

Public Comment

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

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

Written Public Comment

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

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

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

Oral Public Comment – In-Person, or Virtual

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

People requesting to speak are asked to provide:

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

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

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

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

Commenting Guidelines

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

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

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



Comentario Público

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

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

Comentario público por escrito

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

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

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

Comentarios Públicos Orales: En persona o Virtuales

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

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

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

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

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

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

Pautas para Comentar

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

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

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



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
January 13, 2025
Administration Building Board Room
640 A Street, Springfield, OR 97477

[En español](#)

6:00 pm Executive Session

The Board will move into Executive Session (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

7:00 pm Board Meeting

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

AGENDA

TAB

- | | |
|---|----------------------------------|
| 1. Call Meeting to Order | Vice Board Chair Nicole De Graff |
| A. Pledge of Allegiance | Vice Chair De Graff |
| B. Land Acknowledgement | Jonathan Light |
| 2. Approval of the Agenda | Vice Chair De Graff |
| 3. Presentations | |
| A. Student Board Representative Communication | Vice Chair De Graff |
| B. School Board Recognition Proclamation | Superintendent Hamilton |
| 4. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.) | |
| 5. Action Items | |
| A. Approve Consent Agenda | |
| 1. December 9, 2024 Business Meeting Minutes | |
| 2. Financial Statement, Resolution #24-25.029 | Brett Yancey |
| 3. Personnel Report, Resolution #24-25.030 | Dustin Reese |
| B. Declare Board Vacancy, Resolution #24-25.033 | Vice Chair De Graff |
| C. Elect Board Officers | Vice Chair De Graff |
| D. Approve Out of State Travel, Springfield High School, Journalism Convention, Resolution #24-25.034 | David Collins |
| E. Appoint EEAC Member to Budget Committee, Resolution #24-25.032 | Taylor Madden |
| F. Adopt Policy, Section I, Resolution #24-25.031 | Superintendent Hamilton |
| 6. Discussion | |
| A. 2025-2027 Lane ESD Local Service Plan, Year One | Tony Scurto |
| B. Policy Updates, Sections A/B & K/L | Superintendent Hamilton |
| C. Board Vacancy, Process and Timeline | Brian Richardson |
| 7. Reports and Information | |
| A. Superintendent Communication | Superintendent Hamilton |
| B. Board Communication and Comments | Vice Chair De Graff |
| 8. Next Meetings: | |
| January 27, 2025 – Special Meeting at 5:30 PM | |
| February 10, 2025 – Business Meeting at 7:00 PM | |
| February 13, 2025 – Budget Committee/Board Work Session at 6:00 PM | |
| 9. Adjournment | Vice Chair De Graff |



ESCUELAS PÚBLICAS DE SPRINGFIELD

Cada Estudiante Cuenta, Cada Día

CONSEJO DE EDUCACIÓN 13 de Enero de 2025 Sala de Juntas del Edificio de Administración 640 A Street, Springfield, OR 97477

6:00 pm Sesión Ejecutiva

La Junta entrará en Sesión Ejecutiva (no pública) de conformidad con ORS 192.600(2)(d) para llevar a cabo deliberaciones con personas designadas por el cuerpo gobernante para llevar a cabo negociaciones laborales.

7:00 pm Reunión de la Junta

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

AGENDA	TAB
1. Apertura de la reunión	Vice Presidenta de la Junta Directiva Nicole De Graff
A. Juramento a la bandera	Vice Presidenta De Graff
B. Reconocimiento de tierras	Jonathan Light
2. Aprobación del Orden del Día	Vice Presidenta De Graff
3. Presentaciones	
A. Presentación de los Representantes de la Junta de Estudiantes.	
B. Proclamación de Reconocimiento del Consejo Escolar	Vice Presidenta De Graff Superintendente Hamilton
4. Comentarios del público (tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no podrán ceder su tiempo a otros oradores).su tiempo a otros oradores).	
5. Acciones	
A. Aprobar la agenda de consentimiento	
1. Minutos de la Junta Directiva del 9 de Diciembre de 2024	
2. Declaración financiera, Resolución nº 24-25.029	Brett Yancey
3. Informe de personal, Resolución nº 24-25.030	Dustin Reese
B. Declarar vacante en la Junta Directiva, Resolution #24-25.033	
Vicepresidenta De Graff	
C. Elegir funcionarios de la junta	Vicepresidenta De Graff
D. Aprobar viajes fuera del estado, Anuario de la escuela secundaria de Springfield, Resolución #24-25.034	David Collins
E. Nombrar miembro EEAC al Comité de Presupuesto, Resolution #24-25.032	
	Taylor Madden
F. Adoptar Política, Sección I, Resolución #24-25.031	Superintendente Hamilton
6. Discusión	
A. 2025-2027 Lane ESD Plan de Servicio Local, Año Uno	Tony Scurto
B. Actualizaciones de Políticas, Secciones A/B & K/L	Superintendente Hamilton
C. Vacante en la Mesa Directiva, Proceso y Cronograma	Brian Richardson
7. Reportes e información	
A. Comunicación del Superintendente	Superintendente Hamilton
B. Comunicación y comentarios de la Junta	Vicepresidenta De Graff
8. Próximas reuniones:	
27 de Enero de 2025 – Reunión Especial a las 5:30 PM	
10 de febrero de 2025 – Reunión de negocios a las 7:00 PM	
13 de febrero de 2025 – Sesión de trabajo del Comité de Presupuesto/Junta a las 6:00 PM	
9. Aplazamiento	Vicepresidenta De Graff

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

A3 January Board Report

Good evening, my name is Cameron Stratton and I am the student representative for the Academy of Arts and Academics. Due to our school's Winter Break being longer than other schools in the district, this specific report may be shorter than ones in the past.

A3 students performed one of their most powerful and impactful Confluences during the month of December, with parents and students alike commenting on how moving the presentations were. Our students are focused on learning about the 60's this year, and wrote spoken word poetry detailing crucial moments in civil right's history that shaped our world today. In depth research went into each event, with teams collaborating on learning how to write a poem with a syllable count and rhyme scheme. Along with building skills around public speaking and developing choreography. Multiple panels took place over the semester, to record the growth of each group and how far along they were on the process, giving direct feedback on how to improve their writing. Each student in each group was given the opportunity to work in specific areas of their production and thus targets our goal of personalized learning. Families adored the opportunity to see their students perform, and were moved to tears in some cases. We pride our students on how much effort they put into their body of work.

