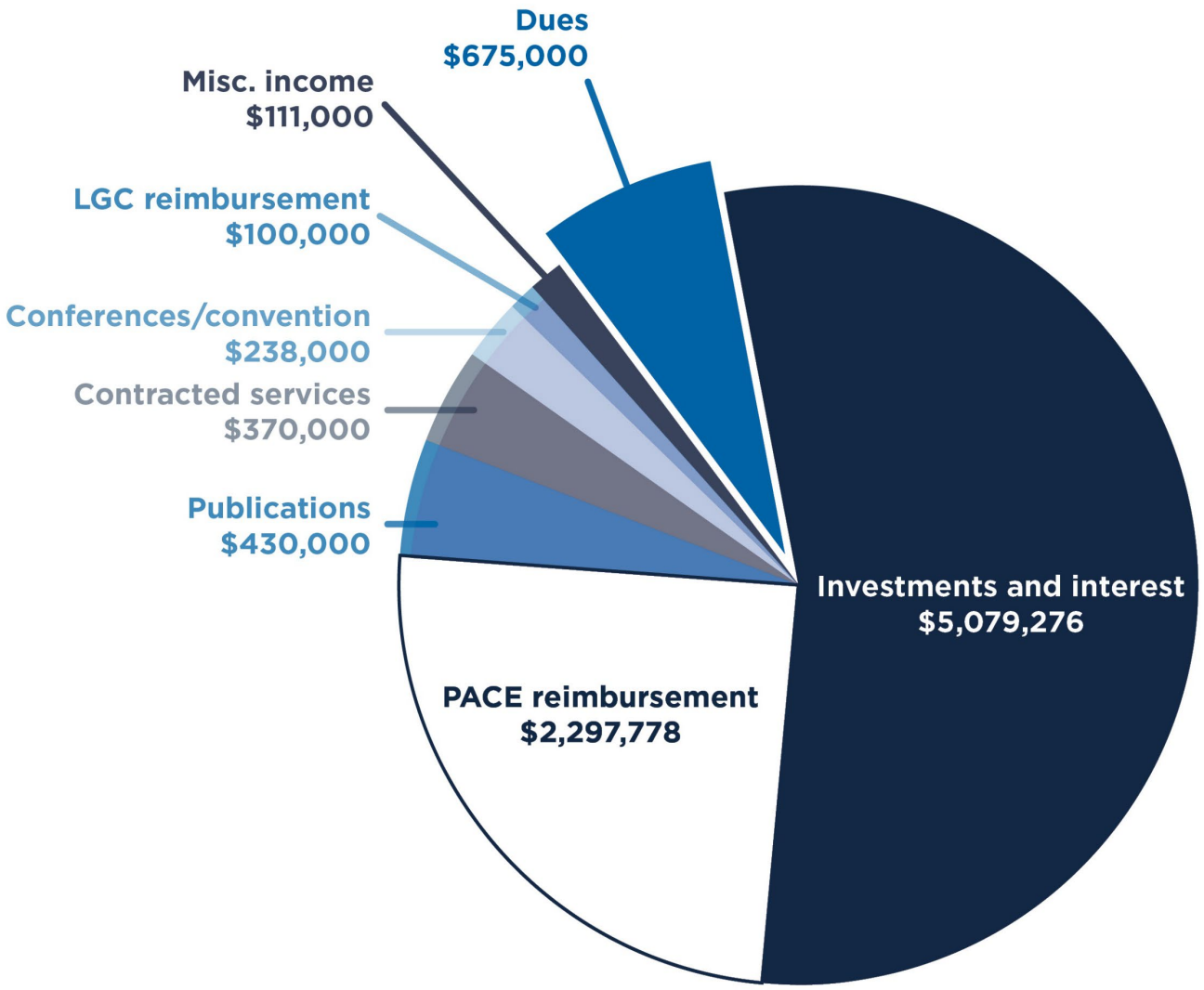
Local school board members vote on regional
OSBA Board of Director positions and resolutions for the association.



OREGON SCHOOL BOARDS ASSOCIATION

Gina Hutchinson, OSBA

Where do **OSBA'S OPERATING REVENUES** come from?



Resolution

To Amend the OSBA Dues Schedule

Proposal to increase dues 15% per year for five years and then have an annual increase tied to CPI every year thereafter, with a $1,500 floor and $25,000 cap.

This increase will roughly double annual dues revenue to just over $1.3 million by the end of year five.

More information is available on the OSBA Elections Information Webpage.



Resolution

To Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

(Creates the Oregon School Board Members PRIDE Caucus)

Mission: To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

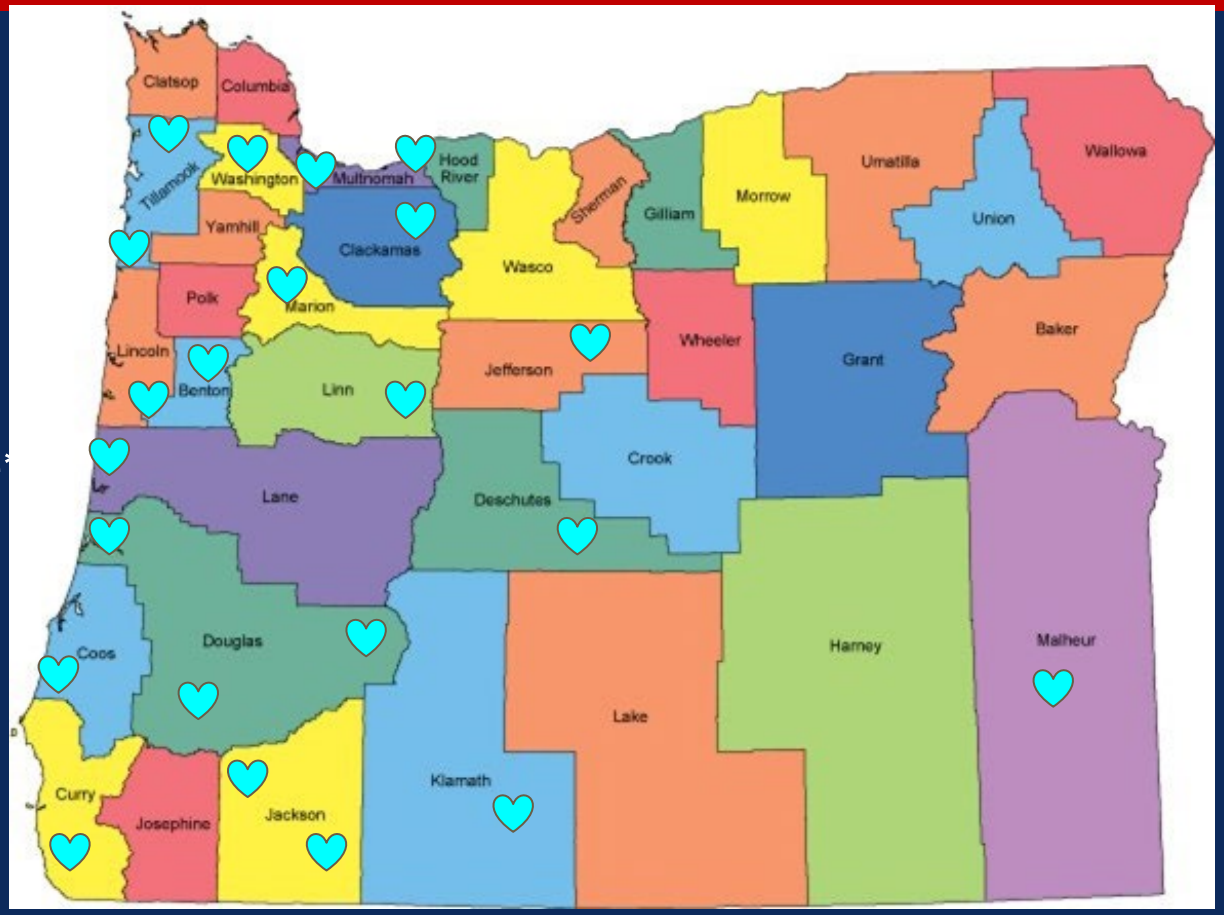
More information is available on the OSBA Elections Information Webpage.

Oregon School Board Members PRIDE Caucus

Mission: To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

LGBTQIA2S+ Advisory Committee
OSBA Membership Supporters & Committee Members

Ashland SD *
Bend-La Pine SD *
Brookings SD *
Corvallis SD *
David Douglas SD (X2)
Douglas ESD *
Forest Grove SD *
Jefferson ESD *
Klamath Community College*
Linn/Benton/Lincoln ESD *
Multnomah ESD (X2) *
Mt Hood Community College *
Neah-Kah-Nie SD (X2) *
Nestucca SD *
North Clackamas SD



Nyssa SD (X2) *
Oregon City SD (X2)
Parkrose SD (X2)
Philomath SD *
Phoenix-Talent SD *
Port Orford SD *
Reedsport SD (X2) *
Salem-Keizer SD
Siuslaw SD *
South Coast ESD *
State Board of Education
Yoncalla SD (X2) *

* Rural District or Community

Consistently 75-90% of our committee meetings have been made up of folks serving rural students & communities.



Resolution

To Amend the OSBA 2023 Bylaws

Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors

Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors

Clarify the OSBA board of directors must comply with the Oregon Government ethics laws with respect to conflicts of interest

More information is available on the OSBA Elections Information Webpage.

Questions



2025 Long Session

- Oregon sets its 2025-2027 biennial budget in the 2025 long session
- Oregon's long sessions, in odd numbered years, last six months
- The session convenes on January 21, 2025
- Legislative leadership continues to transition
- Many new legislators will be elected in the November 2024 general election



Budget & Funding

- The governor's budget will be released in December.
- As of the August revenue forecast Oregon's General Fund increased $676M from the last forecast.
- Although the report lowered revenue projections for the next biennium slightly, the overall available resources climbed $610M from the June forecast.
- The state economists report to the Legislature every 3 months. The next forecast is on Nov. 20.
- OSBA and education partners are coordinating with the Gov. office to figure out what funding will be prioritized in the 2025 Legislature.



Funding

2025 Legislative Priorities

Accountability

Addressing Chronic Absenteeism





OREGON SCHOOL BOARDS ASSOCIATION

Member Advocacy Survey



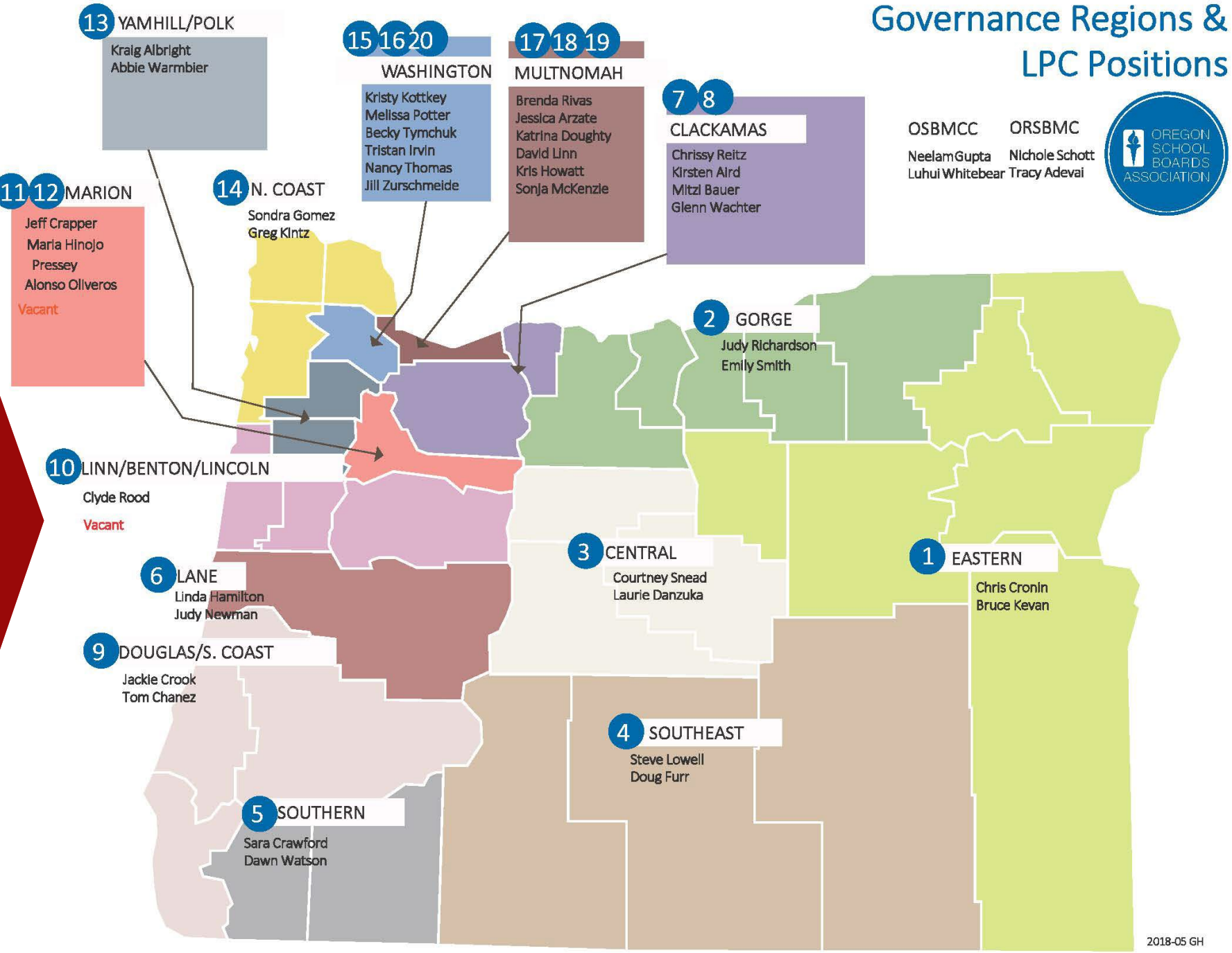
Member Advocacy

Use the Oregon State Legislature Information System's find your legislator tool:

https://www.oregonlegislature.gov/

Governance Regions & LPC Positions

Connect with your Board and Legislative Policy Committee Representative!



Next Advocacy Webinar is coming soon!



Questions



OSBA Annual Convention
Nov. 7-9

Oregon School Law Conference
Dec. 4-6



Tabletop Discussion

How else can OSBA support you during next year's roadshow meeting?



OREGON SCHOOL BOARDS ASSOCIATION

Tabletop Discussion

What are the best ways to communicate with the people in your region?



OREGON SCHOOL BOARDS ASSOCIATION

Thank you!



RESOLUTION: #24-25.027 DATE: December 9, 2024

POLICY UPDATES - SECTIONS G and J

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 continue over the next several 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 Sections G (Personnel) and J (Students) of the Springfield School Board Policy Manual were presented to the board for review on November 12, 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 policies in Sections G (Personnel) and J (Students) as presented.

SUBMITTED BY:

Todd Hamilton
Superintendent

Policy Section G Revisions

Based on board member feedback and consultation with OSBA, revisions have been made to the following policies since their original posting in November.

Policy GB
- 7th paragraph, corrected formatting to reflect edits

Policy GBED
- Corrected punctuation

Policy GBH
- 1st paragraph, removed proposed language

Policy GBL
- Corrected grammar
- List item 7, removed proposed changes

Policy GBM
- 2nd paragraph, deleted duplicate sentence

Policy GBNAA/JHFF
- Pg. 2, 2nd paragraph, identified staff member for receiving reports

Policy GCAB
- Pg. 2, last paragraph, deleted

Policy GCBDA/GDBDA
- Hold for further review

Policy GCN/GDN
- Corrected grammar

Policy GDA
- Pg. 2, 1st paragraph, corrected grammar and added “standards”

Policies held for further review
- GAB, Job Descriptions
- GBDA, Expression of Milk or Breastfeeding in the Workplace
- GBN/JBA, Sexual Harassment
- GCBDA/GDBDA, Family Medical Leave
- GCDA/GDDA, Criminal Records Checks and Fingerprinting

Springfield School District 19

Code: GAA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code: GAA

Personnel: Definitions

Optional

1. "Licensed employees" are those holding a position that requires a license issued by the state Teacher Standards and Practices Commission (TSPC).

2. A "teacher" is an employee who holds a teacher's license or is registered to teach by TSPC.

3. A "contract teacher" is any teacher who has been regularly employed by a district for a probationary period of not more than three successive school years and who has been retained for the next succeeding school year.

4. A "probationary teacher" is one who is not a contract teacher and who is employed for at least 135 consecutive days in any school year as a teacher in the district. At least 30 consecutive days of employment in the district in a successive year shall be sufficient to keep the service intact, and the teacher shall not lose credit for previous probationary years served.

5. A "temporary teacher" is any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy that occurs after the opening of school because of unanticipated enrollment or the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

6. A "substitute teacher" is any teacher employed to take the place of a probationary or contract teacher who is temporarily absent. A substitute teacher is employed on a day-to-day basis, without contract, and does the work of the regularly assigned teacher during the latter's absence from duty. Substitutes will not be eligible for fringe benefits and will be paid at a rate established annually by the Board in accordance with the provisions~~provision~~ of Oregon law.

7. An "intern teacher" is a regularly enrolled candidate~~student~~ of an approved educator preparation provider,~~a college or university~~ who teaches under the supervision of the staff of the provider~~such institution~~ and of the employing district, in order to acquire practical experience in teaching. The intern teacher receives both academic credit from such institution and may receive financial compensation from the district.

8. An "administrator" is an employee who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license. An administrator includes, but is not limited to, all superintendents, assistant superintendents, principals and academic program directors in public schools or education~~, educational~~ service districts, who have direct responsibility~~responsibly~~ for ~~the~~ supervision or evaluation of licensed teachers and who are compensated for their services with public funds.

9. A "specialist" is an employee who has a teaching license or a letter of authorization from the Oregon Department of Education and who is employed half-time or more.

"Classified personnel" are those employees in positions for which no teaching or administrative licenses ~~or other professional licenses or certificates~~ are required by law.

1. "Regular classified full-time employees" are those whose assignment requires eight hours a day, 40 hours a week for a minimum of 180 days during a fiscal year.

2. "Part-time regular classified employees" are those whose assignment requires less than eight hours a day, or less than 40 hours a week for a minimum of 180 days during a fiscal year and whose duties are regularly scheduled and assigned on an annual basis.

3. "Temporary/Substitute classified employees" are those who are hired to replace an employee who is temporarily reassigned or absent and retains job rights.

"Supervisory employees" are those individuals having authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward~~,~~ or discipline other employees, or responsibly to direct them, or to adjust their grievances or effectively to recommend such action if the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.

"Confidential employees" are designated in accordance with Oregon law~~Revised Statute~~ (ORS~~)~~ 243.650(6)). Such employees will be excluded from any bargaining unit. Salaries and benefits for confidential employees will be established by the Board~~board~~.

"Administrative employee" means an employee of the district who possesses authority to formulate and carry out administrative and/or program decisions, or who represents administration's interest by taking or effectively recommending discretionary actions that control or implement district policy, and who has discretion in the performance of these administrative and/or program responsibilities beyond the routine discharge of duties. An administrative employee need not act in a supervisory capacity in relation to other employees.

END OF POLICY

Legal Reference(s):

ORS 243.650(6), (23)	ORS 342.420	ORS 342.845
ORS 332.505	ORS 342.610	
ORS 332.554(3)	ORS 342.815	OAR 584-020-0005
ORS 342.120	ORS 342.835	
ORS 342.125	ORS 342.840	

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).

Springfield School District 19

Code: GB
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GB

General Personnel Policies *

The quality of the professional and support staff is of primary importance in achieving the district's educational objectives. In filling any licensed or~~certified,~~ classified, or administrative position, the district will seek out and appoint the most highly qualified person available for the position.

~~The Board based on t~~The superintendent~~'s~~ will recommend~~ation shall approve the contracts of~~ candidates to fill ~~certified~~ all licensed ~~and administrative licensed~~ positions to the Board for approval. The superintendent or designee will employ all classified employees, substitutes and part-time personnel as needed.

The personnel office will receive applications or inquiries concerning job openings. The selection process will be coordinated and supervised by the personnel office, with the involvement of other appropriate administrators and supervisors.

Each candidate selected for a position with the district must possess or demonstrate eligibility for any certificate, license or permit required to fill the position. In addition, the individual must be insurable by the district's insurance carrier for any position requiring liability insurance coverage or bonding, and the employee must satisfactorily complete all post job offer testing mandated for the identified position and meet the requirements of the fingerprinting/criminal records check.

In accordance with Oregon law, the district may require any~~a~~ candidate, as a condition of employment, to hold a current, recognized first-aid card. A current employee required to hold a card will obtain it within 90 days from the date the district gives notification.

* Personnel selected for employment will be notified in writing following Board approval or in the case of classified employee's approval by the director of personnel. This notification will specify the assignment, the job classification, the salary or hourly rate, the length of the workweek~~work year~~ and the length of the assignment. Unsuccessful applicants will be notified following the formal hiring of the successful job candidate.

Initial assignments of staff will be made by the superintendent or designee.

The superintendent will establish guidelines governing the recruitment, selection~~,~~ and employment of personnel in accordance with this policy.

END OF POLICY

Legal Reference(s):

ORS 342.664
ORS 408.225
ORS 408.230
ORS 408.235
ORS 653.305 to -653.326
ORS 659A.309
OAR 581-022-2405
OAR 839-006-0435
OAR 839-006-0440
OAR 839-006-0450
OAR 839-006-0455
OAR 839-006-0460
OAR 839-006-0465

Springfield School District 19

Code: GBA
Adopted: 12/12/16
Revised/Readopted: 5/11/20; 1/10/22
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition[2], age, veterans' status[3], service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[4] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 243.317 – 243.323
ORS 326.051
ORS 332.505
ORS 342.934
ORS 408.225
ORS 408.230
ORS 408.235
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321

[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

[2] This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

[3] The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

[4] This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

ORS 659A.409
ORS 659A.820
OAR 581-021-0045
OAR 581-022-2405
OAR 839-003-0000
OAR 839-006-0435
OAR 839-006-0440
OAR 839-006-0450
OAR 839-006-0455
OAR 839-006-0460
OAR 839-006-0465

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

Springfield School District 19

Code: GBC
Adopted: 2/10/14
Revised/Readopted: 5/11/20
Orig. Code(s): GBC

Staff Ethics

I. Prohibited Use of Official Position for Financial Gain
~~I. Conflict of Interest~~

No district employee will attempt to use their district position to obtain financial gain or avoidance of financial detriment for themselves, relatives, members of household or for any business with which the employee, a household member or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the district employee's employment with the district.

