

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on January 13, 2025.

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

Board Vice Chair Nicole De Graff called the Springfield Board of Education meeting to order at 7:01 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Light 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 prevent the erasure of Native culture, heritage, and people and to ensure a quality contemporary education for future generations.

Attendance

Board Members attending the meeting included Board Vice Chair Nicole De Graff, Director Ken Kohl, Director Jonathan Light and Vice Chair 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, Taylor Madden, Jody Barnhart, Lesa Haley, Kristen Noor, Kimberlee Pelster, Megan Knight, Vanessa Truitt, Jonathan Gault, Tony Scurto, Cayden Finney, Troy Barnhart, Andy Price, Sahara Fisher, Jose da Silva, Lacey Macdonald, Alexis DeLuna, Cameron Stratton, Midori Rakestraw, Kenya Liberatore, and Joan Bolls.

2. APPROVAL OF THE AGENDA

Vice Chair De Graff asked for a motion to approve the January 13, 2025 agenda as presented.

MOTION: Director Kohl moved, seconded by Director Quaas-Annsa, to approve the January 13, 2025 agenda as presented.

Vice Chair De Graff called for a roll call vote. Vice Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the January 13, 2025 agenda as presented: Director Quaas-Annsa – Yes, Director Kohl – Yes, Director De Graff– Yes, and Director Light – Yes.

Motion passed, 4:0.

3. PRESENTATIONS

A. Introduction of the Student Board Representatives

A3

Cameron Stratton shared:

- Students performed one of their most powerful productions during December, with parents and students alike commenting on how moving the presentations were.
- Students have been learning about the 1960's, writing poetry detailing the crucial historical moments in civil rights. They are learning about researching, team collaboration, public speaking skill building, and choreographic development. Growth recording and direct feedback are provided to the students to help improve their writing.
- Artbration was held at the Wildish Community Theater on the last day of term, to showcase the student art made over the term, either through visual or performance.

Gateways High School GHS

Alexis DeLuna shared:

- Final classes prior to winter break included holiday activities in an effort to help motivate the students.
- Night school during the month of January, focused on assisting the students in catching up on any credits they may have been behind in.
- Brattain campus participated in Winterfest prior to the winter break. The week was planned out with lots of fun, activity-filled days.
- Students were given the opportunity to participate in a book challenge over the break.
- Senior Cosmetology students have been focusing on completing their practicals. The students both independently and as a class continue to grow the success of the program.
- Cosmetology students have been preparing to host an upcoming Career and Technical Educational (CTE) tour of the program.

Springfield High School SHS

ASB President, Sahara Fisher shared:

- College applications are being submitted and essays written.
- Teachers are promoting The Portrait of a Springfield Graduate, which consists of five main qualities meant to encourage the students to use and also to prepare them for their post-high school careers.
- An all-school assembly was held, in which the Performing Arts came together to showcase a wonderful musical talent for the many new members.
- The Cheer Team held the annual Invitational Cheer Competition during the first week of January.
- Yearbook Class has been interviewing the various campus clubs and groups that will be featured in the yearbook, as well as promoting the senior portraits, which will commemorate the student's milestones from childhood into adulthood.
- Yearbooks are priced at \$55, but will increase to \$65 at the conclusion of the semester.
- The Farm Team is hosting their farm from January 6th through the end of the semester. Students will collect pledges in a fundraising effort to aid the team in receiving better coaching and equipment. Their goal is to raise \$1500.

- The Winter Formal dance will be held on January 25, 2025.
- Winterfest will be held from January 21-25th. The week will be filled with many fun activities and prizes.

Thurston High School THS

ASB Vice President, Kenya Liberatore shared:

- Lane Community College, Financial Aid representatives, College and Career Center coordinator, and THS counselors held a Free Application for Federal Student Aid (FAFSA) workshop, to assist seniors and their families in filling out the forms.
- Students have begun preparing for Finals Week, which is just around the corner.
- December 24th was a Cookie'n'Cram Session. During this time, students caught up with their school work while enjoying cookies.
- THS hosted an MLK Celebration, in which guest speakers acknowledged Dr. Martin Luther King Jr. The Black Student Union (BSU), 5 Powers, and Leadership diligently worked to organize the event.
- Winter sports have kicked off and includes boys and girls basketball, boys and girls wrestling, and boys and girls swimming.
- The Colt Cafe has reopened. Students may purchase lunch from the THS Culinary program in January, while cafeteria meals remain free for all students.