This month we also held our bi-annual end-of-term event, Artabration. This event showcases the art our students made over the term, whether through visual or performance. Artabration is held at the Wildish theatre on the last day of the term, and the entire student body shows up to look back on the art they and their peers have created so far this year. We at A3 pride ourselves on this event, as it provides an in-depth look into our students' proudest works. It is our way of celebrating our students' creative accomplishments and growth.

And coming up! J-Term is in full swing at A3. Staff and students alike are excited to be back and working with new and exclusive learning opportunities.

We'd love to see you at J-Fluence on January 29th, from 1 to 3 PM.

January School Report

Springfield High School

Good evening, board members, and thank you for letting me speak on behalf of Springfield High School. In the days leading up to winter break, SHS staff surprised students with free popcorn after school. On the very last day of school, the performing arts hall came together to hold an assembly for the entire school to showcase their wonderful musical talent from many different groups, including Treble Choir, Men's Ensemble, Melodaires, Kaleidoscope, Concert Chorale, Concert Band, Symphonic Band, Mariachi del Sol, Jazz Ensemble, Orchestra, and Percussion. After the last class of the day, students formed a long line in front of our attendance foyer, where the staff handed out bags of popcorn to the students.

As college applications are being submitted and scholarship essays are being written, SHS teachers are promoting the "Portrait of a Springfield Graduate." This has been broken down into five main qualities: being engaged individuals, innovative problem solvers, ethical decision-makers, effective communicators, and productive collaborators. These qualities are being encouraged around campus to help students prepare for their post-high school careers.

On the first weekend of the new year, 2025, SHS's cheer team hosted their annual invitational cheer competition in our main gym, where many schools ranging from elementary to high schools competed. Each team was given the opportunity to warm up and then perform in front of judges, with awards for both older and younger students.

SHS's yearbook team has been working hard to interview members of different clubs and groups on campus to feature them in the yearbook. They've also been continuously promoting their senior portraits, which commemorate students' milestones from childhood into adulthood, and senior ads, where students or guardians can purchase a section or whole page in the yearbook to post pictures and write messages to their graduates. Yearbooks are currently \$55 but will increase to \$65 at the end of the semester.

Our swim team is hosting their Swim-a-Thon from January 6 to the 31st, where swimmers can collect pledges from their peers and family members to raise money to help the team receive better coaching and equipment. On January 31st, swimmers will have 40 minutes, from 3:30 to 5:30, to swim as far as they can, collecting their pledges afterward. The team has a

goal to raise \$1,500, with chances for team members to earn individual prizes, such as a personalized Hydro Flask or other water bottles.

Our leadership team will be hosting our Winter Formal on January 25th, from 7 pm to 10 pm in our school's commons. Court nominations were collected before break, so they're ready to announce the winners at a home basketball game during Winterfest Week, from the 21st to the 25th, which will be filled with fun activities to lift everyone's spirits before finals begin.

Thank you, and happy New Year!

WLA January Board Report

Hello chair members and thank you again for the chance to speak on behalf of Willamette Leadership Academy.

Although a lot happens at WLA, this month was seemingly uneventful, so just a quick report today!

During this month, we held our Q2 review and award ceremony! Many cadets got specifically called out for their stellar grades, their GPA improvements, their leadership abilities, their dedication to our program and their own lives, their motivation, and much more. While Alpha company (made up of juniors and seniors) previously held top company and top matching, those were bestowed upon Charlie company, which is our freshman. This shows great credit upon the student leaders, as well as the staff in charge of Charlie. Bravo company, our sophomores, maintained their almost year long streak of having the most cadets on our honors roll, therefore being awarded the top academics ribbon to put on their company flag. We at WLA take these three awards very seriously, the competitive nature gives us all drive to be our best selves and it has shown to be very effective when it comes to creating both better bonds within companies, and motivation to always put our best selves and efforts forth.

Additionally, the horticulture class has started sowing some of our seeds! We received many parents' donations and are super excited to be doing this, as we have placed our order for more soil! This class is new, and we plan to keep it in the curriculum as a credit recovery. Our new soil boxes will hopefully last a good many years, and our end goal is to make salsa, all from ingredients we grew.

Finally, we had parent teacher conferences the past week. We are always pleased to host these, as we have many students and parents show up to discuss one on one the students credits, their GPA, how they're doing, their strengths and weaknesses, and much more. This is also a fun time for our creative cadets, because the teachers always ask for signs with their names and cool insignias on them, so the parents know who they are, if not already familiar. All around, it's a great way that we at WLA help to keep families connected with our students' academic efforts and responsibilities.

We at WLA strive for excellence and achievements. We will continue to put our best efforts in and keep our motivation high! Thank you chair members of the board.



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

School Board Recognition Month 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.

Todd Hamilton
Superintendent of Springfield Public Schools

BUSINESS MEETING MINUTES

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

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

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

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

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

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

This information is shared out of a responsibility to 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 Chair Kelly Mason, Director Ken Kohl, Director Light and Director Heather Quaas-Annsa.
Attending virtually - Board Vice Chair Nicole De Graff.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Joan Bolls, Kimberlee Pelster, Jose da Silva, Megan Knight, Jeff Mather, Midori Rakestraw, Katie Dawson, Jonathan Gault, Kari Isham Skelton, Kristen Noor, Ame Beard, Cayden Finney, Cameron Stratton, Richelle Ruhl, Carlos Guzman.

2. APPROVAL OF THE AGENDA

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

MOTION: Director Kohl moved, seconded by Director Quaas-Annsa to approve the December 9, 2024 agenda as presented.

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

Motion passed, 5:0.

3. PRESENTATIONS

A. Introduction of the Student Board Representatives

A3

Cameron Stratton shared:

- The play "Alice in Wonderland" was performed publicly November 22-23.
- Founders Keith and Amy of Once Famous Grill, donated 200 turkey dinners that were gifted to numerous families within the Springfield School District.
- Confluence - December 10-11, with two showings presented each day. Students have been practicing and have received constructive feedback from panels prior to their final performance.
- Artabration - December 12th at 1pm.

Gateways High School

Alexis DeLuna was not in attendance.