This prohibition does not apply to any part of an official compensation package as approved by the Board, honorarium, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the $50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

The employee may receive district or school logo apparel as part of the employee's official compensation package.

District employees will not engage in, or have a personal financial interest in, any activity that raises a reasonable question regarding the use of their official position in regard to their duties and responsibilities as district employees. This would also apply to any personal financial benefit for the district employee's relative or member of household of the employee, or any business with which the district employee or a relative or member of the household of the district employee is associated.

This means that:

1. Employees, relatives~~,~~ or members of the district employee's household will not use the employee's position to obtain financial gain or avoidance of financial detriment from students, parents~~,~~ or staff;

2. Any device, publication or any other item developed during the employee's paid time shall be district property;

3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;

4. No district employee may serve as a Board or budget committee member in the district;

5. An employee will not perform any duties related to an outside job during ~~the employee's~~ regular working hours or during the additional time neededthat needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment~~,~~ or materials in performing outside work;

6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If a district employee has a potential or actual conflict of interest, the district employee must notify their supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter

giving rise to the conflict. This must be done on each occasion the district employee is met with a conflict of interest.

"Potential conflict of interest" means any action or any decision or recommendation by a district employee that could result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

"Actual conflict of interest" means any action or any decision or recommendation by a district employee that would result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

In order to avoid violation of nepotism provisions and district policy, district employees must abide by the following when an employee's relative or member of the household of the district employee, is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless the employee complies with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;

2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;

3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.

   "Member of household" means any person who resides with the employee.

"Relative" means: the spouse[1], parent, step-parent, child, sibling, step-sibling or child-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling or child-in-law of the spouse of the employee.{[2]}

~~1. The employee's spouse, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law;~~

~~2. The spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law.~~

Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[3] to the employee, or who receives any benefit from the employee's public employment.

[1] The term spouse includes domestic partner.

[2] {ORS 244.020(16) uses the terms "son-in-law" and "daughter-in-law" in the definition of relative.}

[3] Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition~~,~~ or retirement allotments.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of $50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of household. The $50 gift limit applies separately to the employee, and to the employee's relatives~~,~~ or members of household, meaning that the employee~~, relative~~ and each member of the household and relative can accept up to $50 each from the same source/gift giver. A gift may be received by the district employee from, but not limited to, another district employee, a student or parent of a student or a vendor within the $50 gift limit. Except for exclusions in ORS 244.040(2), an item received by an employee from the district is prohibited.

"Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means: the spouse[4], parent, step-parent, child, sibling, step-sibling or child-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling or child-in-law of the spouse of the employee.{[5]}

~~1. The employee's spouse, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law;~~

~~2. The spouse of the employee's parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law.~~

Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[6] to the employee, or who receives any benefit from the employee's public employment.

"Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees, the employee's relatives~~,~~ or members of the employee's household should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of $50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

If the giver does not have a legislative or ~~/~~administrative interest, the $50 limit does not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

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[4] Ibid. p. 2

[5] {ORS 244.020(16) uses the terms "son-in-law" and "daughter-in-law" in the definition of relative.}

[6] Ibid. p. 2~~3~~

A "decision" means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a ~~"~~decision.~~"~~.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

   For example, a person with a legislative or administrative interest buys a table for a charitable dinner at $100 per person. If the cost of the meal was $25 and the amount donated to charity was $75, the benefit conferred on the employee is $25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

   a. The source divides the amount spent on food, beverage~~,~~ and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
   b. The source divides the amount spent on food, beverage~~,~~ and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
   c. The source calculates the actual amount spent on the employee.

Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value~~value~~

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under $25 (even if the personalized item cost the source more than $50), unless the personalized item is made from gold or some other valuable material that would have value over $25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over $50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The employee is acting in their official capacity for a ceremonial purpose.

   Entertainment is ceremonial when an employee appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees:

1. Gifts from ~~"~~relatives and members of the household to the employee~~"~~ are permitted in an unlimited amount; they are not considered gifts under the ethics rules;

2. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties;

3. Food, lodging, and travel generally count toward the $50 aggregate amount per year from a single source with a legislative or ~~/~~administrative interest, with the following exceptions.

   a. *Organized Planned Events*. Employees are permitted to accept payment for travel conducted in the employee's official capacity, for certain limited purposes:

      (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the $50 aggregate amount IF:

         (a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND

            (i) The giver is a unit of a:

               1) Federal, state, or local government;
               2) An Oregon or federally recognized Native American Tribe; OR
               3) Nonprofit corporation.

         (b) The employee is representing the district:

            (i) On an officially sanctioned trade-promotion or fact-finding mission; OR
            (ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the superintendent*.

      (2) The purpose of the exception in a. above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions~~,~~ or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

"Reception" means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(~~7~~6)(b)(I)(i);

6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;

7. An item received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment;

8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of $50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

ORS 244.010 - 244.400
ORS 332.016
ORS 659A.309
OAR 199-005-0001 - 199-020-0020
OAR 584-020-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Springfield School District 19

Code: GBCA
Adopted: 5/11/20
Orig. Code(s): GBCA

Staff Dress and Grooming

The Board believes that staff members set an example in dress and grooming for students and standards of professionalism for the district. A staff member who understands this precept and adheres to it enlarges the importance of their task, presents an image of professionalism, and encourages respect for authority. These factors act in a positive manner towards the maintenance of discipline.

The district retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

All staff when on duty shall:

1. Be physically clean, neat, and well groomed;

2. Dress in a manner consistent with their assigned duties;

3. Dress in a manner that communicates to students a pride in personal appearance;

4. Be groomed in such a way that does not disrupt the educational process nor cause a health or safety hazard;

5. Be allowed to wear religious attire in accordance with the employee's sincerely-held beliefs, while maintaining religious neutrality and refraining from endorsing religion in the educational environment.

Staff are subject to disciplinary action up to and including dismissal for violating the terms of this policy.

The superintendent may develop administrative regulations ~~guidelines~~ to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 243.650(7)
ORS 327.109
ORS 332.107
ORS 339.351
ORS 659.850
ORS 659A.030

OR. CONST., art. I, § 5.
U.S. CONST. amend. I.

Springfield School District 19

Code: GBD
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GBD

Board-Staff Communications

The Board desires to maintain open communication channels between itself and the staff. The basic line of communication will be through the superintendent. This policy does not restrict protected labor relations communications of bargaining unit members. The superintendent will develop and recommend to the Board, processes for communications between the Board and district employees.

Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's concerns and actions.

END OF POLICY

Legal Reference(s):

OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).
Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Springfield School District 19

Code: GBE
Adopted: 5/11/20
Orig. Code(s): GBE

Staff Health and Safety

The Board directs the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties.

The superintendent or designee will develop a district plan for dealing with hazardous chemicals in the workplace. This plan will include proper labeling, storage and disposal of all such materials.

The superintendent or designee will develop districtwide training activities to deal with the use of hazardous chemicals. Training will include the identification, use, storage~~,~~ and disposal techniques needed to assure safety of staff and students.

In meeting the requirements of the law, employees will be trained to recognize and respond appropriately to the presence of hazardous chemicals.

The superintendent will provide staff members with the Safety Data Sheets (SDS), which must accompany any hazardous substance used in the school setting.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 329.095
ORS 453.001 to -453.275

OAR 437-001-0760
OAR 437-002-0020 to -0075
OAR 437-002-0140
OAR 437-002-0144
OAR 437-002-0145
OAR 437-002-0180 to -0182
OAR 437-002-0360
OAR 437-002-0368
OAR 437-002-0377
OAR 437-002-0390
OAR 437-002-0391
OAR 581-022-2225

Springfield School District 19

Code: GBEA
Adopted:

Workplace Harassment *

(Required policy and AR)

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault[1] or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure[2] or nondisparagement[3] agreement.

PROPOSED

[1] "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

[2] A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

[3] A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 243.317 - 243.323
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.112
ORS 659A.370
ORS 659A.375
ORS 659A.820
ORS 659A.875
ORS 659A.885
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Springfield School District 19

Code: GBEB
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code: GBEB

Communicable Disease-~~Staff~~in Schools

The district shall provide reasonable protection against the risk of exposure to communicable disease for students and employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law,~~for bylaw.~~ by the local health department or in the Communicable Disease Guidance *for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student or
~~An~~ employee may not attend school or work, respectively, while in a communicable stage of a ~~who knows that they have or have been exposed to any~~ restrictable disease or when~~, may not attend work unless authorized by Oregon law. When~~ an administrator has reason to suspect the student or~~that any~~ employee has or has been exposed to any ~~restrictable~~ disease for which~~and~~ exclusion is required in accordance with law. The district may provide an educational program in an alternative setting. Services~~, the administrator shall send the employee home. If the disease is a reportable disease, the administrator~~ will be provided to students as required by law~~report the occurrence to the local health department~~.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division~~,~~ and the local health department.
The district shall protect the confidentiality of each student's and employee's health condition and record to the extent possible and consistent with federal and state law.
~~Employees shall provide services to students as required by law.~~ In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator may~~shall~~ inform ~~the appropriate~~ employees with a legitimate educational interest ~~to protect against the risk of exposure~~.
The district will include, as part of its general emergency plans, a description of the actions to be taken by district staff in buildings and by the district in response to medical emergencies.
~~Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons, as required by law.~~

~~The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.~~

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

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 431.150 - 431.157
ORS 433.001 - 433.004
ORS 433.010
ORS 433.110
ORS 433.235 - 433.284
OAR 333-018
OAR 333-019-0010

OAR 333-019-0014 OAR 581-022-2220 OAR 581-022-2225

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools*.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2023).

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans
JHCC - Communicable Diseases- Students

Springfield School District 19

Code: GBEBA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code: GBEBA

Staff - HIV, AIDS, and HBV

(Recommend delete: the requirement for this policy was found in OAR 581-022-2220 which has since been revised in lieu of a new requirement for a Communicable Disease Plan.)

The district will strictly adhere in its policies and procedures to the Oregon Revised Statutes and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV.

The district recognizes a staff member has no obligation under any circumstances to report his/her condition to the district, and the staff member has a right to continue working.

If the staff member reports their condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed.

These guidelines shall identify who may have the information, who will give the information, how the information will be given, where and when the information will be given. All such information will be held in confidence in accordance with Oregon Revised Statutes.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 342.850(7)
ORS 433.008
ORS 433.045
ORS 433.260
OAR 333-017-0000
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-2220

Springfield School District 19

Code: GBEC
Adopted: 2/11/08
Revised/Readopted: 5/11/20
Orig. Code(s): GBEC

Drug-Free Workplace

The district shall provide a drug-free workplace.

The purpose of this policy is to promote safety, health~~,~~ and efficiency by prohibiting~~, in the workplace,~~ the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace.

This policy applies to all employees, including~~,~~ but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

The district shall provide to each employee a copy of this policy.

An employee shall not~~, in the workplace,~~ unlawfully manufacture, distribute, dispense, possess~~,~~ or use a controlled substance or alcohol in the workplace.

No district employee shall knowingly sell, market~~,~~ or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances~~drugs~~.

An employee shall, as a condition of employment, abide by the provisions of this policy.[1]

Definitions

1. "Controlled substance" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana~~,~~ or other drug as classified under the federal Controlled Substances~~controlled substance~~ Act, as modified under Oregon Revised Statute (ORS) 475.035.

2. "Alcohol" shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.

3. "Conviction"~~:~~ means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal~~federal~~ or state criminal drug statutes.

4. "Criminal drug statute" means a Federal~~federal~~ or State~~state~~ criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol.

[1] Districts directly receiving grants or contracts from the federal government are required to meet this obligation.

5. "Drug-free workplace" means a site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol.

Sanctions and Remedies[2]

The district, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol, or upon having reasonable suspicion (~~,~~ under the section below) of an employee's unlawful use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action, which may include transfer, granting of leave with or without pay or suspension with or without pay.

Within 30 calendar days of learning of an employee's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take appropriate action which may include discipline up to and including termination; and/or

2. Require satisfactory participation by the employee in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state, or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (e.g., slurred speech, difficulty walking);

2. Direct observation of use in the workplace;

3. The opinion of a medical professional;

4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by employer;

5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

The district shall, upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program.

[2] Ibid. p. ~~1~~2

Establishment of Drug-Free Awareness Program

The district shall establish a drug-free awareness program to inform employees of the:

1. Dangers of drug abuse in the workplace;

2. Existence of and content of this policy for maintaining a drug-free workplace;

3. Availability of drug-counseling, rehabilitation, and employee assistance programs; and

4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

Notification by Employee of Conviction[3]

An employee shall, as a condition of employment, notify the district in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Notification by Springfield School District of Employee Conviction

The district shall notify the appropriate federal granting or contracting agency, in writing, of an employee's criminal drug statute conviction for a violation occurring in the workplace no later than 10 calendar days after learning of such conviction.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 336.222
ORS 342.721
ORS 342.723
ORS 342.726
ORS Chapter 475
ORS 657.176
ORS 659A.127
OAR 581-022-2045
OAR 581-022-2210
OAR 584-020-0040(5)(e)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670 (2016).
Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

[3] Ibid. p. 1

Springfield School District 19

Code: GBED
Adopted: 5/11/20
Orig. Code(s): GBED

Medical Examinations and Drug Testing

Medical Examinations

The district may require medical examinations after an employment offer has been made to a job applicant and before the applicant begins ~~their~~ employment duties. Any such requirement will ensure that all entering employees in the same job category will complete a medical examination regardless of disability.

All offers of employment may be made contingent on medical examination results.

Medical examinations will be conducted by a health care professional selected by the district. District-required medical examination expenses will be paid by the district.

The successful applicant must be qualified and must be able to perform the essential functions of a position with or without reasonable accommodations. The district may withdraw an offer of employment should the medical examination reveal that the individual does not satisfy certain employment criteria under the following conditions:

1. The exclusionary criteria are job related and consistent with business necessity;

2. There is no reasonable accommodation that will enable the individual with a disability to perform the essential functions of the job;

3. The medical condition poses a direct threat to the health or safety of others in the workplace and cannot be eliminated or reduced to an acceptable level by a reasonable modification of policies, practices, procedures or by the provision of auxiliary aids or services;

4. The requested or necessary accommodation would impose an undue hardship on the district, unless funding is available through other sources. Individuals with a disability may be offered an opportunity of paying for a portion of the costs that constitutes an undue hardship or of personally providing the accommodation.

Drug Testing

Offers of employment for certain positions shall be contingent upon successful passage of a district-required drug test. The district will require drug tests for safety-sensitive positions (e.g., bus drivers, heavy machinery operators) and positions in which the person is responsible for students' safety and security.[1] The district will designate when and where such testing will be conducted. The district will pay drug test-related costs. The offer of employment will be withdrawn from candidates who test positive for drugs.

[1] Based on Lanier v. City of Woodburn – "Safety sensitive" may also include positions that have heavy student contact and in loco parentis responsibility (e.g., teachers, administrators, paraprofessionals).

Information the district receives regarding medical examinations and drug testing will be collected and maintained on separate forms and in separate files apart from personnel files. All such records will be kept confidential, maintained for a minimum of one year and released only in accordance with provisions of the Americans with Disabilities Act or other applicable laws.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 657.176 ORS 659A.133

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).
Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).
Lanier v. City of Woodburn, 518 F3d. 1147 (9th Cir. 2008).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: GBEDA
Adopted: 2/10/14
Orig. Code(s): GBEDA

Drug and Alcohol Testing and Record Query - Transportation Personnel

(This policy is required if the district operates their own transportation services, or any district staff that is required to have a commercial driver's license (CDL).)

The district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education (ODE). The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

Accordingly, all employees subject to commercial driver license (CDL) requirements shall be prohibited from:

1. The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle;

2. The use of alcohol including:

    a. While on duty;
    b. Eight hours before driving, in accordance with Oregon Administrative Rules;
    c. Eight hours following an accident;
    d. Consumption resulting in prohibited levels of alcohol in the system.

"Drugs" as used in this policy refer to controlled substances covered by the OTETA, including marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP).

All covered individuals offered employment with the district and district employees transferring to positions subject to the OTETA shall be required to submit to pre-employment drug testing and a pre-employment query with FMCSA. Additionally, covered employees will be subject to reasonable suspicion, random and post-accident alcohol, and drug testing. Return-to-duty and follow-up testing may also be required.

Pre-employment drug testing costs will be paid for by the district. All drug and alcohol testing of ~~district~~ employees, including reasonable suspicion, random, post-accident, return-to- duty, and follow-up testing costs~~.~~, as applicable, will be paid for by the district. A fee associated with a pre-employment query requested by the district from FMCSA will be paid by the district and reimbursement sought from the individual. The district will comply with collective bargaining agreement provisions.

All offers of employment or transfer to covered positions with the district will be made contingent upon testing results and information obtained from a query with FMCSA. An individual who tests positive for drugs will not be hired or transferred. The offer of employment or transfer will be immediately withdrawn.

An offer of employment or transfer will also be immediately withdrawn from any individual who refuses drug testing and/or refuses to give consent for a query with FMCSA.

Covered employees who, under the district's reasonable suspicion, random, post-accident, return-to-duty~~,~~ or follow-up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable FMCSA regulations. Covered employees who refuse consent for a query with FMCSA when required will be removed from safety-sensitive functions~~Federal Motor Carrier Safety Administration (FMCSA) regulations~~.

END OF POLICY

Legal Reference(s):

ORS 657.176	OAR 581-053-0220(3)(h)	OAR 581-053-0531(12),(13)
ORS 825.415	OAR 581-053-0230(9)(t)	OAR 581-053-0615(2)(c)(D)(ii)
ORS 825.418	OAR 581-053-0420(4)(b)(B)(ii)	OAR 581-053-0620(1)(d)
	OAR 581-053-0430(13),(14)	

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (2019).

Springfield School District 19

Code: GBG
Adopted:

Staff Participation in Political Activities

Employees may exercise their right to participate fully in affairs of public interest on a local, county, state and national level on the same basis as any community member in a comparable position in public or private employment and within the law.

All district employees are privileged within the limitations imposed by state and federal laws and regulations to choose any side of a particular issue and to support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, will not be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular political or civil issue.

On all controversial issues, employees must designate that the viewpoints they represent on the issues are personal and are not to be interpreted as the district's official viewpoint.

No employee will use district facilities, equipment or supplies in connection with political activities, nor will use any time during the work day for such political activities.

END OF POLICY

Legal Reference(s):

ORS Chapter 244 ORS 260.432

OR. CONST., art. XV, § 8.

PROPOSED

Springfield School District 19

Code: GBH/JECAC
Adopted: 4/27/09
Revised/Readopted: 5/11/20
Orig. Code(s): GBH/JECAC

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school activities, and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;

2. Authorizing emergency medical, dental, psychological, psychiatric, or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

ORS 107.101
ORS 107.102
ORS 107.106
ORS 107.154
ORS 109.056
ORS 163.245 - 163.257

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).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Springfield School District 19

Code: GBI
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GBI

Gifts and Solicitations

Students and their parents shall be discouraged from giving gifts to district employees. TheHowever, the Board welcomes, as appropriate, the writing of letters by students to staff members expressing gratitude and appreciation.

Individual employees will limit giving gifts[1] to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them.

Collecting money for group gifts is discouraged except in special circumstances such as bereavement, serious illness or for retirement gifts. Staff-initiated "sunshine funds" are exempt from this policy.

No staff member may solicit funds in the name of the school or district through the use of, including but not limited to, internet-based or crowd-funding types of fund raising, without the approval of the superintendent or designee.

Individual employees need to be accountable for maintaining integrity and avoid accepting anything of value offered by another for the purpose of influencing their professional judgment.

All employees are prohibited from accepting itemsthings of material value from companies or organizations doing business with the school district. "Material value" is defined as $50 from a single source in a single year.

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools without the approval of the superintendent or designee. Staff members may not be made responsible, or assume responsibility, for collecting money or distributing any fund-drive literature within the schools without approval of the superintendent or designee.

[1] "Gift" means something of economic value given to a public official or the public official's relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official's relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

The soliciting of staff by sales people, other~~or~~ staff~~,~~ or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the building principal or supervisor. Advertising is not allowed in District buildings, property, or vehicles without the written approval of the superintendent or designee.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 339.880

OAR 584-020-0000 to -0045
OAR 199-005-0005 to -199-020-0020

Springfield School District 19

Code: GBJ
Adopted:

Weapons in Schools - Staff *

Employees, district contractors and/or their employees and district volunteers shall not possess a dangerous or deadly weapon or firearm on district property or at school-sponsored events. This prohibition includes those who may otherwise be permitted by law to carry such weapons.

For purposes of this policy, as defined by state and federal law, weapon includes:

1. "Dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;

2. "Deadly weapon" means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;

3. "Firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any other destructive device including any explosive, incendiary or poisonous gas.

Weapons under the control of law enforcement personnel are permitted.

The superintendent will ensure notice of this policy is provided.

Employees in violation of this policy will be subject to discipline up to and including dismissal. Individuals contracting with the district and volunteers will be subject to appropriate sanctions. A referral to law enforcement may be made.

END OF POLICY

Legal Reference(s):

ORS 161.015 ORS 166.210 to -166.370 ORS 332.107

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).
Doe v. Medford Sch. Dist. 549C, 232 Or. App. 38, 221 P3d 787 (2009).

PROPOSED

Springfield School District 19

Code: GBK/KGC
Adopted: 11/09/15
Revised/Readopted: 5/11/20
Orig. Code(s): GBK/KGC

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

To be consistent with Oregon law, the use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all district- or school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for ~~the~~ sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are~~use~~ USFDA-approved for ~~the~~ sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Violation of this policy by staff may result in discipline to up to and including dismissal.

Violation of this policy by the public may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.227
ORS 339.883
ORS 431A.175
ORS 433.835 to -433.990
OAR 581-021-0110
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Springfield School District 19

Code: GBL
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GBL

Personnel Records

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location and are the property of the district.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety~~,~~ and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions ~~to be~~ placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file~~be attached to the file copy~~.

Except as provided below, or required by law, district employees'[1] personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee ~~or designee~~ may arrange with the human resources office to inspect the contents of their~~his/her~~ personnel file on any day the human resource office is open for business;

2. Others designated ~~in writing~~ by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;

3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential;

4. A Board member~~,~~ when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;

5. The superintendent and members of the central administrative staff designated by the superintendent;

6. District administrators and supervisors who~~whom~~ currently or prospectively supervise the employee;

7. Employees of the human resources office;

[1] Includes former employees.