Willamette Leadership Academy WLA

Cayden Finney shared:

- WLA held their Quarter-Two Review and Award Ceremony, where GPA improvements, leadership abilities, and dedication to the program and much more were celebrated.
- Charlie Companies (sophomores) have maintained their nearly year-long streak of having the most students on Honor Roll.
- Gardening class began planting the donated seeds they received over the summer, and they have placed another order for soil.
- Students have been taking advantage of the curriculum and credit recovery assistance.
- Parent-teacher conferences will be held next week. Conferences keep families connected with the student's academic efforts and responsibilities.

B. School Board Recognition proclamation

Proclamation

WHEREAS, school boards create a vision for what students should know and be able to do;
 WHEREAS, school boards establish clear standards for student performance;
 WHEREAS, school boards ensure that student assessments are tied to established standards;
 WHEREAS, school boards are accountable to the community for operating schools that support student achievement;
 WHEREAS, school boards align school district resources to ensure that students meet standards;
 WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;
 WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and
 WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, we hereby declare our appreciation to the members of the Springfield Public Schools Board of Education and proclaim the month of January to be School Board Recognition Month.

We urge all citizens to join us in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Dated this 13th day of January 2025

Superintendent Todd Hamilton

4. PUBLIC COMMENT

Vice Chair De Graff 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.

There were no request(s) received to publicly speak.

There were no written statement(s) received.

5. ACTION ITEMS

A. Approve Consent Agenda

1. December 9, 2024, Business Meeting Minutes
2. Financial Statement, Resolution #24-25.029
3. Personnel Report, Resolution #24-25.030

Brett Yancey
Dustin Reese

Vice Chair De Graff asked for a motion to approve the Consent Agenda with the acknowledged December 9, 2025 corrections to the meeting minutes as presented.

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

January 13, 2025

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Vice Chair De Graff called for a roll call vote. Vice Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda with the acknowledged December 9, 2025 corrections to the meeting minutes as presented: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

Board Announcement

Vice Chair De Graff announced that the Board received Kelly Mason's Board resignation letter. On behalf of the Board, Vice Chair De Graff expressed gratitude for Mason's service and commitment to Springfield, noting the meaningful impact she had upon the schools and the community. Success and happiness was wished for Mason as she moves forward in her life.

B. Declare Board Vacancy, Resolution #24-25.033

Vice Chair De Graff

It is recommended that the Board of Directors declare a vacancy for Position 5, effectively immediately.

MOTION: Director Light moved, Director Quaas-Annsa seconded the motion to approve the Board of Directors to declare a vacancy for Position 5, effective immediately.

Vice Chair De Graff asked if there was any discussion.
There was none.

Vice Chair De Graff called for a roll call vote. Vice Chair De Graff asked each Board member to indicate if they approve the Board of Directors to declare a vacancy for Position 5, effective immediately: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

C. Elect Board Officers

Vice Chair De Graff

It is recommended that the Board of Directors appoint someone to fill the Chair position.

NOMINATION: Director Kohl nominated Nicole De Graff to fill the Board Chair position.

Vice Chair De Graff called for a roll call vote. Vice Chair De Graff asked each Board member to indicate if they approve Nicole De Graff to fill the Chair position: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Board nomination passed, 4:0.

It is recommended that the Board of Directors approve to fill the Vice Chair position.

NOMINATION: Chair De Graff nominated Heather Quaas-Annsa to fill the Vice Chair position.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve of Heather Quaas-Annsa to fill the Vice Chair position: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Board nomination passed, 4:0.

**D. Approve Out of State Travel, Springfield High School, Journalism Convention,
Resolution #24-25.034**

David Collins

It is recommended the Board approve Springfield High School Yearbook Class request to travel to Seattle, Washington to attend the JEA/NSPA National Journalism Convention. Dates of travel will be April 24-27, 2025.

Yearbook and Journalism Advisor Kate McGuire, explained that through the previous journalism advisor Mr. Miller, a grant had been received for \$15,000 per year. The current grant balance is \$23,000. These funds will be used towards the student's travel expenses. There will be no cost to the district.