Springfield High School

ASB President, Sahara Fisher

ASB Vice-President, Midori Rakestraw shared:

- November 19th - FAFSA opened for seniors to apply for federal financial aid. The college and career center provided help to students filling out the forms.
- November 21-22 - Parent-Teacher Conferences.
- Both the Volleyball Club Tournament and the Football Awards Night were held in November, as well as a Swim Team fundraiser.
- November 16th - Concert Chorale performed at the Willamette Valley Collaborative Choral Festival. In addition, they partnered with the community Orchestra to showcase choral and perform at the Concert Chorale Collab performance on December 1st.
- December 4th - Choir performed in the auditorium. December 5th - The Winter Choir Concert was performed in the auditorium.
- December 7th - Many campus groups joined the annual Community Christmas Parade. This year's parade theme was "Gingerbread Kisses & Christmas Wishes".
- December 13th - Orchestra Concert
- December 17th - Band Winter Concert
- December 20th through January 7th - Winter Break

Thurston High School

ASB President, Eliana Sanchez was not in attendance.

ASB Vice President, Kenna Liberatore was not in attendance.

Richelle Ruhl shared:

- College Application Week - The University of Oregon and Lane Community College assisted students with the application process. Students applying to a college during this week received a prize.
- Friday, December 13th - The Avant STAMP biliteracy language proficiency test will be held at the school. Students will have the opportunity to receive an official seal of biliteracy and earn college credit.
- Students donated food and snacks to stock the school's Family Resource Center.
- Day of Joy - To help community families, each class raised funds for a selected child.
- Winter Coat Drive - The Family Resource Center hosted the drive for local students and families.

- December - Students have been invited to try for perfect attendance this month.
- Auditions for the winter musical, "James and the Giant Peach", closed and the cast was announced last week.
- Thurston Choir's Craft Faire - Local area artists sold handcrafted gifts.
- December 6th - The Winter Bash dance. The theme was western.
- Women's soccer - The first playoff game ended in an upset 8-9.
- Football - The first round of the playoffs, against Mountainview who went on to play in the championship.
- December 18-19 - Instrumental Concerts at 6:00 p.m. - 8:30 p.m.
- December 20-21 - Thurston Choir will present, "The Feaste".

Willamette Leadership Academy WLA

Cayden Finney shared:

- December 7th - Seniors cadets with higher rankings and/or those on the Color Guard team, had the opportunity to participate in the annual Springfield Christmas Parade.
- December 2-18 - Food Drive. Platoons will compete to see which grade will collect the most in non-perishable food items. The food will be donated to families within the community.
- December 10th - Sergeant Board. Candidates must meet particular expectations and/or special requirements of leadership, which differ from rank to rank.
- The Interact Club continues to search for ways to volunteer at events. Yearbook has begun selling senior ads.
- The Resource Center gave out Thanksgiving boxes to those within the community.
- WLA School Librarian, Dani Schneider won the SELCO Creative Educator Grant for \$2,000, which was used to facilitate the purchase of books for the school library.

4. PUBLIC COMMENT

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

Time permitting, the board may also hear public comment from individuals who signed up in person at the Administration Office before the meeting.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

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

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

Amber Longworthy signed up to speak publicly, but did not attend in-person or virtually.

No written statements were submitted for Board consideration.

5. ACTION ITEMS

A. Approve Consent Agenda

1. October 28, 2024 Special Meeting Minutes
2. November 12, 2024 Board Meeting Minutes
3. Financial Statement, Resolution #24-25.025
4. Personnel Report, Resolution #24-25.026

Brett Yancey
Dustin Reese

Chair Mason asked for a motion to approve the Consent Agenda as presented.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to approve the Consent Agenda.

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

Motion passed, 5:0.

B. Accept Annual Comprehensive Financial Report & Audit, Resolution #24-25.028

Brett Yancey

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

Brett Yancey publicly thanked Springfield School District's Director of Finance, Joan Bolls and the finance team for having done an excellent job in ensuring that all requirements of the Government Finance Officers Association (GFOA) had been met and the District is compliant.

On behalf of the Board, Director Kohl highlighted the Certificate of Excellence in Accounting that the Finance Team received and expressed appreciation for the excellent work they had done for over twenty years.

MOTION: Director Light moved, Director Quaas-Annsa seconded the motion to accept the Audited Financial Reports for 2023-2024 as presented by the firm of Pauly, Rogers and Co., PC.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they accept the Audited Financial Reports for 2023-2024 as presented by the firm of Pauly, Rogers and Co., PC: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

C. Approve OSBA Elections:

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

Superintendent Hamilton

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

MOTION: Director Kohl moved, De Graff seconded the motion To Not Adopt Resolution #1, to Amend the OSBA Dues Schedule.

Chair Mason asked if there was any discussion.

Board members noted that they had taken the opportunity to review and discuss all additional information.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the motion To Not Adopt Resolution #1, to Amend OSBA Dues Schedule: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion To Not Adopt, passed, 5:0.

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

Superintendent Hamilton

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

Superintendent Hamilton explained that the Pride Caucus is funded in a similar manner to how the Rural Caucus, the Board Members of Color Caucus, and the Pride Advisory Group. The two existing caucuses received \$25,000 each in support for their efforts. Currently, the budget for the 24-25 school year is at \$12,500 in allocation for the Pride Caucus.

MOTION: Director Light moved, Director De Graff seconded the motion To Not Adopt Resolution #2, to Amend OSBA Bylaws Relating to Composition of the Board of Directors.

Chair Mason asked if there was any discussion.

Board members believed there was a need for separate resolutions of the caucus and the board composition, as well as a need for clear financial structures of oversight and reporting for the caucus. A concern over loss of representation for the smaller districts was also mentioned.

Superintendent Hamilton agreed to provide OSBA contacts to the Board, with the goal that they may provide a rewrite of the resolution.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve To Not Adopt Resolution #2, to Amend OSBA Bylaws Relating to Composition of the Board of Directors: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion To Not Adopt, passed, 5:0.

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

Superintendent Hamilton

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

MOTION: Director Kohl moved, Chair Mason seconded the motion to recommend that the Board of Directors Amend OSBA 2023 Bylaws, Resolution #3.

Chair Mason asked if there was any discussion.