8. Attorneys for the district or the district's designated representative on matters of district business;

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

~~10. The disciplinary records of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and shall be released to any person upon request. "Disciplinary records" is defined as records related to a personnel discipline action or materials or documents supporting that action. Prior to the release of disciplinary records, the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.~~

~~11. Upon request from a law enforcement agency, the Department of Human Services or the Teachers Standards and Practices Commission, a district shall provide the records of investigations of suspected child abuse by a district employee.~~

~~An employee or designee may arrange with the human resources office to inspect the contents of their human resources file on any day the human resources office is open for business.~~

~~12.~~10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

~~13.~~11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel~~employee~~ records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with Board policy KBA - Public Records.

No files will be removed from their central location for personal inspection.

END OF POLICY

Legal Reference(s):

ORS 30.178	ORS 342.143	ORS Chapter 659A
ORS 339.370 – 339.374	ORS 342.850	OAR 581-022-2405
ORS 339.378	ORS 652.750	
ORS 339.388	ORS Chapter 659	

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Springfield School District 19

Code: GBLA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GBLA

Disclosure of Information

(Merged into GBL)

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability under the following conditions:

1. Disclosure of information is upon request of the prospective employer; or
2. Disclosure of information is upon request of the former employee;
3. The information is related to job performance;
4. The action is presumed to be in good faith;
5. The disclosure is of the disciplinary records of a district employee who has been convicted of a crime listed in Oregon Revised Statute (ORS) 342.143. These records are generally not exempt from disclosure under ORS 192.501 or ORS 192.502. Prior to the disclosure of a disciplinary record an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record;
6. The disclosure is the result of a request from a law enforcement agency, the Department of Human Services or the Teachers Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee;
7. No later than 20 days after receiving a request under ORS 339.374, an education provider that has or has had an employment relationship with the applicant shall disclose the information requested and any disciplinary records that must be disclosed as provided by ORS 339.388(7)

Presumption of good faith is rebutted by showing the information disclosed was:

1. Knowingly false;
2. Deliberately misleading;
3. Rendered with malicious purpose;
4. Violated civil rights.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 to -339.374
ORS 339.378
ORS 339.388(7),(8),(9)
ORS Chapter 659
ORS Chapter 659A

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

Springfield School District 19

Code: GBM
Adopted: 11/09/15
Revised/Readopted: 5/11/20
Orig. Code(s): GBM

Staff Complaints *

It is an unlawful employment practice for an employer to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.

The superintendent or designee will develop a complaint procedure which will be available for all employees who believe there is evidence of, or contend they have been subject to, and wishes to report a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations; a mismanagement, gross waste of funds or abuse of authority, or believe there is evidence that the district created a substantial and specific danger to public health and safety by its actions. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies. ~~The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.~~

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary. The district will use the complaint process in administrative regulation KL-AR - Public Complaints Procedure to address any alleged violations of this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 659A.199 to -659A.224 OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Springfield School District 19

Code: GBMA
Adopted: 5/11/20
Orig. Code(s): GBMA

Whistleblower

When an employee has good faith and reasonable belief the employer has violated any federal, state or local, law, rule or regulation; has engaged in mismanagement, gross waste of funds or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign or take disciplinary action against an employee or threaten any of the previous actions.

2. Withhold work or suspend an employee.

3. Discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment.

4. Direct an employee or to discourage an employee to not disclose or to give notice to the employer prior to making any disclosure.

5. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:

    a. Any member of the Legislative assembly;
    b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
    c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

An employee's good faith and reasonable belief shall serve as an affirmative defense to civil or criminal charges related to the employee's disclosure of lawfully accessed information related to the violation, including information that is exempt from disclosure by public records law.

The district will use the complaint process in administrative regulation KL-AR - Public Complaints Procedure to address any alleged violations of this policy.

The district shall deliver a written or electronic copy of this policy to each staff member.

END OF POLICY

Legal Reference(s):

ORS 192.501 - 192.505 ORS 659A.199 - 659A.224 OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Springfield School District 19

Code: GBNA
Adopted: 10/10/11
Revised/Readopted: 5/11/20
Orig. Code(s): GBNA

Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

The Board is committed to providing a positive and productive learning and working environment.

Hazing, harassment, intimidation, ~~menacing or~~ bullying, menacing, and acts of cyberbullying of~~,~~ staff or third parties by staff, students, or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff may be reported to Teacher Standards and Practices Commission ~~(TSPC),~~ if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent or designee is directed to develop administrative regulations to implement this policy. The regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure annual notice of this policy is provided to students, staff, and third parties.

END OF POLICY

Legal Reference(s):

ORS 163.190
ORS 163.197
ORS 166.065
ORS 166.155 - 166.165
ORS 174.100
ORS 332.072
ORS 332.107
ORS 339.250
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.103 - 659A.143
ORS 659A.199 - 659A.224
OAR 839-003-0000
OAR 839-005-0021
OAR 839-005-0030

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012); 29 C.F.R. Part 1626 (2018)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
OREGON BUREAU OF LABOR AND INDUSTRIES, *Workplace Bullying* (visited Feb. 26, 2019), <https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>.

Springfield School District 19

Code: GBNAA/JHFF
Adopted: 9/23/13
Revised/Readopted: 9/14/20
Orig. Code(s): GBNAA/JHFF

Reporting Requirements for Suspected Sexual Conduct with Students

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

[4]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or~~,~~ hostile ~~or offensive~~ educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the {[5]}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the licensed administrator position title who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a~~the~~ designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation.~~as appropriate, for investigation.~~ The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

~~The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.~~

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing

[5] {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the {[5]}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ~~licensed administrator position title~~ assistant superintendent who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a~~the~~ designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation.~~as appropriate, for investigation.~~ The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

~~The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.~~

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing

[5] {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ☐ ORS 339.370 - 339.400 ☐ ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

Springfield School District 19

Code: GBNAB/JHFE
Adopted: 1/14/13
Revised/Readopted: 9/14/20
Orig. Code(s): JHFE

~~Reporting of~~ Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse[1] shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**[2]~~**adult or student**~~ with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors[3], agents[4], volunteers[5], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] "Person" could include adult, student or other child.

[3] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[4] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the assistant superintendent who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that thise duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support athe report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support athe report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

Springfield School District 19

Code: GCA
Adopted: 9/23/13
Revised/Readopted: 5/11/20
Orig. Code(s): GCA

License Requirements

The Board, in adhering to Oregon Revised Statutes (ORS), shall require all applicants~~,~~ selected for ~~the~~ employment for~~of the~~ positions that require licensing, to hold a valid Oregon license~~,~~ issued by the Teacher~~Teachers~~ Standards and Practices Commission (TSPC) as a condition of employment. The district must be able to verify the current license of applicants~~applicant~~ offered employment before the Board will consider approving their employment.

~~If an applicant's teaching license application with the TSPC is pending, the applicant may teach for 90 calendar days after the date of submission of the application, if the applicant has:~~

~~1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;~~

~~2. Completed a background clearance conducted by the TSPC that includes having:~~

~~a. Furnished fingerprints, if required;~~
~~b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and~~
~~c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses and is eligible for a teaching license.~~

~~The district will complete a review of the applicant's employment history prior to beginning employment.~~

~~The district will verify the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.~~

The verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current.

END OF POLICY

Legal Reference(s):

ORS 332.505	ORS 342.120 - 342.203	OAR 584-200-0020
ORS 339.374	OAR 584-050-0035	

Springfield School District 19

Code: GCAB
Adopted: 11/07/11
Revised/Readopted: 5/11/20
Orig. Code(s): GCAB

Personal Electronic Devices and Social Media-Staff

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A "personal electronic device" is a device~~,~~ not issued by the district~~,~~ and is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Personal electronic devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at~~in~~ district-sponsored activities, unless as expressly authorized by the principal or designee. Computers, tablets, iPads~~iPADS~~ or similar devices brought to school will be restricted to classroom or instructional-related activities only. The district will not be liable for loss or damage to personal communication devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, will utilize social media sites, public websites and blogs, judiciously by not posting confidential information about students, staff, or district business.[1] Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting.

Communication with students using personal electronic devices will be appropriate, professional, and related to school assignments or activities. If communicating with students electronically, staff should use district e-mail using mailing lists to a group of students rather than individual students. Texting students is discouraged.

Exceptions to the prohibitions set forth in this policy may be made based on job-related assignments or for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites,

[1] Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

public websites and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal.

The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

Licensed staff are subject at all times to the Standards for Competent and Ethical Performance of Oregon Educators.

~~The superintendent or designee shall ensure that this policy is available to all employees.~~

END OF POLICY

Legal Reference(s):

ORS 163.432
ORS 163.433
ORS 163.684
ORS 163.686
ORS 163.687
ORS 163.688
ORS 163.689
ORS 163.693
ORS 163.700
ORS 167.057
ORS 326.011
ORS 326.051
ORS 332.072
ORS 332.107
ORS 336.840
ORS 339.372

[OAR 584-020-0000 – 020-0035]

Senate Bill 155 (2019)

18 U.S.C. § 1466A (2018).
18 U.S.C. § 1470 (2018).
20 U.S.C. § 7131 (2018).
20 U.S.C. § 7906 (2018).
Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2019).
Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).
Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Springfield School District 19

Code: GCBAB
Adopted: 7/28/08
Revised/Readopted: 5/11/20
Orig. Code(s): GCBAB

Professional Staff Salary Schedule Advancement

(This is in the collective bargaining agreement.)

1. Effective July 1, 1988, upon initial employment teachers will be placed on the salary schedule according to the standards established by this policy. After employment, teachers who meet the criteria for higher salary columns, as established by this policy, may advance to such higher columns in accord with district procedures.

2. Salary Schedule / Initial Placement Criteria

   a. "B" The teacher has been granted a Bachelor's degree from an accredited college or university.
   b. "B+23" The teacher has taken and passed 23 graduate credit quarter hours after the date of award of a Bachelor's degree.
   c. "B+45" The teacher has taken and passed 45 graduate credit quarter hours after the date of award of a Bachelor's degree.
   d. "B+68 or M" The teacher has taken and passed 68 graduate credit quarter hours after the date of award of a Bachelor's degree or the teacher has been awarded a Master's degree from an accredited college or university.
   e. "B+90 or M+22 Teachers may satisfy requirements for this salary column in any of three ways:

      (1) The teacher has taken and passed 90 graduate credit quarter hours after the date of award of a Bachelor's degree, or
      (2) The teacher has taken and passed 67 graduate credit quarter hours after the date of award of a Bachelor's degree and has been awarded a Master's degree from an accredited college or university, or
      (3) The teacher has been awarded a Master's degree from an accredited college or university and has taken and passed 22 graduate credit quarter hours after the date of award of the Master's degree.

   f. M + 45 To attain this salary column, teachers must satisfy either of the following requirements:

      (1) The teacher has taken and passed 90 graduate credit quarter hours after the date of award of a Bachelor's degree and has been awarded a Master's degree from an accredited college or university, or
      (2) The teacher has been awarded a Master's degree from an accredited college or university and has taken and passed 45 graduate credit quarter hours after the date of award of the Master's degree.

   g. Ph.D./Ed.D. The teacher has been granted a doctoral degree from an accredited college or university.

3. Degrees and credits must be awarded by an accredited college or university in order to be applied for initial placement or advancement on the salary schedule. Practicum courses taken and passed after September 1, 1983 may be applied toward salary column placement if they meet all of the other standards in this policy for salary schedule credit.

4. Placement on the salary schedule will be based on full-year teaching experience. Experience will not be awarded for substitute teaching or partial years' service.

5. Initial placement on the salary schedule will not be made above step 10 on the salary schedule.

6. Administrators recommending placement on the salary schedule above step 10 must petition the superintendent or his/her designee. If placement above step 10 on the salary schedule is determined to meet the needs of the district, the employee will be placed on the salary schedule based on actual experience. Placement on the salary schedule will not exceed the maximum step of the current salary schedule.

7. After initial placement on the salary schedule, step advancement down a column will be awarded only for appropriate teaching experience. Hours used toward advancement from one column to another must be earned from an accredited college or university. Hours or credits earned must be classified as graduate hours, except for non-graduate hours or credits related to the member's current assignment, performance goals for district evaluation, or Continuing Professional Development Plan for re-certification. In order to be counted, undergraduate hours or credits must be earned after January 1, 2004. The number of hours used to advance to the next column is based on "quarter hours". Each semester credit earned at a college or university will count as 1.5 quarter hours. The superintendent or designee reserves the right to award non-accredited hours for coursework deemed by the district to be equivalent to hours awarded by accredited institutions.

8. Teachers who hold special vocational certificates and do not hold a basic, standard, transitional, initial, or continuing teaching certificate will be placed on a Bachelor's column.

    a. Step placement on the Bachelor's column for these teachers shall be determined by crediting one year of teaching experience for each two full years of paid, trade-related experience at the journeyman's level prior to employment.
    b. Teachers who do not hold a basic, standard, transitional, initial, or continuing teaching certificate must hold a five-year vocational certificate to advance beyond the Bachelor's column of the salary schedule.

9. Teachers hired to teach approved vocational courses, and who hold a special vocational license in addition to a basic or standard certificate, will be placed, in accord with this policy, on the salary column that reflects their academic training.

    a. Initial step placement for these employees will be determined by granting credit for teaching experience in accord with this policy plus one salary schedule step for each two years of paid, trade-related experience at the journeyman's level.
    b. After initial placement on the salary schedule, step advancement down a column will be awarded only for appropriate teaching experience.

10. If the superintendent or designee determines there are not reasonable opportunities available for teachers to earn graduate-level credit from an accredited college or university in courses related to the content of particular components of the district's curriculum, the superintendent or designee may

authorize teachers assigned one-half time or more in those curricular areas to submit proposals for alternative forms of training to earn advancement at a higher salary column.

a. The superintendent or designee will have final authority to approve such proposals and may appoint an advisory committee to assist in the evaluation of proposals. Proposals must be approved in advance of completion of proposed training activities.
b. Proposals submitted under this section may include combinations of graduate courses, work experience, and/or undergraduate courses.

    (1) At least one-third of the number of hours needed to advance to the next salary column will be earned in graduate-credit courses designed to improve the teacher's understanding of the instructional process, e.g., methods of teaching, evaluation of learning, curriculum construction, etc.
    (2) Not more than one-third of the hours necessary to qualify for the higher salary column will be earned in work experience.
    (3) Work experience approved for credit for salary column advancement must meet all of the following criteria:

        (a) One-half credit shall be given for 40 contract hours of work experience.
        (b) Work experience must be directly related to the teacher's assignment.
        (c) Work experience must take place after the initial date of employment of the teacher with the district.
        (d) Work experience completed in conjunction with a college or university course shall not count for both work experience credit and college credit.

    (4) If an approved proposal for salary column advancement includes training in an industrial school, trade school, community college program, or other training program in which credit is not designated for courses, column advancement credit will be awarded at the rate of one-half credit for each 40 hours of attendance in the approved training program.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 342.815(5~~6~~)

Springfield School District 19

Code: GCBCA/GDBCA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCBCA/GDBCA

Continuation Coverage Health Benefits *

(If you are a self-insured district, this policy is highly recommended.)

In keeping with federal and state legislation~~law~~, the district will extend the benefit of continuation coverage health insurance to all employees and dependents covered by the district group health plan and eligible under the law.

Coverage under this policy shall not exceed that provided to the employee at the time of the employee's separation from the district or reduction in hours unless the employee selects reduced benefit level to reduce premium cost. The district will inform eligible employees of continuation coverage within 14 days of their last day of coverage.

Eligible employees must notify the district within a 60-day period from the date of notification that they choose to continue with the district-sponsored health plan. In the case of an employee who takes early retirement, the Board may negotiate to "pick up" the cost of that person's health insurance for a specified time in accordance with collective bargaining agreements.

Premiums for continuation coverage will normally be paid by the employee. Payment may be no more than 102 percent (150 percent for additional disability coverage) of the actual cost of coverage. Payment for insurance coverage must reach the insurance office by the first day of each month for that month's coverage. Participants in continuation coverage are responsible for notifying the district when such coverage is no longer needed, or they are no longer eligible for coverage whichever is sooner. Insurance coverage is dropped if payment is not received by the first day of the month.

END OF POLICY

Legal Reference(s):

ORS 743B.343

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1 to -300bb-8 (2012).
Tanner v. OHSU, 157 Or. App. 502 (1998).

Springfield School District 19

Code: GCBDB/GDBDB
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCBDB/GDBDB

Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate ill or injured employees to work. The reinstatement will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids, and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in their current position, the district will engage in an interactive process to determine alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the district ~~will~~ may provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The superintendent or designee will develop procedures as necessary to implement this policy.

END OF POLICY

Springfield School District 19

Code: GCBDC/GDBDC
Adopted:

Domestic Violence, Harassment, Sexual Assault, or Stalking Leave

(For employers who employ six or more employees)

Definitions

1. "Covered employer" means an employer who employs six or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.

2. "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.

3. "Protective order" means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.

4. "Victim of domestic violence" means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.

5. "Victim of harassment" means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.

6. "Victim of sexual assault" means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.

7. "Victim of stalking" means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court's stalking protective order or a temporary court's stalking protective order under ORS 30.866.

8. "Victim services provider" means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.

PROPOSED

A district (covered employer) shall allow an (eligible) employee to take reasonable leave for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault or stalking;

2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee's minor child or dependent;

3. To obtain or assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, or stalking;

4. To obtain services from a victim services provider for the eligible employee or the employee's minor child or dependent;

5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave, if the employee's leave creates an undue hardship on the district.

The district shall not deny leave to an employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave.

The employee shall give the district reasonable advanced notice of the employee's intent to take leave unless giving advance notice is not feasible.

The district may require the employee to provide certification that:

1. The employee or minor child or dependent is a victim of domestic violence, harassment, sexual assault, or stalking; and

2. The leave is taken for one of the identified purposes in this policy.

Sufficient certification includes:

1. A copy of a report from law enforcement indicating the employee or child or dependent was a victim of domestic violence, harassment, sexual assault, or stalking.

2. A copy of a protective order or other evidence from a court, administrative agency, or attorney that the employee appeared in or was preparing for a civil, criminal or administrative proceeding related to domestic violence, harassment, sexual assault, or stalking.

PROPOSED

3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy or a victim services provider that the employee, employee's child or dependent was undergoing counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, or stalking.

All records and information kept by the district regarding the employee's leave, including the request or obtaining of leave is confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

END OF POLICY

Legal Reference(s):

ORS 192.355(38) ORS 659A.270 - 659A.290

PROPOSED

Springfield School District 19

Code: GCBDD/GDBDD
Adopted: 1/23/17
Revised/Readopted: 5/11/20
Orig. Code(s): GCBDD/GDBDD

Sick Time

This policy is independent from sick leave under Oregon Revised Statute (ORS) 332.507. Nothing in this policy impacts the district's sick leave obligation under ORS 332.507, the district's collective bargaining agreements, or Springfield Association of Administrators and Confidential (SAAC) agreement except where those agreements are silent or not in effect regarding sick time requirements.

For the purpose of this policy, "employee" means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

Paid sick time of 40 hours shall be front-loaded to an employee who falls within the following groups at the beginning of each fiscal year: Licensed and SAAC staff who are .5 FTE or greater, coaches, and seasonal stipend employees.

Paid sick time shall accrue at the rate of one hour of paid sick time for every 30 hours worked for an employee who falls within the following groups: Licensed and SAAC staff who are .49 FTE or less, all classified staff, licensed and classified substitutes, student employees, and non-regular/timecard employees.

An employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments for employee groups except licensed substitutes who will take sick time in minimum four hour increments and may be used for the employee's or a family member's[1] mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right after five consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the

[1] "Family member" is defined by the Oregon Family Leave Act (OFLA).

district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of their intention to use sick time within 10~~ten~~ days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district consistent with the reporting time established by the district or as soon as practicable.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 to -653.661
ORS 659A.150 to -659A.186

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).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: GCBDE/GDBDE
Adopted:

Military Leave of Absence

The district will grant military leave to employees on duty[1] with a uniformed service[2] in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

Military leave exceeding 15 days is unpaid leave. Employees may use any accrued vacation or similar leave during the period of service exceeding 15 days.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contribution required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;

2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of intent to return as follows:

1. Employees who are veterans and reservists returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;

2. Employees returning from active duty must notify the district of their intention to return to their former jobs within 90 days of release from duty.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

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[1] "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty, active duty for training, initial active duty for training, inactive duty training, full-time U.S. National Guard duty and absence to determine fitness for duty.

[2] "Uniformed service" means the U.S. Armed Forces, the U.S. National Guard, the commissioned corps of the Public Health Service and any other category of persons designated by the President in time of war or national emergency.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

ORS 332.505 ORS 408.290

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2012).
I.R.C., U.S.C. 26 § 4980B(f)(4) (2012).
Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2012).

PROPOSED

Springfield School District 19

Code: GCBDF/GDBDF
Adopted:

Paid Family Medical Leave Insurance *

(Version 1)

{Highly recommended policy. This version is designed for districts who are participating in Paid Leave Oregon (PLO). If the district is using an approved equivalent plan, the district should not adopt this version or use the accompanying administrative regulation: this includes simply replacing "the Department" with the entity administering your equivalent plan. If the district is using an equivalent plan, the district should work with the provider to communicate with staff. Contributions for PLO began on January 1, 2023 with benefits available starting September 3, 2023. Many districts are bargaining aspects of this leave: policy language should not conflict with language in collective bargaining agreements.}

The district participates in Paid Family and Medical Leave Insurance (PFMLI) and Paid Leave Oregon (PLO)[1]. This includes submitting employee and employer contributions to the Employment Department ("Department") as required by state law.[2] The district does not administer PFMLI or PLO. All applications and related questions should be directed to the Department.

Definitions

1. "Family leave" means leave from work taken by a covered individual:
    a. To care for and bond with a child during the first year after the child's birth or during the first year after the placement of the child through foster care or adoption; or
    b. To care for a family member with a serious health condition.
2. "Family leave" does not mean:
    a. Leave described in Oregon Revised Statute (ORS) 659A.159 (1)(d) (non-serious health condition of child or school or child care provider closure due to public health emergency);
    b. Leave described in ORS 659A.159 (1)(e) (death of a family member); or
    c. Leave authorized under ORS 659A.093 (leave for spouses of members of the military upon deployment or call to active duty).
3. "Family member" means:
    a. The spouse of a covered individual;
    b. A child of a covered individual or the child's spouse or domestic partner;
    c. A parent of a covered individual or the parent's spouse or domestic partner;
    d. A sibling or stepsibling of a covered individual or the sibling's or stepsibling's spouse or domestic partner;

[1] Paid Leave Oregon is the program developed by the Oregon Department of Employment to administer Paid Family and Medical Leave Insurance.