MOTION: Director Kohl moved, Vice Chair Quaas-Annsa seconded the motion to approve Springfield High School Yearbook Class request to travel to Seattle, Washington to attend the JEA/NSPA National Journalism Convention. Dates of travel will be April 24-27, 2025.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve Springfield High School Yearbook Class request to travel to Seattle, Washington to attend the JEA/NSPA National Journalism Convention. Dates of travel will be April 24-27, 2025: Vice Chair Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Chair De Graff – Yes.

Motion passed, 4:0.

E. Appoint EEAC Member to Budget Committee, Resolution #24-25.032

Taylor Madden

It is recommended that the Board of Directors appoint David Walp, representing the District's Educational Equity Advisory Committee, to serve as a member of the Springfield Budget Committee in position 3, effective January 13, 2025 through December 31, 2025, completing the current vacant mid-term position.

Taylor Madden reminded the Board that it is a district requirement to have a member from the Educational Equity Advisory Committee fill a position on the Budget Committee. Springfield District resident, graduate of Thurston High and a parent of an elementary school student. David Walp came forward as a candidate ready to serve on the Budget Committee and to represent the District's Education Equity Advisory Committee in position 3.

MOTION: Vice Chair Quaas-Annsa moved, Director Kohl seconded the motion to appoint David Walp, representing the District's Educational Equity Advisory Committee, to serve as a member of the Springfield Budget Committee in position 3, effective January 13, 2025 through December 31, 2025, completing the current vacant mid-term position.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve to appoint David Walp, representing the District's Educational Equity Advisory Committee, to serve as a member of the Springfield Budget Committee in position 3, effective January 13, 2025 through December 31, 2025, completing the current vacant mid-term position.: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

F. Adopt Policy, Section I, Resolution #24-25.031

Superintendent Hamilton

It is recommended that the Board of Directors adopt the revised policies in Section I (Instruction) as presented.

MOTION: Director Kohl moved, Vice Chair Quaas-Annsa seconded the motion to approve to adopt the revised policies in Section I (Instruction) with five policies to be held for further review and/or discussion; IIA. Instructional Resources and Instructional Materials, IJF. Graduation Requirements, IKFB. Graduation Exercises, IMD. Student Achievement Program, and ISCA 21st Century Schools.

Chair De Graff asked if there was any discussion.

The Board requested that policies IIA. Instructional Resources and Instructional Materials, IJF. Graduation Requirements, IKFB. Graduation Exercises, IMD. Student Achievement Program, and ISCA 21st Century Schools be held for further review and/or discussion.

Superintendent Hamilton stated that he would gather the policy background information requested by the Board and follow up with them at a later date.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve to adopt the revised policies in Section I (Instruction) with five policies to be held for further review and/or discussion; IIA. Instructional Resources and Instructional Materials, IJF. Graduation Requirements, IKFB. Graduation Exercises, IMD. Student Achievement Program, and ISCA 21st Century Schools: Vice Chair Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Chair De Graff – Yes.

Motion passed, 4:0.

6. Discussion

A. 2025-2027 Lane ESD Local Service Plan, Year One

Tony Scurto

Superintendent Hamilton welcomed Superintendent Tony Scurto and Lane Education Service District Board member Vanessa Truitt. He highlighted their roles and contributions to the community.

Superintendent Scurto expressed excitement about the new streamlined and easier to understand Lane ESD Local Service Plan format, which is now 11 pages instead of over 40.

Additional format highlights:

- An electronic version is still available for those seeking more detailed information.
- There is now a customized avenue for reporting services that have been used.
- Core Services - now organized by services funded through all 16 districts, granting access to all component districts at no cost.
- Menu Services - are optional for districts to choose from as needed, using their allocated flex funds and individual district resources.
- Custom Services - can be requested by an individual district or group of districts based on a specific need. These services may include staffing or the provision of services.
- Grants and Contracts - The ESD intentionally applies for grants that extend the services of the four component areas provided through the State School Fund to support the educational mission of the country. Out of the 35% of the services offered through the State School Fund, 65% come from grants and contracts.

Truitt shared a personal update about her children's achievements and expressed appreciation for the music program at Springfield High School.

Superintendent Scurto provided an update on the statutory action required from school boards by March 1, 2025, and offered to answer any questions as they may arise.

B. Policy Updates, Sections A/B & K/L

Superintendent Hamilton

Superintendent Hamilton directed the Board to sections A/B and K/L, which are related to board governance and operation and district and community relations, including some policies discussed by the board, in which the Oregon School Board Association (OSBA) tracked those conversations and recommendations were made based upon those. Hamilton asked the Board to review the information and provide feedback by January 29, 2025. This information will be placed on the district's website and made available to the public.