Superintendent Hamilton clarified that OSBA provided an update of bracketed language in the bylaws, which were specific to the PRIDE Caucus. Additionally, it indicates that if the PRIDE Caucus was not approved, then the bracketed language would be removed from the resolution.

Board members expressed their concerns, such as the composition of the board of directors if the bylaws were approved, changes in voting privileges, and the necessity of clear language and information of the presented resolutions.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve Resolution #3 to Amend OSBA 2023 Bylaws: Director Quaas-Annsa – No, Director Light – No, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 3:2.

MOTION: Director Kohl moved, seconded by Chair Mason to direct Superintendent Todd Hamilton and Martie Steigleder to submit the Board's votes on Resolutions, #1 to Amend the OSBA Dues Schedule, #2 to Amend OSBA Bylaws Relating to Composition of the Board of Directors and #3 to Amend OSBA 2023 Bylaw, to the OSBA: Director Kohl – Yes, Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion To Direct, passed, 5:0.

D. Adopt Policy G & J, Resolution #24-25.027

Superintendent Hamilton

It is recommended that the Board of Directors adopt the revised policies in Sections G (Personnel) & J (Students) as presented.

MOTION: Director Kohl moved, Director De Graff seconded the motion to adopt the revised policies in Sections G (Personnel) & J (Students) as presented.

MOTION: Director Kohl rescinded the motion to approve the policies in Section G & J as presented.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the motion to RESCIND THE MOTION to adopt the revised policies in Sections G (Personnel) & J (Students) as presented: Director Kohl – Yes, Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – No.

Motion To Rescind, passed, 4:1.

Superintendent Hamilton directed the Board to set aside policies that they wished to have further discussions on and to review them, allowing them to move forward and approve those policies that they felt comfortable in doing so.

Policies Pulled for Discussion:

- Policy GBD, Board Staff Communication
- Policy JE, Attendance
- Policy JFCBA, Admission of International Study or Exchange Students
- Policy JEF, Release Time for Religious Instruction
- Policy JFCEB, Personal Electronic Devices and Social Media
- Policy JGAB, Behaviors and Use of Restraint

MOTION: Director Quaas-Annsa moved, Chair Mason seconded the motion to approve the revised policies in Sections G (Personnel) & J (Students) as presented and set aside Policies GBD, JE, JFCBA, JEF, JGAB, and JFCEB for further review.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve the revised in Sections G (Personnel) & J (Students) as presented and set aside Policies JE, JFCBA, JEF, JGAB, and JFCEB for further review: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

The Board discussed Policy GBD, Board Staff Communications

MOTION: Director Quaas-Annsa moved, Director Light seconded the motion to approve Policy GBD, Staff Communications, with the edit of adding the term “official” to the second paragraph, rephrasing it as “official communications.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve Policy GBD, Staff Communications, with the edit of adding the term “official” to the second paragraph, rephrasing it as “official communications: Director Kohl – Yes, Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – No.

Motion passed, 4:1.

The Board discussed Policy JE, Attendance.

MOTION: Director Quaas-Annsa moved, Chair Mason seconded the motion to approve Policy JE, Attendance as presented.

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

Motion passed, 5:0.

The Board discussed Policy JECBA, International Students.

MOTION: Director Light moved, Director Kohl seconded the motion to approve Policy JECBA, Admission of International Study or Exchange Students as presented.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve Policy JECBA, Admission of International Study or Exchange Students as presented: Director Kohl – Yes, Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

The Board discussed Policy JEF, Religious Instruction.

MOTION: Director Kohl moved, Chair Mason seconded the motion to approve Policy JEF, Religious Instruction as presented.

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

Motion passed, 5:0.

The Board discussed Policy JFCEB, Personal Electronic Devices and Social Media.

MOTION: Director Kohl moved, seconded by Chair Mason to approve Policy JFCEB, Personal Electronic Devices and Social Media as presented.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve Policy JFCEB, Personal Electronic Devices and Social Media as presented: Director Kohl – Yes, Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

The Board discussed Policy JGAB, Behaviors and Use of Restraint.

MOTION: Director Quaas-Annsa moved, Director Kohl seconded the motion to approve Policy JGAB, Use of Restraint or seclusion as presented.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they approve Policy JGAB, Use of Restraint or Seclusion as presented: Director Kohl – Yes,

Director Quaas-Annsa – Yes, Director Light – Yes, Chair Mason – Yes, and Director De Graff – Yes.

Motion passed, 5:0.

6. Discussion

A. Policy Update, Section I

Superintendent Hamilton

Superintendent Hamilton pointed out that Section I, Instruction will be reviewed during the next meeting and that it includes several policies. He identified the following three policies being held for further review as:

1. IIA Instructional Resources and Instructional Materials
2. IKF Graduation Requirements
3. IKFB Graduation Exercises

These policies are being held for further review due to recent OSBA updates that were made in November. Board feedback was requested by December 30th, allowing enough time for the Board to review them and to keep the process moving forward.

7. Reports and Information

A. Superintendent Communication

Superintendent Hamilton highlighted three events:

- The Mayor's Revue presented performing artist Curtis Salgado as the headliner for the evening. Salgado spent almost two hours with the students, discussing the craft, growing up in the industry, and answering questions.
- Willamalane used funding from the University of Oregon to open the Little Ducks preschool expansion. This increases daycare and enrollment opportunities for families. The School District and Team Springfield celebrated the opening with Willamalane.
- Hamilton Middle School Librarian Tracy Pope, had one of the grants she had written funded by the Gagon family. The funds were used to improve the library through the creation of a reading room space. Hamilton was the first Oregon school to receive this grant and only the second middle school in the country. The space is a cozy and quiet environment, intended to promote and encourage a lifelong love of reading and learning.

B. Board Communication and Comments

Director Kohl shared:

- Attended the Briggs Middle School Thanksgiving Feast. He enjoyed conversing with the students and catching up with staff.
- Participated in an ODE sponsored presentation given by a Georgetown professor on the subject of the university-based research center, The Edunomics Lab. Kohl found the budgeting and data tools discussed to be interesting and useful.

Director Quaas-Annsa shared:

- Visited Hamlin Middle School and Gateway High School and was impressed with the performance of the goats. She enjoyed the recently posted online Goat Bus video.