[2] The overall contribution will be determined by the Department director, and is initially set at 1 percent (up to $132,900). [*{For districts with 25 or more employees:}* The employer contribution is 40 percent and the employee contribution is 60 percent of this amount.] [*{For districts with fewer than 25 employees:}* The employee contribution is 60 percent of this amount and the employer contribution is waived.] The amount will be set annually by November 15. See ORS 657B.150. *{Districts may agree to pay the employee contribution, see any applicable employment agreements.}*

e. A grandparent of a covered individual or the grandparent's spouse or domestic partner;
f. A grandchild of a covered individual or the grandchild's spouse or domestic partner;
g. The domestic partner of a covered individual; or
h. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.

4. "Medical leave" means leave from work taken by a covered individual that is made necessary by the individual's own serious health condition.

5. "Safe leave" means leave related to domestic violence, harassment, sexual assault, stalking and relocation for health and safety reasons as provided in ORS 659A.272.

6. "Serious health condition" means an illness, injury, impairment, or physical or mental condition of a claimant or their family member that:

a. Requires inpatient care in a medical care facility such as, but not limited to, a hospital, hospice, or residential facility such as, but not limited to, a nursing home or inpatient substance abuse treatment center;
b. In the medical judgment of the treating health care provider poses an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;
c. Requires constant or continuing care, including home care administered by a health care professional;
d. Involves a period of incapacity. "Incapacity" is the inability to perform at least one essential job function, or to attend school or perform regular daily activities for more than three consecutive calendar days. A period of incapacity includes any subsequent required treatment or recovery period relating to the same condition. The incapacity must involve one of the following:

(1) Two or more treatments by a health care provider; or
(2) One treatment plus a regimen of continuing care.

e. Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity, such as, but not limited to, asthma, diabetes, or epilepsy;
f. Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as, but not limited to, Alzheimer's Disease, a severe stroke, or terminal stages of a disease. The employee or family member must be under the continuing care of a health care provider, but need not be receiving active treatment;
g. Involves multiple treatments for restorative surgery or for a condition such as, but not limited to, chemotherapy for cancer, physical therapy for arthritis, or dialysis for kidney disease that if not treated would likely result in incapacity of more than three calendar days;
h. Involves any period of disability due to pregnancy, childbirth, miscarriage or stillbirth, or period of absence for prenatal care; or
i. Involves any period of absence from work for the donation of a body part, organ, or tissue, including preoperative or diagnostic services, surgery, post-operative treatment, and recovery.

Eligibility

1. To be eligible for PLO benefits, an individual must:

PROPOSED

a. Be an employee of the district[3];
b. Earn at least $1,000 in the base or alternate base year[4];
c. Contribute to the PLO in accordance with state law;
d. Experience an event qualifying the employee for:

(1) Family leave;
(2) Medical leave; or
(3) Safe leave.

e. Submit an application to Department;
f. Have not exceeded maximum paid leave for the year; and
g. Have no current disqualifications[5].

Leave

PLO can be used for family leave, medical leave or safe leave. Up to 12 weeks of paid leave can be taken per benefit year.[6] Leave can be taken in one-day increments and can be consecutive or nonconsecutive.

Any family leave or medical leave taken under PLO must be taken concurrently with any leave taken by an eligible employee under ORS 659A.150 - 659A.186 (OFLA) or under the federal Family and Medical Leave Act of 1993 (P.L. 103-3, FMLA) for the same purposes.

The district will maintain an employee's existing health benefits while the employee is using leave. The employee will be required to pay the employee's contribution to premiums.

END OF POLICY

Legal Reference(s):

ORS 657B

OAR 471-070

House Bill 912 (2023)
House Bill 999 (2023)
Senate Bill 913 (2023)

PROPOSED

[3] PFMLI is a state-wide benefit, and not unique to the district. An eligible individual does not need to be an employee of the district in order to be eligible for PFMLI, but this policy only applies to employees of the district.

[4] Pay could come from another Oregon employer.

[5] Disqualifications may include eligibility for Workers' Compensation or Unemployment or determination of a willful false statement or failure to report a material fact in order to obtain benefits. See OAR 471-070-1010(1)(h).

[6] In some pregnancy-related situations, employees may be able to take two additional weeks, for a total for 14 weeks.

Springfield School District 19

Code: GCC
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCC

Recruitment of Licensed Staff

The superintendent or designee will develop and maintain a recruitment program designed to attract highly qualified licensed personnel to the district.

It is the responsibility of the superintendent or designee, with the assistance of other district administrators, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment by the district. Those factors considered will include, but not be limited to, the diverse characteristics of the district.

The search for licensed staff members may extend to a variety of educational institutions and geographical areas.

Present employees who meet the stated requirements are encouraged to apply for any vacant district position.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.505
ORS 342.934
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.109
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.

Springfield School District 19

Code: GCL/GDL
Adopted: 2/10/14
Revised/Readopted: 5/11/20
Orig. Code(s): GCL/GDL

Staff Development *

In order to strengthen and refine professional skills of district personnel, the superintendent or ~~his/her~~ designee will develop a staff development program for all employees.

District and building-based leadership teams will be encouraged to participate in the development and implementation of the district's staff development program including provisions for the professional growth of staff.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate, reasonable accommodations to ensure such programs are available to employees with disabilities.

Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, the employee must submit evidence to the employee's supervisor, who will verify that the licensed employee has successfully completed the professional development requirements to the superintendent or designee, on the Teacher Standards and Practices Commission (TSPC) Professional Educational Experience Report (PEER) form.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.125
ORS 329.704
ORS 342.138
ORS 342.856
OAR 581-022-0606
OAR 581-022-2405
OAR 584-018-0205
OAR 584-255-0010 to -0030

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: GCN/GDN
Adopted: 11/05/12
Revised/Readopted: 5/11/20
Orig. Code(s): GCN/GDN

Evaluation of Staff *

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers 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. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;

3. Consideration of multiple measures of teacher 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.

4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;

5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

6. Customized by ~~each~~ the district, which may include individualized weighting and standards.

An evaluation using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition, and classroom practices of teachers;

2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school, and the district;

3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;

4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;

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 teacher; and

6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and ~~at least once a~~ every other year thereafter.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.505
ORS 342.850
ORS 342.856
OAR 581-022-2405
OAR 581-022-2410
OAR 581-022-2415

Springfield School District 19

Code: GCPB/GDPB
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCPB/GDPB

Resignation of Staff *

A licensed staff member who wishes to resign from their position with the district must give a written notice of at least 60 days upon or at~~prior to~~ the time of resignation~~date they wish to leave district employment~~. The superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that they~~he/she~~ must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent is authorized to accept resignations of classified employees effective the day they are received.

Once the staff member's resignation has been accepted it cannot be rescinded.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 342.545
ORS 342.553
ORS 652.140
OAR 581-022-2405
OAR 584-050-0020

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

Springfield School District 19

Code: GCQA/GDQA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCQA/GDQA

Nonschool Employment

All employees are expected to accomplish those tasks required by the district.

Employees must avoid outside employment that interferes with the performance of their responsibilities and the maintenance of productive relationships with students, parents and other staff members. If outside employment interferes with job performance, the employee will be required to make a choice between district employment and outside employment.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: GCQAB
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCQAB

Private Tutoring for Pay

Teachers are not to tutor for remuneration any students whom they have in class. No tutoring for which a teacher receives a fee will be allowed in a school building or on school time, and no district-owned materials or equipment may be used

END OF POLICY

Legal Reference(s):

ORS 244.010 ORS 332.505

Springfield School District 19

Code: GCQB
Adopted: 5/11/20
Orig. Code(s): GCQB

Research

~~If an employee plans~~Staff who propose to engage in a research project ~~during the workday or use district resources or students, either for~~ , e.g., study toward advanced work or for use in classroom instruction, using district resources or students, ~~approval must be secured from~~ will submit a proposal to the superintendent or designee for approval prior to commencing such research. If approved, and the study results in material or practices which ~~would~~ may be useful to other ~~employees~~district staff, ~~it is recommended that it~~ such will be reviewed by administration and may be made available for distribution throughout the district as determined by administraiton. For the protection of all concerned, privacy rights of students or other individuals involved in such research ~~projects~~ must be protected.

Research which is conducted by or for a nondistrict individual or organization~~employee~~ must be approved by the superintendent or designee.

END OF POLICY

Legal Reference(s):

ORS 332.107

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Springfield School District 19

Code: GCQBA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GCQBA

Copyrights and Patents

The Board asserts the district's proprietary rights to publications, instructional materials and other devices prepared by district employees during their paid work time. The Board also recognizes the importance of encouraging its professional staff to engage in professional writing, research, and other creative endeavors. Publications, articles, materials, computer software, digital recordings, models, and other items produced by district personnel for district use with district time, money, and facilities as part of an employee's job responsibilities remain the property of the district.

The district will apply for copyrights and patents when deemed appropriate by the superintendent. Employees will be expected to cooperate in the district's efforts.

In the event that an employee produces items described above partly on their~~his/her~~ own time and partly on district time, the district reserves the right to claim full ownership. The employee~~, however,~~ may petition the district for assignment of copyright or patent rights. Employees will not attempt to copyright or patent such items without the knowledge and consent of the superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.745

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).
Patents, 35 U.S.C. §§ 1-376 (2012).

Springfield School District 19

Code: GD
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GD

Classified Staff/Classified Staff Positions

"Classified employee" means any district employee ~~who is~~ not required to hold a teaching license. The superintendent or designee will designate classified employee positions. The essential job functions, ~~and~~ titles and examples of work performed are to be prescribed in a written job description for each position classification.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.505
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045
OAR 581-022-2405

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (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).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: GDA
Adopted: 6/13/11
Revised/Readopted: 5/11/20
Orig. Code(s): GDA

Instructional Assistants

Instructional assistants shall be hired by the superintendent or designee.

All instructional assistants[1] must:

1. Have a high school diploma or the equivalent;

2. Be at least 18 years of age or older; and

3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants[2] who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or

2. Obtained an associate's or higher degree; or

3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

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[1] "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

[2] Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will not require individuals newly hired as Title IA instructional~~educational~~ assistants, who have met another district's academic assessment standards, to meet the district's academic assessment standards.

The general responsibilities of an instructional~~educational~~ assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist, or supervisor or related service provider with instruction and/or support. The instructional~~educational~~ assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist, or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation, or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

ORS 332.107	ORS 342.120	OAR 581-037-0005 - 0025
ORS 332.505	OAR 581-022-2400(2)	OAR 584-005-0005(20),(28)

The Vietnam Era Veterans' Readjustment Assistance Act,, 38 U.S.C. § 4212 (2018).
Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).
Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).

Springfield School District 19

Code: GDC
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GDC

Recruitment of Classified Staff

The superintendent or designee will develop and maintain a recruitment program designed to attract classified personnel to the district.

It is the responsibility of the superintendent or designee, with the assistance of other district administrators, to determine the district's personnel needs and to locate the most suitably qualified candidates to recommend for district employment.

The search for classified staff members may extend to a wide variety of educational institutions and geographical areas. Those factors considered will include, but not be limited to, the district's diverse characteristics.

Present employees are encouraged to apply for any position.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.505
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.109
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045
OAR 581-022-2405

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.

Springfield School District 19

Code: GDIA
Adopted: 4/23/07
Revised/Readopted: 5/11/20
Orig. Code(s): GDIA

Notice of Employment *

The Board shall give individual notices, in writing by May 30 to all employees for whom a teaching license is not required.

The notices shall address reasonable assurance of continued employment as covered in the Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

ORS 332.554 OAR 581-022-2405(4)

Policy Section J Revisions

Based on board member feedback and consultation with OSBA, revisions have been made to the following policies since their original posting in November.

Policy JB
- Corrected formatting

Policy JBAA
- Pg. 1, 3rd paragraph, updated language
- Pg. 3, grammar correction

Policy JBB
- Pg. 2 last paragraph, updated language

Policy JEBA
- Corrected formatting
- Pg. 1 last paragraph, corrected grammar

Policy JECBA
- Updated language to “district” and “International Study or Exchange” where appropriate
- Corrected grammar

Policy JECC
- 2nd paragraph, updated language
- 3rd paragraph, updated language and policy reference

Policy JFCM
- Pg. 2, Corrected formatting

Policy JFE
- 4th paragraph, deleted proposed language - “special”

Policy JGAB
- Pg. 2, corrected punctuation
- Pg. 3, deleted “to ensure compliance with district policies and procedures”
- Pg. 4, updated policy reference

Policy JGE
- Pg. 2, list item e, updated language to correct grammar

Policy JGEA
- 1st paragraph, deleted “a student leaving school or” and corrected punctuation

Policy JHC
- Pg. 2, corrected spelling error, “general”

Policy JHCCF
- 3rd paragraph, revised wording

Policy JHCD/JHCDA

- Pg. 1, 1st paragraph, clarified edit to add space between words

Policy JHF

- 1st paragraph, updated language for consistency - “program”

Policy JO/IGBAB

- Multiple referenced, updated language to “shall annually notify”
- Other grammatical edits

Policy JOA

- Exclusions paragraph, strike “in a class in which the student is enrolled”

Policies held for further review

- JECB, Admission of Nonresident Students
- JFCF, Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence

Springfield School District 19

Code: JB
Adopted: 4/27/09
Revised/Readopted: 9/14/20
Orig. Code(s): JB

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, gender identity[1], race[2], religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district. ~~The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.~~

All reports, complaints or information will be investigated.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

~~The superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number will be provided to all students and employees.~~

~~The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.~~

END OF POLICY

Legal Reference(s):

ORS 174.100 ORS 192.630 ORS 326.051

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[1] ~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.~~

[2] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

ORS 329.025	ORS 659A.003	OAR 581-021-0045
ORS 332.107	ORS 659A.006	OAR 581-021-0046
ORS 336.086	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850	ORS 659A.400	OAR 839-003-0000
ORS 659.852	ORS 659A.403	
ORS 659A.001	ORS 659A.406	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).
House Bill 2935 (2021).
House Bill 3041 (2021).

Springfield School District 19

Code: JBAA
Adopted: 4/27/09
Revised/Readopted: 9/14/20
Orig. Code: JBAA

Section 504 – Students**

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of a~~their~~ disability, be excluded from participation in, be denied the benefits of, or~~to~~ be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment[1] that substantially limits one or more major life activities[2]; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the ~~district~~ superintendent or designee will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;

2. Designate an employee to coordinate compliance with Section 504;

3. Provide procedures to resolve complaints of discrimination under Section 504;

4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with ~~the~~ law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

[1] Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

[2] "Major life activities," as defined by the Americans with Disabilities Act Amendments Act of 2008, includes caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

5. Annually identify and locate all ~~Section 504 qualified~~ students in the district, with disabilities, and who qualify for Section 504 but ~~in the district~~ who are not receiving a free appropriate[3]~~,~~ public education (FAPE)[4];

6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure;

7. Provide nonacademic and extracurricular services[5] and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;

8. Annually notify students with disabilities and their parents~~parent~~ or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;

9. Provide~~Provides~~ parents or guardians with procedural safeguards, including notification of their right:

    a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504;
    b. To examine, copy and request amendments of the student's educational records;
    c. To request an impartial hearing, with opportunity for participation by the student's~~students'~~ parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or

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[3] ~~"Appropriate education" (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.~~

[4] "Appropriate education" (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

[5] Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's~~students~~ current educational placement is appropriate. Due process procedures that meet the requirements of the Individuals with Disabilities Education Act (IDEA) may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the IDEA, will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, or significantly changing the composition of the student's~~students~~ class schedule, such as from regular education to the resource room).

END OF POLICY

Legal Reference(s):

ORS 192.630
ORS 326.051(1)(e)
ORS 343.068
ORS 659.850
ORS 659.865
ORS 659A.103
ORS 659A.109

OAR 581-015-2030
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0049
OAR 581-022-2310

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).
Americans with Disabilities Amendments Act of 2008.
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Springfield School District 19

Code: JBB
Adopted: 4/10/17
Revised/Readopted: 9/14/20
Orig. Code(s): JBB

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. "Achieving educational equity" means students' identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility to inform district decision making.

2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity,[1] and national origin in discipline, special education and in various advanced learning.

4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

[1] "Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual's actual or perceived ~~heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.~~

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.

3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender~~sex~~ and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.

4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.

6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.

7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.

8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan strategies to implement this policy. The superintendent or designee will report annually to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.075
ORS 332.107
ORS 342.437 - 342.449

House Bill 3041 (2021).

Springfield School District 19

Code: JC
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JC

School Attendance Areas

Attendance areas are established by the administration and approved by the Board for all elementary, middle school and high school buildings in the district. Boundaries are set for attendance areas so that students can be given the best possible education at the lowest possible cost.

Defined attendance areas reduce overcrowding in one building to provide fuller use of space and personnel in another building. The superintendent or designee is directed to monitor student flow into and out of all buildings, and to make adjustments as needed. All changes in school attendance areas should benefit the total school program educationally and financially.

Students are required to attend the school assigned to the attendance area in which they live. Requests for exceptions must follow policies and procedures outlined in Board policy JECBB - Intradistrict Transfers.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.010 to -339.090

Springfield School District 19

Code: JE
Adopted: 10/24/11
Revised/Readopted: 9/14/20
Orig. Code(s): JE

Attendance**

Attendance requirements are to:

1. Contribute to the academic success of students;

2. Inform parents about their student's~~students'~~ class attendance or nonattendance;

3. Place the responsibility for attendance in the hands of students and their parents;

4. Aid students in making decisions and accepting the responsibilities and consequences resulting from those decisions;

5. Stress that punctual and regular attendance is a learned function necessary in coping with life;

6. Stress attendance may impact grades and credit;

7. Meet Oregon graduation requirements.

Each school shall notify parents or guardians by the end of the school day if their child has an ~~unexcused or~~ unplanned absence. The notification will be either in person, ~~or~~ by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

The Board directs the superintendent to develop rules which meet these objectives and to publish those rules annually for students and their parents.

END OF POLICY

Legal Reference(s):

ORS 336.010
ORS 339.020
ORS 339.030
ORS 339.055
ORS 339.065
ORS 339.071
OAR 581-021-0050
OAR 581-022-2000

Springfield School District 19

Code: JEA
Adopted: 12/08/14
Revised/Readopted: 9/14/20
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all children betweenstudents ages 6 and -18 who have not completed the 12th grade are required to attend regularly attend, a public,school full-time school during the entire school term. Persons having control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to send the child to school and maintain the child in regular attendance during the entire school term.

All childrenstudents five or six years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student ages 6-18 who has not completed the 12th grade are required to have the student attend school. Persons having legal control of a child,student who is five or six years of age and who havehas enrolled the child in a public school, are required to sendhave the child to schoolstudent attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. A citation for violation of ORS 339.035 may be issued.Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising their childstudent by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c); failing). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, childrenstudents shall not be required to attend public, full-time schools: Children

1. Students being taught in a private or parochial school in courses of study usually taught in grades kindergarten through grade 12grade12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

2. ChildrenStudents proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade grades 1-12 in the public schools.

3. ChildrenStudents who have received a high school diploma or a modified diploma.

4. Children~~Students~~ being taught, by a private teacher, the courses of study usually taught in kindergarten through grade ~~grades 1-~~12 in the public school for a period equivalent to that required of students attending public schools.

5. Children~~Students~~ being educated in the home by a parent, legal ~~or~~ guardian or private teacher[:][.]

   a. When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or private teacher must notify the Lane Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when such a~~a home-schooled~~ student moves to a new ESD, the parent, guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of ~~home-schooled~~ students who are registered with the ESD and reside in their district;
   b. Each child~~student~~ being taught as described above~~by a parent or private teacher~~ shall be examined no later than August 15, following grades 3, 5, 8 and 10:

      (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;
      (2) If the child~~student~~ never attended public or private school, the first examination shall be administered prior to the end of grade 3.
      (3) Procedures for homeschooling~~home-schooled~~ students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;

   c. Examinations ~~testing each student~~ shall be from the list of approved examinations from the State Board of Education;
   d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
   e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;
   f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;
   g. In the event the ESD superintendent finds that the child~~student~~ is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

8. Children~~Students~~ excluded from attendance as provided by law.

9. Children who are eligible military children[1] are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

10. An exemption may be granted to the parent or guardian of any child~~student~~ 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 ~~-to~~ 419B.558.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 163.577
ORS 339.010 - 339.095
ORS 339.139
ORS 339.990
OAR 581-021-0026
OAR 581-021-0029
OAR 581-021-0076
OAR 581-021-0077

[1] "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

Springfield School District 19

Code: JEB
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JEB

DELETE

Entrance Age

(Refer to JEBA and other admission policies; immunization is in JHCA/JHCB)

Kindergarten

Under Oregon law children who are five years old on or before September 1 may enroll in kindergarten. Recognizing that other states and countries may have different dates for determining the legal age for school admission, the district will accept out-of-state transfer students in kindergarten who are younger than the law provides if they have legally enrolled in a public school kindergarten through the month of September.

First Grade

Children who are six years old on or before September 1 may enroll in first grade according to Oregon law.

Recognizing that other states and countries may have different dates for determining the legal age for school admission, the district will accept out-of-state transfer students in first grade if they have been legally enrolled in a public school first grade through the month of September.

Requirements

An up-to-date immunization record and/or a birth certificate or other official document verifying the date of birth are required for admission to school.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 336.095
ORS 339.115
ORS 343.395

DELETE

Springfield School District 19

Code: JEBA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JEBA

Early Entrance**

(This policy is required if the district allows early entrance.)

A child will be admitted into a public school if the child's~~their~~ sixth birthday occurs on or before September 1. A child~~student~~ whose sixth birthday occurs after that date may be admitted to the first grade if the child has~~they have~~ maintained regular attendance in any grade of a public full-time school during the entire school term.

A child will be admitted to kindergarten if the child's~~their~~ fifth birthday occurs on or before September 1, or is a kindergarten student transferring from a public school in another district.

However, if a student has not previously enrolled in a public school, parents may seek early entry according to district guidelines. For students who will be five between September 2 and October 1, and the parents determine that the student is ready for school, the parents must notify the district of their intent to seek early enrollment prior to August 1 for that school year. After notification, parents must obtain a private evaluation by a qualified individual of their choice. After receiving the private evaluation results, a district team will determine if the student meets the district's early entry eligibility requirements.

The early~~Early~~ entry into school may be allowed for a child who has not attained the minimum age requirement, as per Oregon law, if the needs of the child~~student whose needs~~ would best be met in the school program based on an analysis by qualified professional staff of the child's:{[1]}~~their:~~

1. Cognitive development;

2. Social development; and

3. Physical development.

The superintendent or designee shall identify screening processes and instruments which will provide a dependable assessment of the preceding criteria.