C. Board Vacancy, Process and Timeline

Brian Richardson

Brian Richardson presented three options for filling the vacated position:

1. Waiting until a newly elected director is sworn in.
2. Appointing a person from the May 20 election.
3. Hosting an application process.

Richardson provided explanations and timelines for each of the three options, while making it clear that the Board was under no obligation to fill the position by a specific timeline.

The Board discussed the pros and cons of each timeline option, while considering the community's expectations, the Board's workload, fairness to applicants, and the potential impact on the upcoming election.

After much deliberation, the Board decided upon proposal two, which extended the application period to January 31st, to ensure a broader applicant pool.

Board Vacancy Timeline - Proposal 2

01/03/25 — Kelly Mason announces board resignation.

- 01/13 — Board Meeting; The Board accepts resignation, declares board vacancy and determines a process and timeline for filling the vacancy.
- 01/14 — News release sent to the media. Application and information posted on the District website and shared via social media/newsletter. News post generated on the District website.
- 01/14 — 01/31 - Applications (paper/email) received by the Board secretary and date-stamped. Staff works with Board leadership to finalize interview questions.
- 01/31 — Application deadline, 3 p.m. on January 31, 2025.
- 01/31 — 02/07 - Board members will individually review applications.
- 02/07 — Board secretary informs applicants of the Board's process and schedules interviews with selected candidates.
- 02/10 — Board conducts interviews, votes to select the candidate and administers the oath.

7. Reports and Information

- A. Superintendent Communication** Superintendent Hamilton
Superintendent Hamilton acknowledged the efforts of the District staff members, Facilities and Operations Team, and the Technology Team, highlighting their accomplishments during the winter break and the support they provided to families in need.

January Community Event:

- Springfield's 2025 State of the City Address
 Mayor Sean VanGordon in partnership with Team Springfield to host the event
 Date: Thursday, January 30, 2025 at 5:30 p.m.
 Location: The Wildish Community Theater in downtown Springfield, Oregon
 More information to come

B. Board Communication and Comments

Chair De Graff shared:

The application process for the SEF grant award, and that it was still open.

Director Light shared:

The Martin Luther King Jr. (MLK) Celebration would be held next Monday, generally beginning around 1:00 p.m. and would include a walk-over from the jail. Springfield Education Foundation (SEF) will host the Jazz Bubbles this Sunday.

Director Kohl did not share.

Vice Chair Quaas-Annsa shared:

Attended her first event at the Wildish Community Theater and truly enjoyed it. She will attend A3's MLK Celebration presentation and expressed appreciation for all of the principals and educators who make such an impact on the students.

8. NEXT MEETINGS

- January 27, 2025 – Special Meeting at 5:30 p.m
- February 10, 2025 – Business Meeting at 7:00 p.m.
- February 13, 2025 – Budget Committee/ Work Session at 6:00 p.m.

Chair De Graff thanked everyone for attending.

9. ADJOURNMENT

Having no further business to conduct, Chair De Graff adjourned the meeting at 8:28 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

RESOLUTION: #24-25.031

DATE: January 13, 2025

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 few months, ensuring all policies are current and aligned with best practices and law.

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

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

RECOMMENDATION:

It is recommended that the Board of Directors adopt the revised policies in Section I (Instruction) as presented.

SUBMITTED BY:

Todd Hamilton
Superintendent

Policy Section I Revisions

Based on board member feedback and consultation with OSBA, revisions have been made to the following policies since their original posting in December.

Policy IBDJA

- Formatting edits

Policy IGBC

- Grammatical edits

Policy IGBHA

- Formatting edits

Policy IGDF

- Grammatical edits

Policies held for further review

- IIA, Instructional Resources/Instructional Materials
- IKF, Graduation Requirements
- IKFB, Graduation Exercises
- IMB, Student Achievement Program

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

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 339.030](#)

[ORS 339.035](#)

[ORS 339.450 to -339.460](#)

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

[OAR 581-021-0033](#)

[OAR 581-021-0071](#)

[OAR 581-021-0210](#)

[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):