- Excited to schedule an appointment with the Gateway High School Cosmetology program and looked forward to supporting the school.
- Served turkey dinners alongside fellow board members at the Briggs Middle School Thanksgiving Feast.
- Looking forward to attending the Band and Orchestra concerts at Agnes Stewart Middle School and Confluence at A3 School.

Director De Graff shared:

- Enjoyed volunteering at the Briggs Middle School Thanksgiving Feast and interacting with the students and staff.
- Through the Springfield Education Foundation (SEF), she served as a judge for a salsa competition in a culinary class at Thurston High school. The class teacher received an Innovative Educator Grant in the amount of \$4,000 to fund recipe development. SEF applications for that grant are open.

Director Light shared:

- His appreciation toward all who helped to make the Briggs Middle School Thanksgiving Feast possible.
- In referencing the Team Springfield meeting on the 2023 Ice Storm and their provided reports, he requested the Board review and participate in future discussions regarding the handout that listed his observations in areas of needed improvements, when confronting future incidents.

Chair Mason shared:

- Enjoyed attending and was appreciative of being able to get together with Team Springfield and elected officials and discuss collaborative governance, as well as seeing it at work within the community. She voiced her appreciation at seeing how the community is responding and constantly trying to improve.
- Found the SERA app interesting and believes that once operational it will be a very useful tool.

8. NEXT MEETINGS

January 9, 2025, Budget Meeting at 6:00 p.m.

January 13, 2025, Board Business Meeting at 7:00 p.m.

January 27, 2025, Board Special Session at 5:30 p.m.

Chair Mason thanked everyone for attending.

9. ADJOURNMENT

With no other business, Chair Mason adjourned the meeting at 9:00 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

SPRINGFIELD PUBLIC SCHOOLS
2024-2025 Revenue/Expenditure Forecast
As of December 31, 2024
****Please see attached report****

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

- Both current year and prior year tax collections are projected for 100% collection. To date there has been approximately \$30.4 million in current year tax revenue received and \$170,819 in prior year tax revenue received. This report is based on the information received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. The district projects to receive approximately \$88.97 million for the current year based on 2024-2025 projected enrollment and the allocation designated by the Oregon Department of Education. As the district continues to realize a decline in enrollment, these numbers may be adjusted over the course of the year.
- The district is anticipating receiving approximately \$190,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately \$1.24 million in Common School Funds. To date the district has received \$732,750 of anticipated funds.

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

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The (conservative) current projection of 97% expenditures for salary related items.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 95% expended. This projection will change as the year advances, substitute employee costs are solidified and stipend positions continue to be filled during the winter and spring seasons.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, however are shown at 100% expended at this point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2024-2025 adopted budget.

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

Additional Notes: For the 2024-2025 budget year the current estimate of ending fund balance is \$14,511,579. Included in this number is the audited ending fund balance from the 2023-2024 fiscal year (\$20,260,981). As with previous years, this is an early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2024-2025 REVENUE/EXPENDITURE FORECAST
as of
12/31/24

	BUDGET	ACTUAL through 12/31/24	ESTIMATED from 12/31/24 to year end	PROJECTED 2024-2025	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	32,435,783	30,386,711	2,049,072	32,435,783	100.00%
Property taxes - prior years	375,000	170,819	204,181	375,000	100.00%
Other local sources	850,000	1,083,016	500,000	1,583,016	186.24%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	88,974,235	51,109,917	37,864,318	88,974,235	100.00%
Common School Fund	1,237,062	732,750	504,312	1,237,062	100.00%
Total revenues	124,062,080	83,483,214	41,311,882	124,795,096	100.59%
Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total resources	143,100,750	103,744,195	41,311,882	145,056,077	101.37%
EXPENDITURES:					
Personal services	72,574,717	25,968,449	44,429,027	70,397,475	97.00%
Employee benefits	39,292,023	13,442,785	23,884,636	37,327,422	95.00%
Purchased services	11,386,648	4,651,136	6,735,512	11,386,648	100.00%
Supplies & materials	4,064,299	1,762,581	2,301,718	4,064,299	100.00%
Capital outlay	1,138,590	364,813	773,777	1,138,590	100.00%
Other objects	1,539,222	1,529,233	9,989	1,539,222	100.00%
Fund transfers	4,690,842	4,690,842	0	4,690,842	100.00%
Total expenditures	134,686,341	52,409,840	78,134,659	130,544,498	96.92%
Unappropriated	7,614,409	0	0	0	-
Contingency	800,000	0	0	0	0.00%
Total appropriations	143,100,750	52,409,840	78,134,659	130,544,498	91.23%
Total resources		103,744,195	41,311,882	145,056,077	
Total appropriations		52,409,840	78,134,659	130,544,498	
Ending fund balance		51,334,355	(36,822,777)	14,511,579	
Less: contingency		0	0	0	
Net fund balance		51,334,355	(36,822,777)	14,511,579	

PERSONNEL ACTION

RELEVANT DATA:

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

RECOMMENDATION:

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

- New Hires
- Resignations
- Retirement

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	BARNHART, OLIVIA	TEMPORARY TEACHER	FT	12/18/24-06/13/25	TEMPORARY HIRE
2	CONNOR, CHRISTY	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
3	DALY, NORA	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
4	MCLAUGHLIN, MICHELLE	TEMPORARY TEACHER	PT	01/06/25-06/13/25	TEMPORARY HIRE
5	MOWREY, AMBER	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
6	PENA, JUAN	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
7	PLACKO, CHARLENE	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
8	SCHEUERELL, VICTORIA	TEMPORARY TEACHER	PT	01/06/25-06/13/25	TEMPORARY HIRE
9	STEWART, KELSEY	TEMPORARY TEACHER	FT	01/06/25-06/13/25	TEMPORARY HIRE
10	VERANO, CHEYENNE	TEMPORARY TEACHER	FT	12/16/24-06/13/25	TEMPORARY REHIRE
	RESIGNATIONS				
11	1848356	CONTRACT TEACHER	FT	12/20/2024	RESIGNED
12	1863128	CONTRACT TEACHER	FT	02/02/2025	RESIGNED
13	2591774	PROBATIONARY 3	FT	02/01/2025	RESIGNED

RESOLUTION #24-25.033

DATE: January 13, 2025

Accept Resignation of Kelly Mason from Position 5
and Declare a Vacancy

RELEVANT DATA:

Kelly Mason, the duly elected representative of Position 5 on the Springfield Public Schools Board of Directors, has submitted a formal resignation, effective immediately.