Parents are~~will be~~ required to pay the cost of ~~the~~ any special testing involved.{[2]}

END OF POLICY

{[1] District should make sure the assessments being used are administered in the child's native language and are not discriminatory.}

{[2] District should consider the impact charging for testing may have on low income families. This model policy and attached administrative regulation state that testing/evaluation is paid by the parents. Modify language and practice in both if the district has other practices for payment of required testing/evaluation.}

Legal Reference(s):

ORS 327.006
ORS 332.107
ORS 336.092
ORS 336.095
ORS 339.010
ORS 339.065
ORS 339.115
ORS 343.395

Springfield School District 19

Code: JECA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.

2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is~~they have~~ shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.

4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

   a. Has not yet received a regular high school diploma; or
   b. Has received a modified diploma, an extended diploma or an alternative certificate.

5. ~~A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.~~

~~6.~~5. 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.

~~7. A student with disabilities voluntarily placed outside the home by their parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent or guardian and school staff can demonstrate it is in the student's best interest.~~

~~8.~~6. Students who are military children[1] are considered resident of the district, if the district is the district of military residence[2] for the military child. Parents of military students must provide proof of

[1] "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

[2] "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

The Board may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

The Board may, based on district criteria, provide alternative programs of instruction to a student expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 339.139
ORS 433.267

Springfield School District 19

Code: JECAA
Adopted:

Admission of Part-Time Private School Students

The Board reserves the right to accept or reject the part-time admission of students from private schools and who live in the district based upon the availability of space, resources, personnel, appropriate programs and upon a positive review of education records.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.030 ORS 339.035

PROPOSED

Springfield School District 19

Code: JECBA
Adopted: 2/13/17
Revised/Readopted: 9/14/20
Orig. Code(s): JECBA

Admission of International Study or Exchange Students

In the interest of furthering better understanding and improving human relations among district students and youth from all parts of the world, the school Board encourages the high schools to participate in student International Study or Exchange programs.

International Study or Exchange students must meet the regulations and expectations of local students, including immunization requirements. No student will be enrolled until all standards for admission have been cleared. Information such as the student's name, nationality, age, sponsor's name, host family's name and address, immunization information and health records, school transcript and English proficiency documents will be required upon application submission.

International Study or Exchange students must be a ~~10th or 11~~ 10th to 12th grade student, hold a J-1 visa, attend for a full academic year and maintain a full day academic schedule. Completion of an International Study or exchange program does not result in the award of a ~~Springfield School District (SPS)~~ district high school diploma.

International Study or Exchange students are required meet a minimum language ability scores. ~~Springfield School District~~ The district accepts SLEP (minimum scaled score of ~~48~~65) and ELTiS (minimum Level 5 score ~~of 215~~); ~~SPS~~ the district does not accept TOEFL test scores. Sponsoring agencies for International Study or Exchange students found to require additional ELL services will be billed for those services.

International Study or Exchange students are required to participate with an agency that is recognized and meets standards set by CSIET (The Council on Standards for International Educational Travel).

International Study or Exchange students must reside within the attendance boundaries of the high school they are approved to attend. International Study or Exchange students are not eligible to transfer schools or districts.

The district will not approve any International Study or Exchange student should there be a current waiting list of transfer students to either Springfield or Thurston High Schools.

International Study or Exchange students attending district schools on a J-1 Visa as part of a group-sponsored program are not required to pay tuition.

International Study or Exchange students approved to attend a charter school (whether it be a ~~Springfield District~~ district sponsored charter or not) may not enroll or take classes at another district school. ~~Participate~~ Participation in athletics or extra-curricular activities will be allowed as per state law.

International Study or Exchange students are not eligible to attend Gateways High School.

International Study or Exchange students must agree to abide by the district policies and regulations and those of the high school they are attending.

At the time of admission to the district, the exchange student must be at least 16 years of age but not older than 18 years of age and cannot be a graduate of high school in their own nation.

International Study or Exchange students will be encouraged to participate in all student activities and will be eligible to participate in interscholastic athletics, provided academic requirements and Oregon School Activities Association criteria are met.

The district reserves the right to limit the number of International Study or Exchange ~~exchange~~ students.

END OF POLICY

Legal Reference(s):

ORS 339.133 ORS 433.267 OAR 581-022-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

Springfield School District 19

Code: JECBB
Adopted: 9/14/20
Orig. Code(s): JECBB

Intradistrict Transfer Students

With the superintendent's approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district.

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

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.133 OAR 581-021-0045

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Springfield School District 19

Code: JECBD
Adopted: 6/23/08
Revised/Readopted: 9/14/20
Orig. Code(s): JECBD

~~Homeless Students~~Students Experiencing Houselessness**

~~Homeless s~~Students experiencing houselessness[1] in the district will have access to the educational and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in ~~homeless~~ houseless situations will be designated by the district to carry out duties as required by law.

The district will ensure that ~~homeless~~ students experiencing houselessness are not stigmatized nor segregated in a separate school or program on the basis of their status as ~~homeless~~houseless. A district will admit a ~~homeless~~ student experiencing houselessness in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the ~~homeless~~ student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will[2] ~~may~~ be provided in accordance with law.

The superintendent or designee will develop administrative regulations to remove barriers to access and participation~~participate~~ by ~~homeless~~ such students.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115(7)
ORS 339.133
ORS 433.267

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (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).

[1] McKinney-Vento Homeless Assistance Act uses the terms "homelessness" and "homeless."

[2] McKinney-Vento Homeless Assistance Act (see 42 U.S.C. § 11432(g)(1)(J)(iii)).

Springfield School District 19

Code: JECC
Adopted: 2/13/17
Revised/Readopted: 9/14/20
Orig. Code(s): JECC

Assignment of Students to Schools**

Students will attend the school in the attendance area in which their parent or legal guardian live, unless as otherwise provided by state and federal law.

When a student moves into another ~~Springfield~~ district attendance area after the school year has begun, the parents may complete a transfer application and they may remain at the former school as space allows.

Students who wish to attend another Springfield school outside of their assigned school ~~boundary~~ attendance area should follow the policies and procedures outlined in Board policy JECBB~~JECCA~~ - Intra-district Transfers. In all such cases, parents must provide transportation, as outlined in Board policy.

A student who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a school the student attends, or any student attending a district school that is identified by the Oregon Department of Education (ODE) as persistently dangerous, may transfer to a safe district school that has not been identified as in need of improvement.

Additionally, as provided by Oregon Revised Statute (ORS) 329.485, the district may allow a student who has not met or has exceeded all of the state standards at grades 3, 5, 8 and 10 to attend another district school outside the student's attendance area.

The district will provide transportation, as provided by Board policy EEA -Student Transportation Services. That obligation will end at the completion of the school year for students transferring from a school identified for improvement or as persistently dangerous, if the school from which the student has transferred is no longer identified for improvement, subject to corrective action, restructuring or persistently dangerous.

Notice to parents of their right to request the transfer of their student as provided by this policy will be provided as required by law.

Attendance areas are subject to annual adjustment to balance student enrollment as outlined in Board policy JC -School Attendance Areas.

END OF POLICY

Legal Reference(s):

ORS 329.485 ORS 332.107 OAR 581-021-0045

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Springfield School District 19

Code: JECF
Adopted: 2/13/17
Revised/Readopted: 9/14/20
Orig. Code(s): JECF

Interdistrict (Out-of-District Transfer of Resident Students)

Interdistrict Transfer

The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a "resident student" of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year or summer between school years, to complete the school year in the district if the student chooses to do so.

Safe Public School Choice Transfer Requests

An interdistrict~~inter-district~~ transfer[1] may ~~also~~ be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous~~,~~ and all other district schools the student may transfer

[1] Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

~~Homeless~~ Student Experiencing Houselessness

A ~~homeless~~ student experiencing houselessness residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for ~~homeless~~ such students, may request that the student attend their school of origin[2]~~,~~ located out-of-district. The request will be considered based on the best interest of the student. The student may continue in their school of origin for the duration of the student's homelessness. Transportation to an out-of-district school will[3] be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request~~requests~~ to attend school in another school district.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 339.141	ORS 433.267
ORS 329.485	ORS 339.147	
ORS 332.107	ORS 339.155	OAR 581-021-0019
ORS 335.090	ORS 339.250	
ORS 339.115 - 339.133	ORS 343.221	

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

[2] "School of origin" means the school that a 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.

[3] McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

Springfield School District 19

Code: JED
Adopted: 12/12/11
Revised/Readopted: 9/14/20
Orig. Code(s): JED

Student Absences and Excuses

It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence~~Absence~~ from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;

2. Illness of an immediate family member when the student's presence at home is necessary;

3. Emergency situations that require the student's absence;

4. Field trips and school-approved activities;

5. Medical (dental) appointments. Confirmation of appointments may be required;

6. Student is a dependent of a member of the U.S. Armed Forces[1] who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;~~.~~

7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parents or ~~/~~guardians by the end of the school day if their child has an unplanned or unexcused absence. The notification will be either in person, ~~or~~ by telephone or another method identified in writing by the parent or guardian. If the parent or ~~/~~guardian cannot be notified by the above methods, a message shall be left, if possible.

Additionally, the superintendent or designee will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention, suspension[2] and/or ineligibility to participate in athletics or other activities.

END OF POLICY

Legal Reference(s):

[1] U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine~~Marines~~ Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

[2] The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:
1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

ORS 109.056
ORS 332.107
ORS 339.030
ORS 339.055
ORS 339.065
ORS 339.071
ORS 339.250
ORS 339.420
OAR 581-021-0046
OAR 581-021-0050
OAR 581-023-0006(11)

Springfield School District 19

Code: JEDA
Adopted: 5/09/16
Revised/Readopted: 9/14/20
Orig. Code(s): JEDA

Truancy

"Truancy" is defined as absence from school without permission.

The district believes irregular attendance is one of the factors associated with student failure and frustration with the school experience. A fundamental purpose for insisting on punctual, regular school attendance is to help each student develop habits of responsibility.

With these beliefs in mind, the district will develop procedures that foster a partnership with parents in the early detection of truancy, related counseling and appropriate consequences.[1]

END OF POLICY

Legal Reference(s):

ORS 339.040 to -339.090
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

[1] Expulsion may not be used to address truancy. (ORS 339.250(2)(b)(B))

Springfield School District 19

Code: JEF
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JEFB

Release Time for Religious Instruction**

Upon application of parent or guardian, or if the student has attained the age of majority, upon application of the student, a student attending the public schools may be excused from school to attend weekday schools giving instruction in religion based upon the following time:

Elementary grades K-8 - Not exceeding two hours in any week.

Secondary grades 9-12 - Not exceeding five hours in any week.

Students not attending religious instruction will continue with the regular school program.

The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction.

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

No such absence shall be counted against a student in determining exclusion, failure or reduction of grades. Any tests and assignments a student misses because of religious instruction shall be given to the student at another time.

END OF POLICY

Legal Reference(s):

ORS 339.420
ORS 659.850 OAR 581-021-0046

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

Springfield School District 19

Code: JF/JFA
Adopted: 4/28/14
Revised/Readopted: 9/14/20
Orig. Code(s): JF/JFA

Student Rights and Responsibilities

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with these rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

1. Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure theirhis/her rights;

4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;

5. The right to privacy, which includes privacy with respect to the student's education records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior.

Students' rights and responsibilities, including standards of conduct, will be made available to students, their parents and employees through information distributed annually.

END OF POLICY

Legal Reference(s):

ORS 332.061
ORS 332.072
ORS 337.150
ORS 339.155
ORS 339.240
ORS 339.250
ORS 659.850
ORS 659.865
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0050 to -0075
OAR 581-022-2310

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Springfield School District 19

Code: JFC
Adopted: 4/28/14
Revised/Readopted: 9/14/20
Orig. Code(s): JFC

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. All rules applying to student conduct shall be posted in a prominent place in each school building.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.[1]

[1] The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
ORS 659.850
OAR 581-021-0050 - 0075

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Springfield School District 19

Code: JFCA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JFCA

Student Dress and Grooming**

Responsibility for dress and grooming rests primarily with students and their parents~~. However,~~ the district expects student dress and grooming to meet standards which~~that~~ ensure that the following conditions do not exist:

1. Disruption or interference with the classroom learning environment;

2. Threat to the health and/or safety of the student concerned or of other students.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards and may be denied the opportunity to participate if those standards are not met.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
OAR 581-021-0026(10)
OAR 581-021-0050 - 0075

Springfield School District 19

Code: JFCB
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JFCB

Care of District Property by Students**

It is each student's responsibility to show respect for all district property. Any student who willfully damages or defaces district property will be disciplined.

The Board declares its intent to hold students and their parents or guardians responsible for loss or damage of district property. Notice of the district's intent will be provided annually in the district *Student Responsibilities and Rights Handbook*.

END OF POLICY

Legal Reference(s):

ORS 30.765
ORS 339.250
ORS 339.270
OAR 581-021-0050 to -0075

Springfield School District 19

Code: JFCE/JFCEA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JFCE/JFCEA

Secret Societies/Gang Activity

It is the policy of this district that membership in gangs, secret fraternities or sororities, or in other clubs not sponsored by established agencies or organizations, is prohibited.

No secret society of any kind, including a fraternity or sorority, will be permitted in any public school in the district.

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or property on district grounds or which disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti or the presence of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the school environment and educational objectives of the community are forbidden.

Incidents involving initiations, hazing, harassment, menacing, bullying, intimidation and/or related activities are prohibited.

Any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or the educational environment for student(s) will be subject to disciplinary action up to and including suspension or expulsion.

END OF POLICY

Legal Reference(s):

ORS 336.109
ORS 339.240 - 339.280
ORS 339.885
ORS 659.850
OAR 581-021-0050 to -0075

Olesen v. Board of Educ. of Sch. Dist., 676 F. Supp. 820 (N.D. Ill. 1987).
Neuhaus v. Federico, 12 Or. App. 314 (1973).
Burkitt v. Sch. Dist. No. 1, 195 Or. 471 (1952).
Tinker v. Des Moines Community Sch. District, 393 U.S. 503 (1969).

Springfield School District 19

Code: JFCEB
Adopted: 9/14/20
Orig. Code(s): JFCEB

Personal Electronic Devices and Social Media**

(Version 1)

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.[1]

As used in this policy, a "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities, unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing

[1] The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.840

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Springfield School District 19

Code: JFCG/JFCH/JFCI
Adopted: 2/08/16
Revised/Readopted: 9/14/20
Orig. Code(s): JFCG/JFCH/JFCI

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student substance abuse, possession, use, distribution or sale of tobacco products, ~~or~~ inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, ~~or~~ a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law and is subject to a court-imposed fine.

An "unlawful drug" is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation~~regulations~~.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 161.605
ORS 161.625
ORS 163.575
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.845
ORS 431A.175
ORS 431A.178
ORS 433.835 - 433.990
ORS Chapter 475

OAR 581-021-0050 - 0075
OAR 581-021-0110
OAR 581-022-2045
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)-(o)
OAR 581-053-0430(12)-(14)
OAR 581-053-0531(11)-(13)
OAR 581-053-0630
OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7118 (2012).

Springfield School District 19

Code: JFCHA
Adopted: 2/13/12
Revised/Readopted: 9/14/20
Orig. Code(s): JFCHA

Use of Alcohol for Cooking**

The Board allows the use of alcoholic beverages in specified classes, competitions or demonstrations in grades 9-12 under the following circumstances:

1. As an ingredient in cooking or food preparations in a culinary arts class; or

2. In preparation for a culinary competition or demonstration by students.

Alcoholic beverages for the above purposes will be used only while students are under adult supervision.

The alcoholic beverages must be securely stored while not in use.

The culinary teacher must include advanced notification if alcohol will be used in class. This may be in the form of a class syllabi or letter home to parents. Students may opt out of participation in any lesson or demonstration where alcohol is being used as an ingredient, and a substitute project will be provided.]

The parent or guardian of each student participating in a culinary project using alcoholic beverages must provide written consent for the student to use the alcoholic beverages in the project. If consent is not provided or the student chooses not to participate, the district shall allow the student to participate in an alternative project.

A district employee who provides alcoholic beverages to students as an ingredient for cooking in a culinary class, contest or demonstration will not be in violation of laws prohibiting providing alcohol to a minor.

A student using an alcoholic beverage for cooking in a culinary class, contest or demonstration will not be in violation of laws prohibiting possession of alcohol by a minor.

END OF POLICY

Legal Reference(s):

ORS 336.441 ORS 471.001

Springfield School District 19

Code: JFCJ
Adopted: 4/28/14
Revised/Readopted: 9/14/20
Orig. Code(s): JFCJ

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at any~~district~~ property under the jurisdiction of the district, any~~,~~ activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property. The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For purposes of this policy, and as defined by state and federal law, "weapon" includes:

1. A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;

2. A "deadly weapon" means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;

3. A "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;

4. A "destructive device" includes but is not limited to~~means~~ any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and ~~patrons~~community members.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities

Prohibited weapons replicas of weapons fireworks and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or ~~has,~~ within the previous 120 days has~~, unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or~~, his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students determined~~found~~ to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline ~~up to~~ and may include~~including~~ expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are ~~age~~ appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law[1]. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA~~/JGEA~~ – Discipline of Students with Disabilities~~,~~ and accompanying administrative regulation.

~~Weapons under the control of law enforcement personnel or a person who has a valid license under ORS 166.291 and 166.292 are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.~~

~~The district may post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.~~

[1] At least once every six months or at any time the information changes because of the availability of new programs.

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.~~

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

ORS 161.015	ORS 339.240	OAR 581-053-0010(5)
ORS 166.210 - 166.370	ORS 339.250	OAR 581-053-0230(9)(k)
ORS 166.382	ORS 339.315	OAR 581-053-0330(1)(r)
ORS 332.107		OAR 581-053-0430(17)
ORS 339.115	OAR 581-021-0050 - 0075	OAR 581-053-0531(16)

Gun-Free School Zones Act, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).

Springfield School District 19

Code: JFCL
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JFCL

Laser Pens

Due to the potential for the disruption of the school environment and the risk of permanent eye damage, student use or possession of laser pens or similar devices while on district property, while attending a district-sponsored activity on or off district property, or while traveling to or from any school event is prohibited.

Any student found to be in violation of this policy will be subject to discipline, including the confiscation of the laser pen. Confiscated pens will be taken to the principals' office for the parents to retrieve.

Staff wishing to use laser pens for instructional purposes shall do so only with prior building administrator approval.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.250
OAR 581-021-0065
OAR 581-021-0070

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

Springfield School District 19

Code: JFCM
Adopted: 4/27/09
Revised/Readopted: 9/14/20
Orig. Code(s): JFCM

Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence the staff member~~they~~ has knowledge of, has witnessed or received. All reports will be promptly investigated.

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

The principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting~~,~~ any student who has threatened to injure another person or to severely damage district property;

2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional or others;

3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting[1].

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

[1] [A student removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal is able to show good cause that an evaluation could not be completed in that time period.]

The principal shall ~~ensure notification is provided to~~attempt to notify:

~~1. The parent of any student in violation of this policy and the disciplinary action imposed;~~

1. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student at school;

2. Any district~~school~~ employee whose name appears on a targeted list at school threatening violence or harm to the district employee [and when threats of violence or harm are made by a student or others at school].

The principal shall attempt to notify the ~~Notification to the~~ above persons~~shall be attempted~~ by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, the principal shall issue a written follow-up notification ~~shall be sent~~ within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health~~-~~care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, the principal~~he/she~~ may provide such information to other school officials, including teachers~~,~~ within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

~~The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.~~

As part of the district's proactive safety efforts, the superintendent or designee will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 166.210 - 166.370
ORS 332.107
ORS 339.115
ORS 339.240
ORS 339.250
ORS 339.327
OAR 581-021-0050 - 021-0075
OAR 581-053-0010(5)
OAR 581-053-0230(9)(k)
OAR 581-053-0330(1)(r)
OAR 581-053-0430(17)
OAR 581-053-0531(16)
OAR 581-053-0630

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Springfield School District 19

Code: JFE
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JFE

Pregnant and Parenting Students

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district -sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as ~~temporarily~~ necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;

2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;

3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;

4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;

5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop guidelines~~administrative regulations as~~ necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

ORS 336.640 OAR 581-021-0046 OAR 581-023-0100(3)

Springfield School District 19

Code: JFG
Adopted: 6/22/15
Revised/Readopted: 9/14/20
Orig. Code(s): JFG

Student Searches**

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, district officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

1. The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;

2. The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.

Routine inspections of district property assigned to students may be conducted at any time.

Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. Law enforcement searches ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.

The superintendent shall develop an administrative regulation for implementing this policy in a manner which protects students' rights and provides a safe learning environment without unreasonable interference. Provisions for staff, student and parent notice of the Board's policy and accompanying regulation shall be included.

END OF POLICY

Legal Reference(s):

ORS 332.107 OAR 581-021-0050 to -0075

New Jersey v. T.L.O., 469 U.S. 325 (1985).
State ex. rel. Juv. Dept. v. M.A.D., 233 P3d. 437, 348 Or. 381 (2010).
State v. B.A.H., 263 P3d. 1046, 245 Or. App. 203 (2011).
State v. A.J.C., 326 P3d. 1195, 355 Or. 552 (2014).

Springfield School District 19

Code: JFI
Adopted: 9/14/20
Orig. Code(s): JFI

Student Demonstrations and Petitions

Demonstrations

District students are permitted to hold demonstrations on district property under the following conditions:

1. The demonstration must be scheduled with the superintendent in advance; a crowd control plan must be presented;

2. The demonstration must not disrupt classroom activities;

3. The demonstration must not present a threat to student or staff safety or be a hazard to district property.

Petitions

Students may petition for a change in Board policies, administrative regulations and school rules. Petitions must be reviewed by ana administrator prior to circulation on district grounds and must be submitted to the superintendent upon completion. The superintendent will forward petitions to the Board or administrator, as appropriate.

Informal Student Gatherings

Students gathered informally shall not disrupt the orderly operation of the educational process.

Students gathered informally shall not infringe upon the rights of others to pursue their activities.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
OAR 581-021-0050
OAR 581-021-0055

U.S. Const. amend. I; U.S. Const. amend. XIV.
Or. Const., art. I, § 8.
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Springfield School District 19

Code: JG
Adopted: 5/09/16
Revised/Readopted: 9/14/20
Orig. Code(s): JG

Student Discipline**

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;

2. Understanding and respect for the law, Board policies, administrative regulations and school rules;

3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop procedures whereby those students who disrupt the educational setting or who endanger the safety of others, will be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use~~that uses~~ approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). The superintendent or designee may propose alternative programs of instruction or instruction combined with counseling prior to a student's expulsion or a student leaving school in accordance with law.