<u>ORS 243.650</u>	<u>OAR 581-021-0045</u>	<u>OAR 581-022-2300</u>
<u>ORS 332.075(1)</u>	<u>OAR 581-021-0046</u>	<u>OAR 581-022-2305</u>
<u>ORS 336.035</u>	<u>OAR 581-022-2000</u>	<u>OAR 581-022-2310</u>
<u>ORS 336.067</u>	<u>OAR 581-022-2030</u>	<u>OAR 581-022-2315</u>
	<u>OAR 581-022-2250</u>	

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 Cclassified 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):

<u>ORS 163.575</u>	<u>OAR 581-015-2060</u>	<u>OAR 581-015-2420</u>
<u>ORS 336.067</u>	<u>OAR 581-015-2070</u>	<u>OAR 581-015-2425</u>
<u>ORS 336.222</u>	<u>OAR 581-015-2075</u>	<u>OAR 581-015-2430</u>
<u>ORS 339.873</u>	<u>OAR 581-015-2205</u>	<u>OAR 581-015-2435</u>
<u>ORS Chapter 475</u>	<u>OAR 581-015-2220</u>	<u>OAR 581-015-2440</u>
	<u>OAR 581-015-2225</u>	<u>OAR 581-015-2600</u>
<u>OAR 581-011-0052</u>	<u>OAR 581-015-2230</u>	<u>OAR 581-015-2605</u>
<u>OAR 581-015-2000</u>	<u>OAR 581-015-2235</u>	<u>OAR 581-021-0050</u>
<u>OAR 581-015-2040</u>	<u>OAR 581-015-2240</u>	<u>OAR 581-021-0055</u>
<u>OAR 581-015-2045</u>	<u>OAR 581-015-2325</u>	<u>OAR 581-022-2030</u>
<u>OAR 581-015-2050</u>	<u>OAR 581-015-2410</u>	<u>OAR 581-022-2045</u>
<u>OAR 581-015-2055</u>	<u>OAR 581-015-2415</u>	

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 their/his/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):

<u>ORS 336.035</u>	<u>ORS 339.370 - 339.400</u>	<u>OAR 581-022-2030</u>
<u>ORS 336.059</u>		<u>OAR 581-022-2050</u>
<u>ORS 336.107</u>	<u>OAR 581-021-0009</u>	<u>OAR 581-022-2220</u>
<u>ORS 336.455 - 336.474</u>	<u>OAR 581-021-0593</u>	

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 American¹ 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):

<u>ORS 332.075</u>	<u>ORS 343.517</u>	<u>OAR 581-015-2190</u>
<u>ORS 338.165</u>	<u>ORS 343.533</u>	<u>OAR 581-015-2195</u>
<u>ORS 339.115 - 339.137</u>		<u>OAR 581-015-2315</u>
<u>ORS 343.151</u>	<u>OAR 581-015-2040</u>	<u>OAR 581-015-2480</u>
<u>ORS 343.157</u>	<u>OAR 581-015-2045</u>	<u>OAR 581-021-0029</u>
<u>ORS 343.193</u>	<u>OAR 581-015-2080</u>	<u>OAR 581-022-2315</u>
<u>ORS 343.221</u>	<u>OAR 581-015-2085</u>	

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 (2006~~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 581-015-2045

OAR 581-015-2060

OAR 581-015-2050

OAR 581-015-2065

OAR 581-015-2040

OAR 581-015-2055

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: IGBA

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	OAR 581-015-2195	OAR 581-015-2229
ORS 343.151	OAR 581-015-2200	OAR 581-015-2230
ORS 343.155	OAR 581-015-2205	OAR 581-015-2235
ORS 343.321 - 343.333	OAR 581-015-2210	OAR 581-015-2055
	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2000	OAR 581-015-2220	OAR 581-015-2065
OAR 581-015-2190	OAR 581-015-2225	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, 300.325, 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 education¹;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

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) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the Procedural Safeguards Notice, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and ~~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):

<u>ORS 343.155</u>	<u>OAR 581-015-2000</u>	<u>OAR 581-015-2310</u>
<u>ORS 343.165</u>	<u>OAR 581-015-2030</u>	<u>OAR 581-015-2325</u>
<u>ORS 343.173</u>	<u>OAR 581-015-2090</u>	<u>OAR 581-015-2330</u>
<u>ORS 343.177</u>	<u>OAR 581-015-2095</u>	<u>OAR 581-015-2345</u>
<u>ORS 343.181</u>	<u>OAR 581-015-2190</u>	<u>OAR 581-015-2360</u>
	<u>OAR 581-015-2195</u>	<u>OAR 581-015-2385</u>
<u>OAR 581-001-0005</u>	<u>OAR 581-015-2305</u>	