Board Policy BBC, Board Member Resignation, outlines the process for accepting resignations and declaring vacancies on the Board – announce the resignation and declare the vacancy at a Board meeting.

RECOMMENDATION:

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

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

RESOLUTION #24-25.034
OUT-OF-STATE TRIP REQUEST

DATE: JANUARY 13, 2025

SPRINGFIELD HIGH SCHOOL'S
YEARBOOK

RELEVANT DATA:

The purpose of this trip is for Yearbook students to attend the JEA/NSPA Journalism Convention. This convention will immerse students in professional-level workshops and discussions, allowing them to learn advanced writing, photography, editing, design, and storytelling techniques direction from industry experts.

RECOMMENDATION:

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.

Students will miss two (2) school days.

The Yearbook class received \$23,000 in grants to cover the cost of this trip in addition to Booster's Auction and Concessions Fundraising.

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

José da Silva and Kate McGuire will be available to answer questions.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: SHS Contact: Kate McGuire Date: 12/16/2024

Club/Organization Going on Trip: Yearbook # of Students (M/F): 23

Number of Faculty Chaperones: 1 Number of Parent/Other Chaperones: 2

Names of Chaperones: Kate McGuire, Bradley Mahoney (Kate's husband), Rochelle Lewis (parent)

School Staff: Kate McGuire

Destination: Seattle, Washington Dates of Trip: 4/24-27/2025

Estimated Total Cost: \$21,701.92 Cost to the Program/Building*: \$0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$23,000

Fundraising Activities: SHS Boosters Auction, \$23,000 from SEF, Booster Concessions fundraising

Lodging: Sheraton Grand Seattle WA: 1400 6th Ave, Seattle WA 98101

Food: Lunch when we land then 1 dinner provided by program. Students buy meals April 25 – 27, 2025

Method of travel: Bus to airport, flight from Eugene to Seattle, A line train from airport to hotel
(Note: District vehicles **are not** available for out-of-state travel)

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

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

Applicable forms on file: (please check)

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

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

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

Approved: √ Denied: _____ Principal: José da Silva Date: 12/23/24

Approved: √ Denied: _____ Secondary Director: Mindy LeRoux Date: 1/7/25

IMPORTANT NOTE

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

Springfield High School Yearbook
JEA/NSPA National Journalism Convention
Seattle, Washington
April 24 – 27, 2025

PURPOSE OF THE TRIP

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

The purpose of attending the JEA/NSPA Journalism Convention immerses students in professional-level workshops and discussions, allowing them to learn advanced writing, photography, editing, design, and storytelling techniques direction from industry experts.

They'll bring back fresh skills, insights, and ideas to enhance our Yearbook and Intro into JOU projects. With this, the goal is for the yearbook students to feel more confident in their Style Guide/Ladder decisions, leading the class, organizing the class and bringing fresh design ideas. In intro to JOU, students make both literary magazines and online news so bringing back advanced skills in writing or even the knowledge of journalism practices to incorporate more into their interviews, research, writing and publishing would be beneficial.

Traveling as a group develops skills in building confidence, independence, accountability, responsibility and critical-thinking as they maneuver being on time to sessions and competitions, communication and navigation as they work together to find sessions, navigate places to get information and talk to new people, especially adults and other students from across the country.

The convention aligns with journalism classes, providing real-world applications of concepts used and taught in Yearbook and Intro to Journalism, preparing students for future academic and professional success in media-related fields.

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

Students will participate in sessions led by journalists, editors, journalism teachers and industry leaders who provide expert instruction on advanced techniques in writing, photography, design, storytelling, interviewing, video-editing, and marketing.

Through collaborative activities like critique sessions and roundtable discussions, students will develop critical thinking and problem-solving skills, learning to evaluate their own work and that of others with a professional eye. Exposure to diverse perspectives and practices fosters creativity and innovation, encouraging students to think outside the box and apply these insights to their own publications.

Additionally, keynote speeches and panel discussions will help students gain a deeper understanding of the role of journalism in society the ethical responsibilities of the profession, and the impact of quality storytelling on shaping public opinions. This broader appreciation not only enhances their skills but also deepens their commitment to the field.

Finally, students will gain confidence by competing at a national level to showcase their skills in

writing, photography, design, and multimedia on a professional state. They will evaluate and analyze their work according to a prompt, practice and develop it, name it, publish it and if competing on-site, will have to manage working under pressure to produce high-quality work.

Students learn to navigate a professional environment, manage their time effectively, and work as a team to represent their school's publication. They will return with not only improved technical skills, but also a renewed sense of confidence and passion for journalism.

Using Pre-Acquired Skills:

The trip offers a practical platform for students to apply the skills they've already learned in their journalism and yearbook classes.

Photography and Organizations: Students will have opportunities to capture moments throughout the conference, practicing composition, lighting, and visual storytelling. These competitions also help students critique and analyze their skills in photography, photo editing and organization.

Design: Workshops on layout and visual design allow students to refine skills they've developed in yearbook production and apply them to real-world examples, gaining exposure to modern design trends and software.

Interviewing: Student-focused and interactive sessions provide chances to practice live interviewing skills, helping students build confidence in asking questions, engaging with professionals, and gathering quotes effectively.

Writing: The conference offers sessions on crafting compelling news stories, feature articles and editorials, giving students the opportunity to practice and refine their writing in various journalistic styles.

Marketing: Students can apply their knowledge of branding and marketing by participating in on-site critiques which are one-on-one with journalism publication experts. They can market our program and talk with others about how we do our book and what we focus on.

How will the experience motivate students for further learning?

Attending this conference will inspire Yearbook and Intro to JOU students by immersing them in an environment of excellence and innovation. They'll interact with peers and professionals who share their passion, sparking new ideas and ambitions. Exposure to advanced sessions, cutting-edge tools and industry trends fuels their curiosity and eagerness to deepen their skills.

The learning opportunities, feedback from experts, and opportunity to see their work in a larger context motivates students to set higher goals for their journalism projects and future aspirations. This experience builds confidence, encourages lifelong learning, fosters fun and creates a deeper, commitment to the field of journalism.