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of

the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. ~~and the consequences of that behavior.~~ These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.061
ORS 332.072
ORS 332.107
ORS 339.115
ORS 339.240 to -339.280
ORS 659.850
OAR 581-021-0045
OAR 581-021-0050 to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Springfield School District 19

Code: JGA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code: JGA

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

"Corporal punishment" is defined as the willful infliction of, or willfully causing the infliction of, physical pain. Corporal punishment does not include the use of physical force authorized in ORS 161.205 (2), (4) or (5) for the reasons specified therein, or physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a student.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under theirhis/her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force uponprevent a student only to the extent that the application of physical force is consistent with ORS 339.285 - 339.303 and is not corporal punishment as defined in ORS 339.250(9).from harming self, others or doing harm to district property. Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent or designee shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 – 0075
OAR 584-020-0040

Springfield School District 19

Code: JGAB
Adopted: 8/11/14
Revised/Readopted: 9/14/20
Orig. Code: JGAB

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation ~~(AR)~~ to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.

2. Mechanical restraint.

3. Prone restraint.

4. Supine restraint.

5. Any restraint that involves the intentional and nonincidental use of a solid object[1], including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.

6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.

7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.

8. Any restraint that impedes, or creates a risk of impeding, breathing.

9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.

10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

[1] The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, (e.g., teacher, administrator or volunteer) it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements~~movement~~ by holding the student or using pressure or other means.

    a. "Restraint" does not include: Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
    b. Assisting a student to complete a task if the student does not resist the physical contact; or
    c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

        (1) Break up a physical fight;
        (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
        (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

    "Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control~~,~~ if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.

6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

   "Mechanical restraint" does not include:

   a. A protective or stabilizing device ordered by a licensed physician; or
   b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.

8. "Prone restraint" means a restraint in which a student is held face down on the floor.

9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR)~~OAR~~ 581-021-0568.

The district shall only utilize a~~the Mandt~~ training program for restraint ~~of restraints~~ or seclusion to train staff and ~~for~~ use in the district which has been~~. As required by state regulation, the selected program shall be~~ approved by the Oregon Department of Education~~education~~ (ODE).

The~~) and include, but not be limited to, positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the~~ district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance~~compliance~~ with ~~state and federal~~ law~~. with respect to the use of restraint and seclusion.~~

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE ~~to ensure compliance with district policies and procedures~~.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;

2. The total number of incidents involving seclusion;

3. The total number of seclusions in a locked room;

4. The total number of students placed in restraint;

5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of ~~physical~~ restraint and seclusion for each student;

8. The total number of restraint or seclusion incidents carried out by untrained individuals;

9. The demographic characteristics[2] of all students upon whom restraint or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the ~~Board and to the~~ public at the district's main office and on the district's website, and to the Board. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report~~Board~~.

~~At least once each school year the parents and guardians of the students of the district shall be notified about how to access the report.~~

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR(1) - Public Complaint Procedure~~Complaints~~. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization~~who is a student, a parent~~ or an individual~~guardian of a student attending school in the district or a person who resides in the district~~, may appeal a district's final decision to the Oregon Department of Education~~Deputy Superintendent of Public Instruction~~ pursuant to OAR 581-002-0001 - 581-002-0023. ~~022-2370.~~ This appeal process is represented~~identified~~ in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

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[2] Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Legal Reference(s):

ORS 161.205
ORS 339.250
ORS 339.285
ORS 339.288
ORS 339.291
ORS 339.294
ORS 339.297
ORS 339.300
ORS 339.303

OAR 581-021-0061
OAR 581-021-0550
OAR 581-021-0553
OAR 581-021-0556
OAR 581-021-0563
OAR 581-021-0566
OAR 581-021-0568
OAR 581-021-0569
OAR 581-021-0570
OAR 581-022-2267
OAR 581-022-2370

Cross Reference(s):

JGA - Corporal Punishment
JGDA - Discipline of Students with Disabilities

Springfield School District 19

Code: JGD
Adopted: 5/09/16
Revised/Readopted: 9/14/20
Orig. Code(s): JGD

Suspension**

The Board authorizes the superintendent or designee to suspend a student for one or more of the following reasons:

1. Willful disobedience and violation of Board policies, administrative regulations or school rules;

2. Willful conduct which materially and substantially disrupts the rights of others to an education;

3. Willful conduct which endangers the student, other students or staff members;

4. Willful conduct which damages or injures district property.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.
Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student Responsibilities and Rights/School Handbook* made available by the district.

Each notice of suspension will include a statement of the reasons for suspension, the length of the suspension, and a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.
Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

A decision by the superintendent or designee to suspend a student may be appealed to the Board through the district's complaint procedures (see Board policy KL - Public Complaints and its accompanying administrative regulations).

END OF POLICY

Legal Reference(s):

ORS 339.240	OAR 581-021-0050	OAR 581-021-0065
ORS 339.250	OAR 581-021-0055	OAR 581-021-0071
	OAR 581-021-0060	OAR 581-021-0075

Springfield School District 19

Code: JGDA
Adopted: 4/27/09
Revised/Readopted: 9/14/20
Orig. Code(s): JGDA

Discipline of Students with Disabilities**

When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving individualized education program (IEP) services; or

2. The~~For the~~ student has not yet been identified as a student with a disability, but the district had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern~~patters~~ is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF POLICY

Legal Reference(s):

ORS 326.565	ORS 343.177	OAR 581-015-2420
ORS 326.575		OAR 581-015-2425
ORS 336.187	OAR 581-015-2400	OAR 581-015-2430
ORS 339.240	OAR 581-015-2405	OAR 581-015-2435
ORS 339.250	OAR 581-015-2410	OAR 581-015-2440
ORS 339.252	OAR 581-015-2415	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1415(k) (2012).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.507, § 300.508(a)-(c); §§ 300.510-300.514; §§ 300.530-300.536 (2017).

Springfield School District 19

Code: JGE
Adopted: 5/09/16
Revised/Readopted: 9/14/20
Orig. Code(s): JGE

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for ~~any of~~ the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;

2. When other strategies to change the student's conduct~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or

3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or

3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent. The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service[3] or by certified mail[4] at least five days prior to the scheduled hearing. Notice shall include:

   a. The specific charge or charges and the specific facts which support the charge or charges;
   ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
   ~~c. A recommendation for expulsion;~~
   ~~d.~~b. A statement of intent to consider the charges as reason for expulsion;
   ~~e.~~c. The student's right to a hearing;
   ~~f.~~d. When and where the hearing will take place; and
   ~~g.~~e. ~~The right to representation~~ A statement that the student may be represented by counsel or other persons.

2. ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~

3. ~~Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the students' parents request an open session;~~

[2] Evidence may include the relevant past history and student education records.

[3] The person serving the notice shall file a return of service. (OAR 581-021-0070)

[4] When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

4.2. IfIn case the parent or student does not understandhas difficulty understanding the English language or has other serious communication disabilities, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and studenttranslator;

5.3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, and/or parent or other person. The district's attorney may be present;

6.4. The student shall be afforded the right to present theirhis/her version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

7.5. The student shall be permitted to be present and to hear the evidence presented by the district;

8.6. The hearings officer or the student may record the hearing;

9.7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings of as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;

11. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate him or herself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the students' parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

12.8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

a. The name of the minor student;
b. The issues involved, including a student's confidential recordsrecord;
c. The discussion;
d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of~~propose~~ alternative programs of instruction or instruction combined with counseling and document this notification~~to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075

Springfield School District 19

Code: JGEA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JGEA

Alternative Education Programs Related to Expulsion**

Prior to ~~a student leaving school or~~ a student's expulsion, unless the expulsion is for a weapons policy violation, the district will propose in writing to the student or student's parent or guardian, appropriate, accessible alternative education programs as determined by the district. Such alternative education program(s) will consist of instruction or instruction~~programs will be instructional and may be~~ combined with counseling.

The proposal of potential alternative education programs~~alternatives~~ will be hand-delivered or sent by certified mail to assure that the parent or ~~/~~guardian receives it prior to the time of an actual expulsion of the student or the student leaving school.

Appropriate accessible alternative education programs may be either public or private. Programs may be provided by the district as a separate school, evening classes or tutorial instruction. Homebound instruction could be considered an appropriate alternative. The district shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The district shall pay the actual cost of the district-proposed ~~approved~~ private alternative education program or an amount equal to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is less. The district shall provide or pay for transportation.

The district has no obligation to pay for an alternative education program if an emancipated minor or a parent or guardian receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from compulsory attendance.

If a student is not successful in the alternative education program selected or the alternative education programs~~program~~ offered are not accepted by the student and/or parent or guardian, there is no obligation to propose or fund ~~a~~ other alternatives.

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
ORS 339.240
ORS 339.250
ORS 339.252
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-2505
OAR 581-022-2320
OAR 581-023-0006
OAR 581-023-0008

Springfield School District 19

Code: JHC
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JHC

Student Health Services and Requirements**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an importanta ~~major~~ Board responsibility~~concern~~. 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.

The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and 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 shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;

2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and

3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;

2. Health appraisal to include screening for possible vision or hearing problems;

3. Health counseling for students and parents, when appropriate;

[1] For additional delegation requirements, see OAR 851-047-0030.

4. Health-care and first-aid assistance that are appropriately supervised and isolateisolates the sick or injured child from the student body;

5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;

6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;

7. Services for students who are medically fragile or have special health-care needs;

8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the ~~getneral~~ general health of students and employees.

In accordance with the requirements of ~~the~~ federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination[2] or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 336.201
ORS 336.211
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2225

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).
Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

[2] The term "invasive physical examination" as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Springfield School District 19

Code: JHCA/JHCB
Adopted: 9/14/20

Immunization ~~, Physical Examination, Vision Screening/Eye Examination and Dental Screening~~and School Sports Participation**

Immunization

Proof of immunization must be presented at~~prior to~~ the time of initial enrollment[1] in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, ~~or~~ a religious, philosophical beliefs and/or medical exemption or immunity documentation.[2]

~~Physical Examination~~

~~The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their~~ student ~~in the district and when registering them for seventh grade.~~

School Sports Participation

~~All~~ A student~~s~~ participating in extracurricular sports in grades 7 through 12 is~~athletic programs are~~ required to submit to an appropriate ~~the district a~~ School Sports Pre-Participation~~participation~~ Examination[3] ~~form~~ prior to their initial participation in a related district ~~athletic~~ program. The form[4] is to be completed and signed by a parent or guardian ~~and physician~~ giving permission for the student to participate and be signed by a medical provider authorized by law[5] who has examined and evaluated the student. The completed form(s) must be returned to the school office.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation ~~in extracurricular sports~~.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board

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[1] The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

[2] Documentation requirements for exemptions are outlined in ORS 433.267.

[3] The required form is available at , a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041. ~~Form available at http://www.osaa.org/governance/forms~~

[4] The form may be used in either a hard copy or electronic format.

[5] This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.[6] Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;

2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and

3. The student has received a medical release form from a health care professional[7].

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports~~physical~~ examination once every two years, thereafter.

~~**Vision Screening or Eye Examination**~~

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

~~4. A vision screening or eye examination; and~~

~~5. Any further examination, treatments or assistance necessary.~~

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

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

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

~~**Dental Screening**~~

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

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

[6] For more information regarding medical releases for students in grades 9-12, see OSAA rules.

[7] "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

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

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

~~2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or~~

~~3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:~~

~~a. The cost of obtaining the dental screening is too high;~~
~~b. The student does not have access to an approved screener;~~
~~c. The student was unable to obtain an appointment with an approved screener.~~

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

~~1. Student's name;~~

~~2. Date of screening; and~~

~~3. Name of entity conducting the dental screening.~~

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

~~If the district is causing the dental screening to be conducted, the district will follow the requirements of law.~~

END OF POLICY

Legal Reference(s):

ORS 326.580
ORS 336.479
ORS 336.485 - ORS 336.490
ORS 433.235 - 433.280
OAR 333-019-0010
OAR 333-050-0010 - 050-0120
OAR 581-021-0041

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

Springfield School District 19

Code: JHCC
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code: JHCC

Communicable Diseases- Students

(Recommend delete: the requirement for this policy was found in OAR 581-022-2220, which has since been revised and requirement removed in lieu of a new requirement for a Communicable Disease Plan. Refer to policy GBEB and GBEB-AR.)

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When the administrator has reason to suspect that a student has or has been exposed to any restricted disease for which the student is required to be excluded, the administrator involved shall excluded the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the student, who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency procedure plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

END OF POLICY

Legal Reference(s):

ORS 431.150 to -431.157
ORS 433.001 to -433.526
OAR 333-018
OAR 333-019-0010
OAR 333-019-0014
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
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).

Cross Reference(s):

DELETE

Springfield School District 19

Code: JHCCA
Adopted: 2/11/08
Revised/Readopted: 9/14/20
Orig. Code: JHCCA

Students - HIV and HBV, and AIDS**

(Recommend delete: the requirement for this policy was found in OAR 581-022-2220, which has since been revised in lieu of a new requirement for a Communicable Disease Plan.)

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV,HBV, and AIDS.

The district recognizes a student (parent or guardian) has no obligation to inform the district of an HIV, HBV, or AIDS condition and that the student has a right to attend school.

If the district is informed, written guidelines shall be requested of the student (parent/guardian). These guidelines shall include who may have the information, who will give the information, how the information will be given, and where and when the information will be given.

Notification of alternative educational programs shall be made if an HIV, HBV or AIDS student withdraws from school. (Applies to students enrolled in the district and not special education students.)

END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 332.061
ORS 336.187
ORS 336.615 to -336.665
ORS 339.030
ORS 339.250
ORS 433.008
ORS 433.045
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-2060
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
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: JHCCF
Adopted: 6/13/11
Revised/Readopted: 9/14/20
Orig. Code: JHCCF

Pediculosis (Head Lice)

A student
~~Students~~ with a suspected case~~cases~~ of head lice may~~will~~ be referred to designated trained staff~~the school nurse or building administrator~~ for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on ~~appropriate~~ treatment. The student will be allowed to remain in school.

~~The suggested~~ Suggested school measures for head lice ~~control, as provided in~~ issued ~~*Head Lice Guidance published*~~ by the Oregon Department of Education and ~~the~~ Oregon Health Authority will~~, Public Health Division,[1] shall~~ be consulted.~~followed.~~

END OF POLICY

Legal Reference(s):

ORS 433~~.255~~
ORS 433~~.260~~

OAR 333-019~~-0010~~
OAR 437-002~~-0360 -2220~~

OAR 581-022.107

[1] ~~http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx~~

Springfield School District 19

Code: JHCD/JHCDA
Adopted: 9/14/20
Revised/Readopted: 10/10/22
Orig. Code(s): JHCD/JHCDA

Medications**

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis[1], or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them ~~self-prescription~~ self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

A current first-aid and CPR card is required for designated personnel.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for administration of medication at school, either by district personnel ~~to administer,~~ or ~~to permit a~~ student self-administration, if the~~to administer to themselves, a medication when such~~ medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

[1] Under proper notice given to the district by a student or student's parent or guardian.

district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber[2].

A request to the district to administer or allow a student to self-administer nonprescription ~~or a nonprescription~~ medication that is not approved by the Federal~~Food and~~ Drug Administration (FDA) shall include a written order~~signed prescription and treatment plan~~ from the student's~~a~~ prescriber that meets the requirements of law~~or an Oregon licensed health care professional~~.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law[3], is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable~~auto injectable~~ epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

~~4~~Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

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[2] A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

[3] Subject to ORS 109.610, 109.640 and 109.675.

[4] ~~The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.~~

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication. ~~, subject to state law.~~

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if~~when~~ that person in good faith and pursuant to state law, assisted the student in self-administration of the medication~~, subject to state law~~.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages~~,~~ as a result of the use of medication if that person in good faith administers autoinjectable~~auto-injectable~~ epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages ~~when a student or individual is unable to self-administer medication,~~ as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable~~auto-injectable~~ epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 109.610	ORS 433.800 - 433.830	OAR 333-055-0000 -055-0115
ORS 109.640	ORS 475.005 - 475.285	OAR 581-021-0037
ORS 109.675		OAR 581-022-2220
ORS 332.107	OAR 166-400-0010(17)	OAR 851-047-0030
ORS 339.866 - 339.871	OAR 166-400-0060(29)	OAR 851-047-0040

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

Springfield School District 19

Code: JHF
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JHF

Student Safety

The Board directs the development and approval of a comprehensive safety programplan. The programplan is designed to assure every student a safe, healthy environment in which to learn. The programplan will comply with federal, state and local laws and regulations and with Board policy.

Local building safety and health committees will ensure that general safety regulations are reviewed with staff and students, as appropriate, to assure student safety.

Instruction in professional technical courses and other offerings such as science, family and consumer studieshomemaking, art and physical education will include and emphasize accident prevention.

Safety instruction will assist students to:

1. Learn how to work, play and exercise safely, and to prevent accidents;
2. Learn proper procedures to reduce the possibility of accidents;
3. Develop habits of good cleanlinesshousekeeping, proper storage and proper handling of materials;
4. Become familiar with personal protective equipment and the proper clothing to be worn for safety purposes;
5. Develop skills in the safe use of tools and equipment;
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective equipment in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

END OF POLICY

Legal Reference(s):

ORS 329.095 OAR 581-022-2225

Springfield School District 19

Code: JHFA
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JHFA

Supervision of Students**

All students are to be under assigned adult supervision ~~at all times~~ when they are in school, traveling under school auspices or engaging in school-sponsored activities. Personnel~~School personnel~~ assigned ~~to~~ this supervision are expected to act as prudent adults in providing for the safety of students in their charge.

No teacher or other staff member will leave their assigned group unsupervised except in an emergency situation when~~and then only after~~ other arrangements have been made.

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents, guardians or other ~~authorized~~ persons designated by the parents.

END OF POLICY

Legal Reference(s):

ORS 332.072 ORS 332.107

Springfield School District 19

Code: JHFD
Adopted: 2/11/08
Revised/Readopted: 9/14/20
Orig. Code(s): JHFD

Student Vehicle Use

All students who drive ~~cars or other motorized~~ vehicles to school are subject to parking and driving rules developed by the principal.

The district may require all students parking vehicles on district property on a regular basis to show evidence that ~~That~~ the:

1. Student ~~student~~ driving the vehicle holds a valid driver's license;

2. Vehicle~~That the vehicle~~ is currently registered;

3. Student~~That the student~~ driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state;

4. ~~That the v~~Vehicle is in compliance with district rules as specified in the *Student Responsibilities and Rights Handbook*.

Parking privileges will be subject to the specific requirements of this policy and any other applicable policy and/or rules of the district. Schools with district authorization may charge fees for student parking lot. Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules.

The district will post appropriate parking signs.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.445
ORS 339.270
ORS 806.060 to -806.080
OAR 581-021-0050

Springfield School District 19

Code: JHH
Adopted:

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;

2. Identification of the school officials responsible for responding to reports of suicidal risk;

3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;

4. Methods to address the needs of high-risk groups, including:

   a. Youth bereaved by suicide;
   b. Youth with disabilities, mental illness or substance abuse disorders;
   c. Youth experiencing homelessness or out of home settings, such as foster care; and
   d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.

5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:

   a. When and how to refer youth and their families to appropriate mental health services; and
   b. Programs that can be completed through self-review of suitable suicide prevention materials.

6. Supports that are culturally and linguistically responsive;

7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis[1]; and

PROPOSED

[1] "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.[2]

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.343 OAR 581-022-2510

PROPOSED

[2] ODE will provide a list of available programs.

Springfield School District 19

Code: JN
Adopted: 8/13/12
Revised/Readopted: 9/14/20
Orig. Code(s): JN

Student Fees, Fines and Charges**

The Board recognizes the need for student fees to fund certain school activities which are not sufficiently funded by the district.

No student will be denied an education because of an~~their~~ inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees and charges as well as of possible penalties for failure to pay them.

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

The district may waive all or a portion of the debt if one of the following conditions are met:

1. The district determines that the student or the parent or guardian of the student is unable to pay the debt;

2. The payment of the debt could impact the health or safety of the student;

3. The cost to notify the student and ~~his/her~~ parents would cost more than the potential total debt collected relating to the notice; or

4. There are mitigating circumstances as determined by the superintendent~~,~~ or designee, of the district that preclude the collection of the debt.

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute (ORS) 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent or designee will ensure that notice has been provided as required by ORS 339.270.

END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 339.115
ORS 339.155
ORS 339.270

Springfield School District 19

Code: JO/IGBAB
Adopted: 9/24/12
Revised/Readopted: 9/14/20
Orig. Code(s): JO/IGBAB

Education Records/~~Records of Students with Disabilities~~**

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

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

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

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

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

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

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

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

1. Inspect and review the student's records;

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

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent~~.~~ (See Board policy JOB - Personally Identifiable Information);

4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and

5. Obtain a copy of the district's education records policy.

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

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

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

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

Records requested by another district to determine a student's appropriate placement may not be withheld.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 326.580
ORS 339.270
ORS 343.177(3)
OAR 166-400-0010 to -166-400-0065
OAR 581-021-0220 to -0430
OAR 581-022-2260
OAR 581-022-2270

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).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Springfield School District 19

Code: JOA
Adopted: 12/10/12
Revised/Readopted: 9/14/20
Orig. Code(s): JOA

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record~~,~~ which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name;

2. Student's photograph;

3. Participation in officially recognized sports and activities;

4. Weight and height of athletic team members;

5. Degrees, honors, or awards received.

Public Notice

The district will give annual public notice to parents of students in attendance and students ~~who are~~ 18 years of age or ~~are~~ emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student~~,~~ may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name, identifier, institutional email address ~~in a class in which the student is enrolled~~ or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

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).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

Springfield School District 19

Code: JOB
Adopted: 10/13/14
Revised/Readopted: 9/14/20
Orig. Code(s): JOB

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;

2. Name of the student's parent(s) or other family member;

3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;

4. Personal identifier such as the student's social security number or student ID number or biometric record;

5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth and mother's maiden name;

6. Other information alone or in combination that would make the student's identity easily traceable;

7. Other information requested by a person who the district reasonably believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent~~,~~ or the student 18 years of age or older or an emancipated student.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;

2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;

3. To personnel of another school, another district, state regional program or institution of postsecondary education where the student seeks or intends to enroll;

4. To authorized representatives ~~of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State~~

~~Audits Division~~ in connection with an audit or evaluation of federal or state-supported education programs or the enforcement of, or compliance with federal or state -supported education programs or the enforcement of or compliance with federal or state regulations;

5. To personnel determining a financial aid request for the student;

6. To personnel conducting studies for or on behalf of the district;

7. To personnel in accrediting organizations fulfilling accrediting functions;

8. To comply with a judicial order or lawfully issued subpoena;

9. For health or safety emergency;

10. By request of a parent of a student who is not 18 years of age;

11. By request of a student who is 18 years of age or older or emancipated;

12. Because information has been identified as "directory information";

13. To the courts when legal action is initiated;

14. To a court and state and local juvenile justice agencies;

15. A judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependent~~dependency~~ matters;

16. To a caseworker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-015-2000
OAR 581-021-0220 to -0430
OAR 581-022-2260

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).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).