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 ~~that~~ the 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 581-015-2270	OAR 581-015-2470
	OAR 581-015-2280	OAR 581-015-2480
OAR 581-015-2080	OAR 581-015-2450	OAR 581-015-2515
OAR 581-015-2085	OAR 581-015-2455	OAR 581-021-0029
OAR 581-015-2265	OAR 581-015-2460	

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 581-015-2020
OAR 581-015-2035
OAR 581-015-2040 - 2065

OAR 581-015-2050
OAR 581-015-2075
OAR 581-015-2530
OAR 581-015-2600

OAR 581-015-2605
OAR 581-021-0029

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 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 a written identification process.

This process of identification shall include as a minimum:

- ~~1. Behavioral, learning and/or performance information.~~
- ~~2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students.~~
- ~~3. A nationally standardized academic achievement test for assistance in identifying academically talented students.~~
- ~~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 343.411

OAR 581-022-2330

ORS 343.407

OAR 581-021-0030

OAR 581-022-2370

ORS 343.409

OAR 581-022-2325

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 581-022-2325

~~OAR 581-022-2330~~
OAR 581-022-2370

~~OAR 581-022-2500~~

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

The parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The district shall will continue to ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA 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 ~~parent~~parental 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’sstate’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, disability¹ 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 336.465
ORS 336.615
ORS 336.625

ORS 336.635
OAR 581-002-0035
OAR 581-021-0009

OAR 581-021-0071
OAR 581-022-2050
OAR 581-022-2110
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 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 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 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 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 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 waiver from the Superintendent of Public Instruction¹ 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 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 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.

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 is 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 activities¹ 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 events² 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 organization³ 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.

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 program⁵ 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 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):

<u>ORS 326.051</u>	<u>OAR 581-015-2255</u>	<u>OAR 581-026-0700</u>
<u>ORS 332.075(1)(e)</u>	<u>OAR 581-021-0045 – 0049</u>	<u>OAR 581-026-0705</u>
<u>ORS 332.107</u>	<u>OAR 581-022-2308(2)</u>	<u>OAR 581-026-0710</u>
<u>ORS 339.450 - 339.460</u>	<u>OAR 581-026-0005</u>	

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 the school's educational program. Since the content of these feature films or videos customarily is designed for general audience viewing, the Board believes that certain precautions should be taken to ensure that the showing of a particular film or 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: IAD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IAD

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 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 communicationcommunications;
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.

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Standards 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 may will result in discipline up to and including expulsion. Staff violations may will also result in discipline up to and including dismissal. Violations of law may will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

<u>ORS 167.060 - 167.100</u>	<u>ORS 332.107</u>	<u>OAR 581-021-0055</u>
<u>ORS Chapter 192</u>	<u>ORS 339.250</u>	<u>OAR 584-020-0040</u>
<u>ORS 260.432</u>	<u>ORS 339.270</u>	<u>OAR 584-020-0041</u>
	<u>OAR 581-021-0050</u>	

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 employees¹ may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services² 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 839-020-0005](#)

[OAR 581-021-0510 – 021-0512](#)

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.

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~~ **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 are 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):

<u>ORS 329.885</u>	<u>OAR 581-022-2000</u>	<u>OAR 581-022-2505</u>
<u>ORS 332.107</u>	<u>OAR 581-022-2010</u>	<u>OAR 581-023-0008</u>
<u>ORS 336.615 - 336.665</u>	<u>OAR 581-022-2025</u>	
<u>OAR 581-022-0102</u>	<u>OAR 581-022-2310</u>	

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 form¹ 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 notices² 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	OAR 581-021-0009	OAR 581-022-2250
ORS 326.565	OAR 581-021-0030	OAR 581-022-2270
ORS 326.575	OAR 581-022-2030	OAR 581-022-2310
ORS 329.479	OAR 581-022-2060	House Bill 3041 (2021)
ORS 329.485	OAR 581-022-2100	Senate Bill 602 (2021)
ORS 336.187	OAR 581-022-2110	
ORS 659.850	OAR 581-022-2115	

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: 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 law¹ 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).

¹The 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 animals¹ 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.