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

The primary financial goal of this trip is to make it affordable for SHS students while keeping costs as low as possible. We aim to limit student expenses to under \$400 per individual. Below is a breakdown of estimated costs for students:

Items	Vendor	Cost	Who Pays
Meals: Yearbook will pay 1 dinner	TBD	\$25/student	Program
Meals: Yearbook will pay 1 dinner	TBD	\$25/adult	Program
Registration	JEA/NSPA	\$125/student	Program
Registration	JEA/NSPA	\$125/adult	Program
NSPA Best of Show Entry Fee	NSPA	\$30 for magazine	Program
Break with a Pro	NSPA	\$10/student	
		(3 editor in chiefs)	Program
Flights	Alaska Airlines	\$256.98/student	Program
Flights	Alaska Airlines	\$256.98/chaperone	Program
T-Shirt	NSPA/JEA	\$20	Student
Contest Entry Fee	NSPA/JEA	\$20	Student
Hotels & Lodging	Sheraton Grand	\$64 (3-4 person room)	Student
		\$125 (2 person room)	Student
Public Transportation	A line Seattle	\$20	Student
Meals (approx.)		\$15-\$20/meal	Student
Spending Money		\$20-\$100	Student

To support these efforts, we will utilize our \$23,000 grant from the Springfield Education Foundation. Additionally, students and staff will participate in fundraising activities including the SHS Boosters Auction in early April and the Boosters Concessions Fundraiser on February 4th.

Financial Assistance for Students

Students in need of financial assistance can with Ms. M to explore additional options

Opportunities for supplemental fundraising through Little Caesars fundraising or through a local contact for scents products can be done.

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

Students skills in other classes will develop from participating on this trip by the following:

English: Students refine writing, editing, and storytelling skills, enhancing their ability to craft essays, analyze texts, and communicate effectively. Improved grammar, critical thinking, and research techniques transfer seamlessly into English assignments.

Math: budgeting, organization and group problem-solving helps build math skills.

Social Studies: Journalism fosters an understanding of current events, history, and social issues and how others perceive those events. Students develop critical thinking, source evaluation, and media literacy, enhancing their ability to analyze and discuss historical and societal contexts in Social Studies.

Science: Skills in research, data visualization on designs, and clear communication of complex information apply directly to science projects, lab reports, and presentations, improving precision and clarity in scientific writing.

Students develop practical, career-ready skills at a national journalism conference that align closely with CTE goals:

Communication: Stronger writing, editing, and storytelling skills improve technical documentation, presentations, and client communications in CTE fields.

Technology: Exposure to design software, multi-media tools, and digital platforms enhances tech proficiency, vital for careers in graphics design, marketing, and media production.

Collaboration: Team-based activities at the conference mirror work-place dynamics, fostering teamwork and leadership.

Problem-Solving: Students practice critical thinking and decision-making, transferable to managing real-world projects in CTE pathways like business, engineering, or healthcare.

Marketing: Marketing our publication and ourselves on a national level prepares students for roles in advertising, public relations and entrepreneurship.

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

Transportation will be through a school bus to transport kids from the school to the airport, insuring security since it's school transport. Then, we'll be using an airplane to get us there which is the best way to take us with time, safety and costs in consideration. Taking the train from the airport to the hotel stop is the quickest, most cost-effective and secure way of getting us to the hotel. We'll be taking public transportation when needed as a group not solo, and the way we're getting back will be using the train plan and then parent pic up at the airport. All of these modes of transport showcase an arrangement for safety, supervision and costs in mind.

Kate McGuire: With extensive experience leading both in-state and out-of-state student trips, including a Washington, D.C. trip and a University of Oregon field trip in Fall 2024, I bring strong planning and organizational skills to ensure successful travel experiences. I am certified in first aid, epipen use, and medication administration, and have completed all required field trip training. I excel at creating detailed contingency plans (A, B and C) for transportation and problem solving in real-time. My use of tools like Remind and GroupMe, combined with organized trip binders for agenda, tickets and medical documents ensures seamless communication and logistics management.

Bradley Mahoney: Bradly, my husband, will serve as the male chaperone. With a background in financial tech industry and prior experience attending these conferences twice, he is familiar with the structure and expectations of the event. Bradley is skilled in problem-solving, directing students and offering patient and supportive assistance, ensuring a positive experience for all participants.

I am committed to prioritizing safety and effective communications throughout this trip. Comprehensive planning and preparation will ensure that all parents, students and chaperones are fully informed of expectations and responsibilities: I will be:

- Documenting and distributing detailed trip information, including schedules policies, and safety protocols.
- Securing and organizing medical documentations, substitute plans, and administrative approvals.
- Maintaining clear communication with conference organizers, transportation providers, and other relevant parties.

Conducting thorough research and planning to address all logistical and safety

considerations.

These proactive steps will ensure a well-organized and secure experience for all participants.

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

Our program will be conducting fundraising efforts in the months leading up to the trip and any additional funding not stated in this document above will be met based on the outcome of this proposal. Parents and students will contribute money to the trip over 2 days in Feb 28th and March 28th.

RATIONALE*

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

Missing two school days for this conference is a worthwhile investment in student's academic, personal, and professional growth. The opportunity to engage in high-quality, industry-specific learning, represent their school and return with new insights and skills far outweighs the temporary disruption to their schedule. Providing these opportunities demonstrates the school's commitment to preparing students for success beyond high school

1. Alignment with the Conference Schedule

The conference begins on Thursday, April 24 and continues to April 26 with Sunday, April 27 being a return travel day. That Thursday includes critical workshops, keynote speeches, registration and student opportunities to network and check out the conference. Arriving late would cause students to miss out, adding more stress to the other days and reducing the value of the entire experience. By departing early, students can fully immerse themselves in the event and take advantage of all opportunities offered.

2. Rational for Transportation Time

Transportation logistics, whether by train, bus or plane, require significant time for safe travel to and from the conference venue. Scheduling travel on Thursday ensures students arrive rested and prepared for the conference's opening activities. Additionally, using travel time to discuss expectations, review schedules, and prepare mentally for the conference makes it a productive extension of their learning.

3. Educational Benefits of the Conference

This conference provides students with real-world learning experiences that directly enhance their academic and professional development. These are stated above.