Springfield School District 19

Code: JOC
Adopted: 9/10/07
Revised/Readopted: 9/14/20
Orig. Code(s): JOC

Legal Names of Students

The district will consider requests to use names other than the student's legal name. Such requests, if honored, may be entered into the computer system so long as a cross-referencing system is established to locate the student's records with the student's legal name.

Legal last names will be changed by the district only upon receipt of a copy of a court order.

END OF POLICY

Legal Reference(s):

OAR 581-022-2270

POLICY UPDATE REPORT DATE: December 9, 2024

POLICY UPDATES - SECTION I

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 continue over the next several 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, policies in Section I (Instruction) of the Springfield School Board Policy Manual are now submitted. These policies have undergone preliminary updates and are ready for your input prior to final adoption.

RECOMMENDATION:

It is recommended that the Board of Directors review policies in Section I (Instruction) in preparation for their adoption at the December Board meeting.

SUBMITTED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code: IB
Adopted: 12/14/15
Revised/Readopted: 6/22/20; 1/10/22
Orig. Code(s): IB

Freedom of Expression**

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

Freedom of Student Inquiry and Expression

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

2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

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

Publications K-8, Displays and Productions

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

1. The material is or may be defamatory;

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

3. The material is poorly written, inadequately researched, biased or prejudiced;

4. Whether there is an opportunity for a named individual or named individuals to make a response;

5. Whether specific individuals may be identified even though the material does not use or give names;

6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;

7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

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

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

1. Is libelous or slanderous;

2. Is obscene, pervasively indecent or vulgar;

3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;

4. Constitutes an unwarranted invasion of privacy;

5. Violates federal or state law or regulation; or

6. So incites students as to create a clear and present danger of:

    a. The commission of unlawful acts on or off school premises;
    b. The violation of district policies; or
    c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 336.477	OAR 581-021-0050
ORS 329.025	ORS 339.880	OAR 581-021-0055
ORS 332.072	ORS 339.885	
ORS 332.107	ORS 659.850	

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

Springfield School District 19

Code: IBDJA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IBDJA

Relations with Homeschooled Students**

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

The district will not provide instructional materials, lesson plans or curriculum guides to students being instructed at home.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings. ~~The Board chooses not to provide dual-enrollment to students who are involved in home schooling.~~

The district does not accept home instruction course credit toward graduation requirements.

Homeschooled students may participate in available interscholastic activities at the school within their attendance area if the following requirements are met:

1. The student can meet the district eligibility requirements, except the district or class attendance requirements;

2. The student need not meet class requirements of the voluntary association administering the interscholastic activities;

3. The student must meet one of the following:

    a. The student must achieve the minimum score on an examination from the list adopted by the State Board of Education that places the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. The parent or guardian shall submit the examination results to the district. The student may participate while awaiting test results; or
    b. The district may adopt alternative requirements, in consultation with the parent or guardian, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities.

4. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;

5. The student must reside in the attendance boundaries of the school for which the student participates.

"Interscholastic activities" means, athletics, music, speech and other similar or related activities.

END OF POLICY

Legal Reference(s):

ORS 326.051	ORS 339.450 to -339.460	OAR 581-021-0071
ORS 339.030	OAR 581-021-0026 to -0029	OAR 581-021-0210
ORS 339.035	OAR 581-021-0033	OAR 581-022-2505

Springfield School District 19

Code: IC/ICA
Adopted: 2/11/08
Revised/Readopted: 6/22/20
Orig. Code(s): IC/ICA

School Year/School Calendar

The Board will approve the school year calendar for each year. After Board approval, any modification of the calendar will require Board action.

The superintendent or designee will develop a school calendar that satisfies the requirements of Oregon Administrative Rule 581-022-2320. The calendar will include the number of student days, number of workdays for staff and holidays. The calendar will meet or exceed state requirements including required number of student instructional hours. The starting and ending times for the school day will be established annually by the superintendent or designee.

Any instructional hours lost that causes the district to fall below the state minimum instructional hours, the instructional hours will be made up.

END OF POLICY

Legal Reference(s):

ORS 187.010
ORS 243.650
ORS 332.075(1)(a)
ORS 332.107
ORS 336.010
OAR 581-022-2320

Springfield School District 19

Code: IF
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IF

Curriculum Development

Curriculum development will be facilitated by the instruction department. It will be the responsibility of the instruction department, in conjunction with appropriate grade and/or subject area teachers and building principals, to make recommendations regarding additions, deletions, and modification of the district's instructional program to the assistant superintendent who will advise the Board on needed changes.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250

OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Springfield School District 19

Code: IFCA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IFCA

21st Century Schools Councils

The Board directs the superintendent to encourage community involvement in shared decision making and to foster the collaborative efforts of district personnel, students, parents and community members through 21st Century Schools Councils at each school site.

Additionally, the Board may, as deemed necessary for assisting in the administration of grants or for coordination of districtwide programs, establish a 21st Century Schools Council and/or other special committees at the district level for specific projects or issues.

The establishment and charge of a 21st Century Schools Council shall not interfere with the duties, responsibilities and rights of the duly elected Board.

Building Site Councils

At the school site, 21st Century Schools Councils (also known as building site councils) shall be structured as follows:

1. Building site councils shall be composed of teachers, classified district employees, building principal or designee and parents or guardians of students as required by law. Members of the building site council ~~shall~~ may appoint other parents or guardians of students attending the school and may appoint representatives of the student body and of the community-at-large.

2. Teachers, district employees and any designated representative of the Board who serve on a building site council shall be selected by the direct election of peers under the following conditions:

    a. Not more than half of the members shall be teachers and elected by a majority vote of licensed teachers at the school site~~A majority of the building site council shall be active classroom teachers~~;
    b. Not more than half of the members shall be parents or guardians of students attending the respective school and selected by parents of students attending the school;
    c. The principal of the school or the principal's designee shall be a member of the building site council~~.~~;
    d. At least one member will be a ~~C~~classified employee ~~council members~~and shall be elected by a majority vote of classified employees at the school site.

Terms

Terms of service for building site council members will be determined by the council with final approval by the superintendent.

Council Duties

To the extent practicable and within the parameters established above, building site councils shall be responsible for the development and implementation of a plan to improve the professional growth and career opportunities of the school staff, the improvement of the school's instructional program and the development and coordination of the school improvement program at the school site as provided by Oregon Revised Statutes and Oregon Administrative Rules.

~~Additional duties may be assigned by the superintendent~~The superintendent may assign additional duties.

Limitation of Council Authority

Site councils may request a waiver of Board policy. Waiver requests must be submitted in writing to the superintendent. The superintendent will submit the waiver request and ~~his/her~~ a recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and effective schooling tenets.

No council shall have the authority to override an action of administrative rule/regulation, administrative decision, or Board policy. Council decisions may not abrogate any provision of district labor agreements or law. All site council decisions are subject to superintendent and Board review and approval, respectively.

Public Meetings Law

Building site councils shall follow the meeting notice and record keeping requirements of ~~the~~ Public Meetings Law.

END OF POLICY

Legal Reference(s):

ORS 192.660 to -192.690
ORS 243.650
ORS 243.782
ORS 329.125
ORS 329.704
OAR 581-020-0100 to -0115
OAR 581-020-0125
OAR 581-020-0130

Springfield School District 19

Code: IFD
Adopted: 6/25/0
Revised/Readopted: 6/22/20
Orig. Code(s): IFD

~~Curriculum Adoption~~Course Approval

Recommendations to add new courses or programs or to delete existing courses or programs shall be consistent with district and course goals and must be approved by the assistant superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.075
ORS 332.107
ORS 336.035
OAR 581-022-2000
OAR 581-022-2030

Springfield School District 19

Code: IGAEB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGAEB

Drug, Alcohol and Tobacco Prevention, Health Education**

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

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

Drug Prevention Program

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

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

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

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

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

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

placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

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

The district will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 163.575
ORS 336.067
ORS 336.222
ORS 339.873
ORS Chapter 475

OAR 581-011-0052
OAR 581-015-2000
OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2050
OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2070
OAR 581-015-2075
OAR 581-015-2205
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2240
OAR 581-015-2325
OAR 581-015-2410
OAR 581-015-2415
OAR 581-015-2420
OAR 581-015-2425
OAR 581-015-2430
OAR 581-015-2435
OAR 581-015-2440
OAR 581-015-2600
OAR 581-015-2605
OAR 581-021-0050
OAR 581-021-0055
OAR 581-022-2030
OAR 581-022-2045

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).
Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Springfield School District 19

Code: IGAI
Adopted: 6/22/20
Orig. Code(s): IGAI

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

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

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

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

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

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.474
ORS 339.370 - 339.400
OAR 581-021-0009
OAR 581-021-0593
OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

Springfield School District 19

Code: IGBA
Adopted: 6/25/12
Revised/Readopted: 6/22/20
Orig. Code(s): IGBA

Students with Disabilities - Child Identification Procedures

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

1. Highly mobile, such as migrant and homeless children;

2. Wards of the state;

3. Native American[1] ~~Indian~~ preschool children living on reservations;

4. Suspected of having a disability even though they are advancing from grade to grade;

5. Home schooled;

6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;

7. Attending a public charter school located in the district;

8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and

9. Above the age of compulsory school attendance~~,~~ who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

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

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

[1] The Individuals with Disabilities Education Act uses the term "Indian."

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

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 - 339.137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-2315
ORS 343.221	OAR 581-015-2085	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Springfield School District 19

Code: IGBAC
Adopted: 1/28/08
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAC

Special Education - Personnel

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

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

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

END OF POLICY

Legal Reference(s):

OAR 584-220-0180 OAR 584-220-0185

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3) (2012).
Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207 (2017).

Springfield School District 19

Code: IGBAD
Adopted: 1/08/96
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAD

Special Education - Parent Involvement**

The district will provide opportunities for participation and consultation in the educational program to parents or guardians of students with disabilities. The district shall establish and facilitate a local advisory council on special education consisting primarily of parents of students being served in special education.

END OF POLICY

Legal Reference(s):

ORS 343.650
ORS 343.660
OAR 581-015-21900750

~~No Child Left Behind Act of 2001~~Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~20062~~2018).

Springfield School District 19

Code: IGBAE
Adopted: 4/27/09
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAE

Special Education - Participation in Regular Education Programs

The district ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

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

END OF POLICY

Legal Reference(s):

ORS 343.223

OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2050
OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2065

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

Springfield School District 19

Code: IGBAF
Adopted: 6/25/12
Revised/Readopted: 6/22/20
Orig. Code: IGBAA

Special Education - Individualized Education Program (IEP)**

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

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

END OF POLICY

Legal Reference(s):

ORS 343.068
ORS 343.151
ORS 343.155
ORS 343.321 - 343.333

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 - 300.6, 300.22 - 300.24, 300.34, 300.43, 300.105 - 106, 300.112, 320.325, 300.328, 300.501 (2012).

Springfield School District 19

Code: IGBAG
Adopted: 4/27/09
Revised/Readopted: 6/22/20
Orig. Code: IGBAG

Special Education - Procedural Safeguards**

Procedural Safeguards – General

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

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

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

Procedural Safeguards Notice

1. The district provides to parents a copy of the Procedural Safeguards Notice, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the~~upon any other~~ parent requests a copy~~request~~. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

2. The district provides the Procedural Safeguards Notice in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult~~adult~~ Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.

2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:

    a. States the purpose, time~~,~~ and place of the meeting and who is invited to attend;
    b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
    c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
    d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
    e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:

        (1) Indicates that the student will be invited; and
        (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).

3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:

    a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
    b. Scheduling the meeting at a mutually agreed upon time and place.

4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate~~participation~~, including, but not limited to, individual or conference phone calls, virtual meeting, or home visits.

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

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their

child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.165
ORS 343.173
ORS 343.177
ORS 343.181

OAR 581-001-0005
OAR 581-015-2000
OAR 581-015-2030
OAR 581-015-2090
OAR 581-015-2095
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2305
OAR 581-015-2310
OAR 581-015-2325
OAR 581-015-2330
OAR 581-015-2345
OAR 581-015-2360
OAR 581-015-2385

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.

Cross Reference(s):

JGDA - Discipline of Students with Disabilities

Springfield School District 19

Code: IGBAH
Adopted: 6/25/12
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAH

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

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

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

1. Highly mobile, such as children in a migrant environment or experiencing houselessness~~migrant and homeless children~~;

2. Wards of the state;

3. Native American[1] ~~Indian~~ preschool children living on reservations;

4. Suspected of having a disability even though they are advancing from grade to grade;

5. Home schooled;

6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) ~~school~~ located within the boundaries of the district;

7. Attending a public charter school located in the district;

8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and

9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

[1] The Individuals with Disabilities Education Act uses the term "Indian."

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for early intervention/early childhood special education~~Early Intervention/Early Childhood Special Education~~ (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);

2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and

3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;

2. Determining that a child continues to have a disability;

3. Changing the child's eligibility;

4. Providing special education and related services;

5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

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

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

1. Selected and administered so as not to be racially or culturally discriminatory;

2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;

3. Used for purposes for which assessments or measures are valid and reliable;

4. Administered by trained and knowledgeable personnel; and

5. Administered in accordance with any instructions provided by the producer of such assessments.

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

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

The district conducts re-evaluations:

1. When the educational or related service needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;

2. When the child's parents or teacher requests a re-evaluation; and

3. At least every three years, unless thatthe parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year~~,~~ unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.157
ORS 343.164
OAR 581-015-2000
OAR 581-015-2095
OAR 581-015-2105 - 2190

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Springfield School District 19

Code: IGBAI
Adopted: 4/27/09
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAI

Special Education - Private Schools

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

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

If a student with a disability has a free appropriate public education available ~~to them~~ and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

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

END OF POLICY

Legal Reference(s):

ORS 343.155
OAR 581-015-2080
OAR 581-015-2085
OAR 581-015-2265
OAR 581-015-2270
OAR 581-015-2280
OAR 581-015-2450
OAR 581-015-2455
OAR 581-015-2460
OAR 581-015-2470
OAR 581-015-2480
OAR 581-015-2515
OAR 581-021-0029

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

Springfield School District 19

Code: IGBAJ
Adopted: 2/24/14
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAJ

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:

   a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they are advancing from grade-to-grade;
   b. Who have not graduated with a regular high school diploma;
   c. Who have been suspended or expelled in accordance with special education discipline provisions; or
   d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.

2. The district determines residency in accordance with Oregon law.

3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.

4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood, or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.

6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.

7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

ORS 338.165 ORS 339.115 ORS 343.085

ORS 343.224	OAR 581-015-2050	OAR 581-015-2605
OAR 581-015-2020	OAR 581-015-2075	OAR 581-021-0029
OAR 581-015-2035	OAR 581-015-2530	
OAR 581-015-2040 - 2065	OAR 581-015-2600	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

Springfield School District 19

Code: IGBAK
Adopted: 4/27/09
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAK

Special Education - Public Availability of State Application

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

1. In complying with this requirement, the district does not release or make public personally identifiable information.

2. Information available for public review includes, but is not limited to:

    a. How the district implements policies, procedures, and programs for special education, consistent with state and federal requirements;
    b. Performance of students with disabilities on statewide assessments;
    c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
    d. District achievement of performance targets established in the State Performance Plan (SPP);
    e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:

        (1) Identifying the excess costs of educating students with disabilities;
        (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort (MOE)); ~~and~~
        (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or Every Student Succeeds Act (ESSA);
        (4) Documenting the annual district application for IDEA funds; and
        (5) Reporting of official audits, complaints, and due process hearings.

    f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2017).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1413, 1418 (2012).

Springfield School District 19

Code: IGBAL
Adopted: 3/06/06
Revised/Readopted: 6/22/20
Orig. Code(s): IGBAL

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

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

1. The student remains eligible for special education; and

2. The student is exempt from compulsory education as a home-schooled student; and

3. The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s):

ORS 339.020
ORS 339.030
ORS 339.035
ORS 343.165

OAR 581-015-2080
OAR 581-015-2130 to 2190
OAR 581-015-2210
OAR 581-015-2310

OAR 581-015-2315
OAR 581-021-0026 to -0029

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

Springfield School District 19

Code: IGBB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBB

Talented and Gifted Program and/or Services**

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

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

~~1.A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students.~~
The district will develop a written plan of instruction for talented and gifted students in accordance with law.

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

Complaints regarding programs and/or services can be filed in accordance with Board policy KL – Public Complaints. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.407 - 343.413
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Springfield School District 19

Code: IGBBA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBBA

Talented and Gifted Students- Identification**

In order to serve talented and gifted ("TAG") students in grades K through 12 the district directs the superintendent or designee after due consideration of the input of staff, parents, and the community to establish ana ~~written~~ identification process.

This process of identification shall include at~~as~~ a minimum:

~~1. Behavioral, learning and/or performance information.~~

~~2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students.~~

~~3. A nationally standardized academic achievement test for assistance in identifying academically talented students.~~

~~4. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.~~

~~5.~~1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

~~6.~~2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

~~7.~~3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

a. Students who are racially/ethnically diverse;
b. Students experiencing disability;
c. Students who are culturally and/or linguistically diverse;
d. Students experiencing poverty; and
e. Students experiencing high mobility.

~~8.~~4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

~~9.~~5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria may be identified.~~

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through Board policy KL - Public Complaints. ~~After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction.~~

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Springfield School District 19

Code: IGBBC
Adopted: 10/10/11
Revised/Readopted: 6/22/20
Orig. Code(s): IGBBC

Talent and Gifted-Programs and Services**

(With the update of IGBB and IGBBA, this policy is not needed.)
A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a students' access to appropriate services and will develop program and service options.

The Board has established an appeals process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration. The appeal process is identified in administrative regulation KL-AR Public Complaint Procedure.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted.

This complaint procedure, Policy KL-AR Public Complaint Procedure, is available at the district's administrative office and on the home page of the district's website.

END OF POLICY

Legal Reference(s):

~~OAR 581-002-0040~~ ~~OAR 581-022-2330~~ ~~OAR 581-022-2500~~
OAR 581-022-2325 OAR 581-022-2370

Springfield School District 19

Code: IGBC
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement**

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

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

Parents and family shall be informed of their right to be involved in the development of the district's parental and family engagement policy, Title IA district and school plans and the school-parent compacts.

Parental and Family Engagement Policy

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA~~I A~~ plan, and the development of support and improvement plans.

2. Coordination, technical assistance~~,~~ and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance.

3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.

4. Coordination and integration of parental and family engagement strategies with appropriate programs as provided by law.

5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.

6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.

8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high-quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes~~promote~~ the improvement of student achievement.

The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.

2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

3. How the district will use effective parental involvement practices.

4. The poverty criteria to select school attendance areas for participation.

5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).

6. The services provided to ~~homeless~~ children and youth experiencing houselessness.

7. Effective parent and family engagement strategies used by the district.

8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.

9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.

10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.

11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.

13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.

2. Involves parents and family members in the planning, review and improvement of programs under Title IA.

3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's~~state's~~ academic standards and student academic achievement standards, Title IA plan requirements, state~~,~~ and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.

4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

5. Shall educate teachers, student services personnel, principals~~,~~ and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

6. Shall, to the extent feasible and appropriate~~possible~~, coordinate and integrate parent involvement programs and activities with other Federal, State~~federal, state~~ and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.

7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and ~~in a~~ language the parents can understand.

8. May involve parents in the development of training of teachers, principals~~,~~ and other educators to improve the effectiveness of such training.

9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.

10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare~~child-care~~ costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).

11. May train and support parents to enhance the involvement of other parents.

12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.

14. May develop appropriate roles for community-based organizations and businesses in parentparental-involvement activities.

15. May adopt and implement model approaches to improving parental involvement.

16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

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

1. Describe the school's responsibility to provide high -quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's~~state's~~ academic achievement standards.

2. Describe the ways in which each parent will be responsible for supporting their student's learning.

3. Address the importance of ongoing communication between teachers and parents through:

    a. Annual parent-teacher conferences at the elementary school level; and
    b. Frequent reporting to parents on their student's progress.

The district shall~~,~~ provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students,~~.~~ to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

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

END OF POLICY

Legal Reference(s):

ORS 343.650 ORS 343.660 OAR 581-037-0005 to -0025

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Springfield School District 19

Code: IGBG
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBG

Homebound Instruction

Instruction will be provided to any student whose health or impairment will, as substantiated by a physician's statement, ~~when appropriate, will~~ cause the student to be absent from school for at least 10 consecutive school days and who can benefit educationally from such instruction.

The amount of instructional service provided will be at the district's discretion and be related to each student's educational needs and physical and mental health.

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
OAR 581-021-0071
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2505

Springfield School District 19

Code: IGBHA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHA

Alternative Education Programs**

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

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of ~~all~~ alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district's alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A public and private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable.

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

The district shall pay the actual cost of an alternative education program ~~cost~~ or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less. The district is not obligated to provide or pay for transportation. ~~The district will enter into a written contract for a district approved district approved private alternative education programs. As required by law. When contracting~~ with a private alternative education program, the district's contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.014
ORS 336.175
ORS 336.615 - 336.665
ORS 339.030
ORS 339.250
OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071

OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Springfield School District 19

Code: IGBHB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHB

Establishment of Alternative Education Programs

The assistant superintendent will develop ~~in-district~~ alternative education program options~~programs~~ in compliance with Oregon law~~Administrative Rules and Oregon Revised Statutes~~.

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;

2. For students who have not met or who have exceeded all of Oregon's academic content standards;

3. When necessary to meet a student's educational needs and interests;

4. To assist students in achieving district and state academic content standards;

5. When a public or private alternative education program is not readily available or accessible.

Alternative education programs implemented by the district are to maintain learning options~~situations~~ that are flexible with regard to environment, time, structure, and pedagogy.

The examples of alternative education program options available ~~district programs~~ could include:

1. A separate school;

2. Evening classes;

3. Tutorial instruction;

4. Small group instruction;

5. Large group instruction;

6. Personal growth and development instruction;

7. Counseling and guidance;

8. Computer-assisted instruction;

9. Professional technical program or ~~C~~career technical education;

10. Cooperative work experience and/or supervised work experience, in accordance with the student's educational goals;

11. Instructional activities provided by institutions accredited by the Northwest Accreditation Commission;

12. Supervised community service activities performed as part of the instructional program;

13. Supervised independent study in accordance with a student's educational goals; and

14. The district's Expanded Options Program.

The assistant superintendent will develop an administrative regulation for parents or guardians to establish an alternative education program.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 339.250
ORS Chapter 340
OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Springfield School District 19

Code: IGBHC
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHC

Alternative Education Notification**

General notification of the alternative education program law and the availability of existing alternative education programs shall be contained in the *Student Responsibilities and Rights Handbook* distributed each year.

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

1. When two or more severe disciplinary problems occur within a three-year period (Severe disciplinary problems will be defined in the student code of conduct.);
2. When attendance is so erratic the student is not benefitting from the educational program (Erratic attendance will be defined on a case-by-case basis.);
3. When an expulsion is being considered for reasons other than a weapons policy violation;
4. When a student is expelled for reasons other than a weapons policy violations~~;~~
5. When a student or the student's parent or legal guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis.

A written notification shall be hand-delivered or sent by certified mail. Parents or guardians shall receive individual notification prior to an actual expulsion.

The written notification shall include, but is not limited to:

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

The notice will be provided in a language ~~that~~ the parent or guardian can understand.

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

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 339.250

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-021-0076

OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Springfield School District 19

Code: IGBHD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHD

Program Exemptions**

~~The Board may excuse students from a state-required program or learning activity for reasons of religion or disability~~

~~An alternative education program or activity for credit may be provided.~~

~~The procedures to establish an alternative education program and alternative credit shall be developed by the superintendent or designee.~~

The district may excuse students from a state-required program or learning activity for reasons of religion, disability[1] or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal.

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

Legal Reference(s):

ORS 336.035(2)	ORS 336.635	OAR 581-021-0071
ORS 336.465		OAR 581-022-2050
ORS 336.615	OAR 581-002-0035	OAR 581-022-2110
ORS 336.625	OAR 581-021-0009	OAR 581-022-2505

[1] If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

Springfield School District 19

Code: IGBHE
Adopted: 10/08/12
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHE

Expanded Options Program

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program.

A student is eligible for the ~~Expanded Options Program~~EOP if the student:

1. ~~(1) is~~ Is 16 years of age or older at the time of enrollment in a course under the EOP;

2. Is ~~(2) is~~ in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;

3. Has ~~(3) has~~ developed an educational learning plan;

4. Has ~~and (4) has~~ not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and

5. ~~(5) is~~Is not a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students~~students' parents~~ of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school,~~dropout~~ of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment, and materials;

2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;

4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and

6. District timelines affecting student eligibility and duplicate course determinations~~;~~.

~~7. Exclusion of duplicate courses as determined by the district;~~

~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;~~

~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary school; and~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the~~their~~ intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school~~dropout~~ has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and

2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP~~Expanded Options Program~~ in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible~~a~~ post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the

appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

~~Expanded Options Program~~ Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be ~~is~~ 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible ~~credit hour cap the district shall~~ students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced ~~price~~ lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible~~a~~ post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to~~using an appeals process adopted by~~ the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible~~a~~ post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees~~, and the costs of~~ textbooks, equipment~~,~~ and materials.

Waiver

A district may request an EOP~~a~~ waiver from the Superintendent of Public Instruction[1] if compliance with the EOP

1. ~~Compliance~~ would adversely impact the finances of the district~~;~~ or if all conditions identified in ORS 340.083(1)(b)[2] exist.

[1] Oregon Department of Education

[2] [The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;

2. ~~Accelerated programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally-developed program that offers Accelerated College Credit to their respective high school student).~~

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment~~,~~ or materials purchased by the student that are required for an eligible~~a~~ post-secondary course. All textbooks, fees, equipment~~,~~ and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible~~a~~ student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian ~~parents~~ and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;

3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and

4. Immediate notification to the district of any complaint made by the parent or guardian~~parents~~ of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

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2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
   a. All at-risk students who are eligible students to participate in the programs;
   b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
   c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.]

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 - 336.665
ORS Chapter 340

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Springfield School District 19

Code: IGBI
Adopted: 6/10/13
Revised/Readopted: 6/22/20; 1/10/22
Orig. Code(s): IGBI

Bilingual Education**

Students whose primary language is other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

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

END OF POLICY

Legal Reference(s):

ORS 336.079 OAR 581-021-0046 OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Springfield School District 19

Code: IGD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGD

Cocurricular/Extracurricular Activities

Cocurricular/Extracurricular activities will be organized, supervised activities conducted under the sponsorship of the district.

Cocurricular/Extracurricular activities are considered to be any activity such as, but not limited to, student government, contests, athletics and clubs. Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities and the district's student code of conduct.

These rules are to be followed and enforced by activity coaches or advisors. Offenses will be handled by district-approved procedures.

Students who represent the school in voluntary activities may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

Activity advisors or coaches who issue any additional rules for individual activities must obtain approval from the superintendent or designee prior to allowing participation.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Havercamp v. Unified Sch. Dist. No. 380, 689 F. Supp. 1055 (D. Kan. 1986)
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Springfield School District 19

Code: IGDA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGDA

Student Organizations

The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related.

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

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

END OF POLICY

Legal Reference(s):

ORS 339.880
ORS 339.885
OAR 581-021-0050
OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Springfield School District 19

Code: IGDB
Adopted: 12/14/15
Revised/Readopted: 6/22/20
Orig. Code(s): IGDB

Student Publications

District Sponsored K-8 Only

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit, and publish them. Staff advisors will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation.

Students may be required to submit publications for approval prior to distribution. When approval is required, school administrators must make available to students the standards which will be used to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific rules setting forth the time, manner, and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution rules will be granted procedural due process rights.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
ORS 339.880
OAR 581-021-0050
OAR 581-021-0055

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Springfield School District 19

Code: IGDD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGDD

Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances when such performances contribute to educational process objectives and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the principal;

2. The number of absences of any one particular performing group will be monitored to provide educational continuity for students;

3. Students participating in a performance will conduct themselves in accordance with the *Students' Responsibility and Rights Handbook* adopted by the district;

4. Performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students.

Student groups may participate in district activities and with groups in the community upon the approval of the principal. Proceeds given to students ~~Students will not be paid~~ for participating or performing will be placed in student activity accounts to support program activities ~~when they represent the district~~.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
OAR 581-021-0050
OAR 581-021-0055

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Springfield School District 19

Code: IGDF
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGDF

Student Fund-Raising Activities

Students may carry out fund-raising activities in which no outside fund-raising agency or contract utilized, with permission of the principal and under the direct supervision of the appropriate adviser. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval from the superintendent or designee. ~~All fund raising must be approved by the superintendent or designee and supervised by the appropriate adviser.~~

Activities that include fund raising for charitable or other causes not relating to school activities, must obtain prior approval from the superintendent or designee.

A student or staff member may not solicit funds in the name of a school in the district or in the name of the district through the use of internet-based or crowd-funding types of fund raising, without the approval of the superintendent or designee.

Fund-raising projects involving the sale of products must also be approved by the activity sponsor and by the principal before the activity is initiated. Solicitation of funds is expressly prohibited without the superintendent's or designee's consent.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

END OF POLICY

Legal Reference(s):

ORS 336.423
ORS 339.880
OAR 137-025-0020 to -0530
OAR 581-022-2260(2)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).

Springfield School District 19

Code: IGDG
Adopted: 6/25/0
Revised/Readopted: 6/22/20
Orig. Code(s): IGDG

Student Activity Funds

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

Student activity funds will be collected and expended for the purpose of supporting the district's co-curricular/extracurricular activities program.

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

The superintendent or designee and/or the building administrator will be responsible for administering student activity funds.

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

All student activity funds will be receipted and deposited according to district policy and acceptable accounting procedures. All activity accounts will be audited.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565 ORS 328.441 to -328.470 OAR 581-022-2260(2)

Springfield School District 19

Code: IGDJ
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGDJ

Interscholastic ~~Athletics~~Activities**

The Board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's ~~high school~~ activities programs and events[2] shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules~~,~~ and regulations of the district and any associated voluntary organization[3].~~of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions~~.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:

    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.

2. Maintains a transparent complaint process that:

    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

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[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

[2] ~~This applies to only OSAA-sanctioned activities and events.~~

[3] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{[4]}The district shall allow homeschooled students that reside in the district, ~~and~~ students eligible to attend~~attending a public charter~~ school and enrolled in a high school equivalency program[5] that reside in the district, and students who reside in the district and attend a public charter school which does not provide interscholastic activities, the opportunity to participate in available interscholastic activities ~~at the school within their attendance area~~ when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the~~OSAA~~ rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if~~OSAA as~~ required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization~~OSAA~~ will be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

[4] {This policy content is required practice but is not required policy language.}

[5] "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

Employees, volunteers, or students in violation of such policies,~~OSAA~~ rules and/or regulations will be required to remunerate the district in the event ~~of~~ fines are assessed ~~by OSAA~~ as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 - 339.460
OAR 581-015-2255
OAR 581-021-0045 – 0049
OAR 581-022-2308(2)
OAR 581-026-0005
OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Springfield School District 19

Code: IGDK
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGDK

Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

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

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise monies for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials, or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. District staff will not advise parents regarding selection of such trips or tours for their students. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their students. Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS 332.107
ORS 339.880
OAR 581-021-0045

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985).

Springfield School District 19

Code: IIABB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IIABB

Use of Feature Films or Videos**

The Board recognizes ~~that~~ the showing of commercially produced and rated feature films and videos~~, hereafter called feature films,~~ may have a legitimate purpose in a~~the~~ school's educational program. Since the content of these feature films or videos customarily is designed for general audience viewing, the Board believes ~~feels that~~ certain precautions should be taken to ensure ~~that~~ the showing of ~~a~~ particular films~~film~~ or videos~~video~~ is consistent with the educational values espoused by the district.

All copyright laws must be followed.

The Board directs the superintendent or designee to develop procedures for the use of feature films that include:

1. Prior administrative approval for all non-G rated or non-rated films;

2. Written notice sent to parent(s) or guardian(s) before a student may view a film rated other than G;

3. Opportunity for a parent or guardian to preview any non-G rated film must be provided in advance of showing it in the classroom;

4. Appropriate alternative educational activities must be provided for students whose parent or guardian denies consent;

5. The use of R-rated materials will be permitted in very limited situations for high school students only with the above approvals and prior written parental consent;

6. The use of PG-13 materials will be permitted for use in limited situations for middle school students only with the above approvals and prior written parental consent;

7. The use of X-rated and/or NC-17 materials is expressly prohibited.~~;~~

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: IIAD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IIAD

Special Interest Materials

In general, supplementary printed materials from non-school sources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses and are timely.

Printed materials from non-school sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing non-school materials to homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the principal even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

ORS 332.072 ORS 339.880

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Springfield School District 19

Code: IIBGA
Adopted: 10/10/11
Revised/Readopted: 6/22/20
Orig. Code(s): IIBGA

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of teaching and learning.~~

The district's electronic communications system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

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

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;

2. Educating minors about appropriate online behavior, including cyberbullying~~cyber-bullying~~ awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;

3. Monitoring the online activities of minors;

4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;

5. Ensuring the safety and security of minors when using e-~~electronic~~ mail, social media, chat rooms and other forms of direct electronic communication~~communications~~;

6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and

8. Installing measures designed to restrict minors' access to materials harmful to minors.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C.§§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

{[1] If the district allows staff to download and store district proprietary information, including personally recognizable information about district students or staff, OSBA recommends including this content and an indicated related item in the model administrative regulation. See #3 on page 2 of model sample administrative regulation IIBGA-AR.}

Springfield School District 19

Code: IICA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IICA

Field Trips and Special Events**

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular or co-curricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational, social, and cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and, the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool. To protect the safety and welfare of students involved, at least one school employee, other than the transportation employee, must have current training in anaphylaxis and other medical treatment procedures and protocols and a current first-aid card.

Written parental ~~field trip~~ permission must be obtained annually. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop rules~~regulations and guidelines~~ to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules~~regulations~~ will reinforce district policy in areas such as alcohol, ~~and~~ tobacco and unlawful drug use, procedure~~procedures~~ to be used in cases of illness or accident, and methods for communicating with administrators and parents in discipline and emergency situations.

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

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 to -339.250

Springfield School District 19

Code: IICC
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of district programs are valuable assets. The Board encourages constructive participation of volunteers in the district to perform appropriate tasks during and after school hours under the direction and supervision of professional staff.

The administration is responsible for the recruitment, use, coordination, training, and recognition of volunteers. Volunteers who may have direct unsupervised contact with students shall be subject to criminal records checks in accordance with state law and district procedures. Volunteers will annually ~~will~~ complete a volunteer application form that will be kept by the building administrator.

Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is discouraged.

Nonexempt employees[1] may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services[2] as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.[3]

END OF POLICY

Legal Reference(s):

ORS Chapter 243
ORS 326.607
ORS 332.107
ORS 339.372
OAR 581-021-0510 – 021-0512
OAR 839-020-0005

[1] There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative, or professional duties at least 50% of the employee's time.

[2] Instructional assistant duties are generally viewed to be the same type of service, supervising, and instructing students, as coaching.

[3] Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district-sponsored activities for FLSA district impact.

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Springfield School District 19

Code: IK
Adopted: 4/23/12
Revised/Readopted: 6/22/20
Orig. Code(s): IK

Academic Achievement**

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

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

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

1. Parents will be informed at least three times a year, of their student's progress in school;

2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;

3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff ~~also~~ will show whether the student is achieving course requirements at~~provide a realistic appraisal of~~ the student's current grade level~~standing in relation to their peers~~;

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

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

Springfield School District 19

Code: IKA
Adopted: 8/13/12
Revised/Readopted: 6/22/20
Orig. Code(s): IKA

Grading System

The district's reporting~~grading~~ system shall be based on Board-adopted course content and clearly show the student and parent whether the student is achieving course requirements at the student's current grade level or course content level; shall be based on the student's progress toward mastery of a continuum of academic knowledge and skills; and may be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grades.

Letter grades will be used in the district.

Grading will be conducted on a semester or trimester basis. Grades will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions.

At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

END OF POLICY

Legal Reference(s):

ORS 329.485 OAR 581-021-0022 OAR 581-022-2270

Springfield School District 19

Code: IKAC
Adopted: 6/22/20
Orig. Code(s): IKAC

High School Classes for Pre-Grade 9 Students

The district encourages students to perform at the highest level possible in their course work. Recognizing that some middle school age students are able to master existing high school curriculum, it is the policy of the district to allow grade 6 through 8 students, who are qualified, to take designated high school classes/courses. High school credit may be granted, if students taking pre-grade 9 courses, are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school classes.

The district will allow the granting of such credit to be used to reduce below 24 the units of credit to be completed in grades 9 through 12 for high school graduation.

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Springfield School District 19

Code: IKAD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code: IKAD

Grade Reduction/Credit Denial

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

1. The teacher will identify and inform parents and students how the attendance and class participation is related to the instructional goals of the subject or course;

2. The district's procedures will include due process for the student when the grade is reduced, or credit denied for attendance rather than academic reasons;

3. The reasons for nonattendance are considered and the grade is not reduced, or credit denied based upon absences due to:

    a. Religious reasons;
    b. A student's disability; or
    c. An excused absence, as determined by the district's policy.

END OF POLICY

Legal Reference(s):

ORS 339.280

Springfield School District 19

Code: IKE
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IKE

Promotion and Retention of Students**

The Board is dedicated to total and continuous development of each student enrolled. The professional staff areis expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students will normally progress annually from grade to grade.

A student who cannot demonstrate proficiency in each subject area or who are not making adequate progress toward demonstrating proficiency in their grade levels, may be considered for retention.

A student may be considered for promotion if the student has satisfied the requirements for the student's current grade level.

A recommendation for retention or promotion of a student will be made only after prior notification and explanation to the student's parent or guardian.

The final decision for promotion or retention will rest with the level director.

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Springfield School District 19

Code: IKH
Adopted: 4/13/15
Revised/Readopted: 6/22/20
Orig. Code(s): IKH

Credit for Proficiency

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

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

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-2030;

2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;

3. Successfully passing an appropriate exam;

4. Providing a collection of work or other assessment evidence; or

5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

The Board directs the superintendent to establish criteria for granting proficiency credit.

END OF POLICY

Legal Reference(s):

ORS 329.885
ORS 332.107
ORS 336.615 - 336.665
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2010
OAR 581-022-2025
OAR 581-022-2310
OAR 581-022-2505
OAR 581-023-0008

Springfield School District 19

Code: IL
Adopted: 6/13/11
Revised/Readopted: 6/22/20
Orig. Code(s): IL

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state~~,~~ and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills and~~ to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

2. ~~Assessment of Essential Skills;~~

~~3.~~2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;

~~4.~~3. Assessments by individual teachers;

~~5.~~4. Other~~Optional~~ schoolwide and grade levelwide~~level-wide~~ assessments~~, as recommended by the superintendent and as approved by the Board~~.

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

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified ~~as in need of improvement, corrective action or restructuring~~ by the Oregon Department of Education (ODE) will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Discrimination complaints shall be processed in accordance with established procedures.

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

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form[1] to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices[2] and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

~~A student may opt-out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law..~~

The superintendent or designee shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 329.479
ORS 329.485
ORS 336.187
ORS 659.850

OAR 581-021-0009
OAR 581-021-0030
OAR 581-022-2030
OAR 581-022-2060
OAR 581-022-2100
OAR 581-022-2110
OAR 581-022-2115

OAR 581-022-2250
OAR 581-022-2270
OAR 581-022-2310
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

[1] Oregon Department of Education page for: 30-day notice and opt-out form

[2] Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

Springfield School District 19

Code: IMB
Adopted: 6/10/13
Revised/Readopted: 6/22/20
Orig. Code(s): IMB

Student Achievement Program

Schools should be safe, respectful, and welcoming settings for all students, families, and staff. Research results indicate that both academic and social gains for students improve when schools establish a positive, predictable social and rigorous academic culture.

Rigorous academic instruction includes:

1. Universal supports;
2. Evidence-based curriculum;
3. Unambiguous instruction/precision teaching;
4. Adequate intensity;
5. System for positive feedback;
6. System for timely error correction;
7. Universal screening;
8. Collect information 2-4 times per year;
9. Use of data for decision-making;
10. Evidence-based continuum of support;
11. Targeted supports for “at-risk” students;
12. Tertiary/intensive, individualized supports for students with significant needs;
13. Progress monitoring;
14. Fidelity monitoring.

Achieving a positive social culture as well as a rigorous learning environment requires active and consistent investment. Teachers find that the time spent implementing behavior systems and effective instructional practices are amply repaid with increased student achievement and a more pleasant learning environment.

The following features are minimal characteristics of schools that promote and sustain a positive social and academic culture:

1. A small number of positively stated behavioral expectations are defined;

2. The behavioral expectations are taught to all students each year;

3. Staff actively acknowledges students for engaging in the behavioral expectations;

4. A system is defined for monitoring and correcting behavioral errors, and is used consistently by all staff in the school;

5. Information is collected on office discipline referrals, suspensions, and expulsions. This information is available to, and used by, the administrators, related services personnel, behavior support team and staff on a regular basis;

6. The school improvement team has a process for:

    a. Assessing the extent to which best practice procedures for behavior support are being used in the school;
    b. Monitoring the behavior of students in the school; and
    c. Using information for on-going action planning.

7. Discrimination, harassment, bullying, and intimidation are not tolerated. Policies and procedures are in place and routinely used for accepting reports, developing safety plans for targeted students who report incidents, changing the behaviors of involved students and documentation of reports, incidents and actions taken.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts. School improvement efforts should include a goal addressing the student climate of the school and the academic achievement of the school and a process for evaluating the 7 core features of behavior and 14 core features for instruction.

The superintendent will ensure development and implementation of a district wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community.

The district's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregated student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards and stakeholder's satisfaction. The evaluation should include measurement of the seven features of positive social culture and measures of academic instruction including universal supports, universal screening, evidence-based continuum of support, progress monitoring and fidelity monitoring;

2. Data-driven goal setting utilizing Oregon Department of Education recommended and/or local methods culminating in a Continuous Improvement Plan and process. The process includes:

a. Build readiness;
b. Collect and analyze data;
c. Set goals based on data;
d. Investigate evidence-based practices;
e. Develop action plan;
f. Implement and monitor plan; and
g. Evaluate effectiveness and sustained effort.

Action planning including provisions for accountability, professional staff development, steps to ensure a safe, educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the state and district, resource allocation and realignment strategies needed to support improvement efforts.

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 332.107 OAR 581-022-2250

Springfield School District 19

Code: INB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): INB

Studying Controversial Issues

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

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

1. Find, collect, and assemble factual material on the subject;

2. Interpret the data without prejudice;

3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search after truth and to think for themselves.

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

1. Its appropriateness to the course;

2. Its appropriateness for the students' maturity level;

3. The approach to instruction;

4. The instructional materials to be used.

END OF POLICY

Legal Reference(s):

ORS 336.067 OAR 581-021-0009

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

Springfield School District 19

Code: INCA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): INCA

Political Figures in District Facilities

The Board supports the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement, and curricular innovations such as mock conventions.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues or materials related to that campaign.

Political candidates may be allowed to speak to classes or clubs during the school day if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other candidate who has filed for the same office will, upon request, be allowed equal time.

Each candidate, whether or not the incumbent, will be expected to adhere to the rules and procedures established for outside resource persons or controversial speakers.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.067

Springfield School District 19

Code: INDB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): INDB

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather, and at such other times declared by the superintendent.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law[1] and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a U.S.~~United States~~ flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag and ~~shall~~ be provided an opportunity to salute the U.S.~~United States~~ flag at least once each week during the school year by reciting~~and recite~~ *The Pledge of Allegiance* ~~at least once each week~~.

A flag salute may ~~also~~ be implemented at assemblies, ~~special events, or athletic contests,~~ before or after school, at lunch, special events, ~~in~~ home room class, athletic contests or at other times deemed appropriate by the principal.

Individual staff members and~~or~~ students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

Legal Reference(s):

ORS 186.110
ORS 332.107
ORS 336.067
ORS 339.875
OAR 581-021-0043

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

[1] The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. [However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.]

Springfield School District 19

Code: ING
Adopted: 6/13/11
Revised/Readopted: 6/22/20
Orig. Code(s): ING

Animals in District Facilities

Only service animals[1] serving persons with a disability as approved by the human resource director or animals that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 659A.400

OAR 581-053-0010
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)

OAR 581-053-0430(16)
OAR 581-053-0531(15)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).
Americans with Disabilities Act Amendments Act of 2008.

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

Policy Section I Revisions

Policies held for further review

- IIA, Instructional Resources/Instructional Materials
- IKF, Graduation Requirements
- IKFB, Graduation Exercises