4. Importance of Providing Opportunities

Allowing students to attend national events shows a commitment to their holistic development and prepares them for post-secondary education and careers.

These type of opportunities:

Build Confidence and Independence: Traveling and representing SHS helps students develop self-reliance and maturity.

Inspire Life-long Learning: Exposure to high-level journalism inspires deeper engagement with their studies and motivates them to pursue excellence.

Strengthen School Programs: Students return with enhanced skills, fresh ideas, and a sense of pride, elevating the quality of our yearbook and Intro to JOU classes.

5. Balanced Impact on School Attendance

While missing two days of school requires careful planning, students will make up missed work and apply their learning from the conference to other classes. This real-world experience provides value far beyond the classroom, enriching their education in meaningful ways.

Springfield High School Yearbook
JEA/NSPA National Journalism Convention
Seattle, Washington
April 24 – 27, 2025

ITINERARY
Yearbook

April 24th

9:45 am – Board bus on 7th St to go to Airport
10:15 am – Arrive at Eugene Springfield Airport
11:35 am – Group boards plane to fly to Seattle
12:54 pm – Group arrives in Seattle
1:15 pm – Group boards A line into Seattle and dropped off at Sheraton Grand Hotel
2:15 pm – Group checks into hotel, get luggage in rooms
2:40 pm – Group gets a late lunch/snack nearby hotel
3:30 pm – Group returns to hotel to register at event, students allowed to roam event tables until dinner
5:45 pm – Group gets dinner
6:45 pm – Arrive back at hotel for opening ceremony and keynote speaker
9:00 – 10:00 pm – Students to hang out at hotel
11:00 pm Students to be in hotel room, chaperone check

April 25th

Breakfast at hotel or nearby (Starbucks, Peets Coffee, etc)
9:00 am – Noon Breakout sessions and lunch on your own
Noon – 6 pm Breakout sessions and on-site contests
6 pm – Dinner on your own
8 pm – 10 pm – Students entertainment (usually a DJ, snack, drinks games)
11:00 pm Students to be in hotel room, chaperone check

April 26th

Breakfast at hotel or nearby (Starbucks, Peets Coffee, etc)
8:00 am – 2:00 pm Breakout sessions and lunch on your own
3:30 pm – Closing ceremonies and awards
6 pm – Dinner as a group and group activity in Seattle (Space Needle, Glass Gardens)
11:00 pm Students to be in hotel room, chaperone check

April 27th

Breakfast at hotel or nearby restaurant or airport (Starbucks, Peets Coffee, etc)
6:30 am – Group checks out of Sheraton Grand Hotel
6:45 am – Group boards A line to Airport
9:25 am – Flight departs from Seattle Airport
10:39 am – Flight lands at Eugene Airport
10:45 – 11 am – Students picked up by guardians from airport

BUDGET COMMITTEE APPOINTMENT

RELEVANT DATA:

Oregon Budget Law requires that each local government establish a budget committee. Appointive members of the budget committee are appointed for three-year terms (unless filling a mid-term vacant position) and selected by the governing Board of Directors on an at-large basis.

Springfield Public Schools has four (4) members currently serving on the budget committee whose terms expire either on December 31, 2025 (1 member) or December 31, 2026 (3 members). Additionally, there is one (1) vacant member position due to an appointment to the school board. The current vacant position is designated as the required member from the Educational Equity Advisory Committee.

District administration worked with the Educational Equity Advisory Committee to solicit interested members for the position, and one interested candidate volunteered (David Walp). Mr. Walp is a graduate of Thurston High School and a current parent of an SPS student.

RECOMMENDATION:

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.

SUBMITTED BY:

Brett M. Yancey
Chief Operations Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

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 174.100ORS 336.477OAR 581-021-0050ORS 329.025ORS 339.880OAR 581-021-0055ORS 332.072ORS 339.885ORS 332.107ORS 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 C~~classified employee ~~council members~~ and shall be elected by a majority vote of classified employees at the school site.

Terms

Terms of service for building site council members will be determined by the council with final approval by the superintendent.

Council Duties

To the extent practicable and within the parameters established above, building site councils shall be responsible for the development and implementation of a plan to improve the professional growth and career opportunities of the school staff, the improvement of the school's instructional program and the development and coordination of the school improvement program at the school site as provided by Oregon Revised Statutes and Oregon Administrative Rules.

~~Additional duties may be assigned by the superintendent~~ The superintendent may assign additional duties.

Limitation of Council Authority

Site councils may request a waiver of Board policy. Waiver requests must be submitted in writing to the superintendent. The superintendent will submit the waiver request and ~~his/her~~ a recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and effective schooling tenets.

No council shall have the authority to override an action of administrative rule/regulation, administrative decision, or Board policy. Council decisions may not abrogate any provision of district labor agreements or law. All site council decisions are subject to superintendent and Board review and approval, respectively.

Public Meetings Law

Building site councils shall follow the meeting notice and record keeping requirements of ~~the~~ Public Meetings Law.

END OF POLICY

Legal Reference(s):

ORS 192.660 to -192.690
ORS 243.650
ORS 243.782

ORS 329.125
ORS 329.704

OAR 581-020-0100 to -0115
OAR 581-020-0125
OAR 581-020-0130

Springfield School District 19

Code: IFD
Adopted: 6/25/0
Revised/Readopted: 6/22/20
Orig. Code(s): IFD

~~Curriculum Adoption~~ Course Approval

Recommendations to add new courses or programs or to delete existing courses or programs shall be consistent with district and course goals and must be approved by the assistant superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.075

ORS 332.107
ORS 336.035

OAR 581-022-2000
OAR 581-022-2030

Springfield School District 19

Code: IGAEB
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGAEB

Drug, Alcohol and Tobacco Prevention, Health Education**

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

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

Drug Prevention Program

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

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

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

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

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

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

placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

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

The district will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.

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

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

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

END OF POLICY

Legal Reference(s):

<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 (20062018).

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: IGBAA

Special Education - Individualized Education Program (IEP)**

An individualized individual education program (IEP) shall be developed and implemented for each identified student with disabilities in the district, kindergarten through 21 years of age²¹, 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):

<u>ORS 343.068</u>	<u>OAR 581-015-2195</u>	<u>OAR 581-015-2229</u>
<u>ORS 343.151</u>	<u>OAR 581-015-2200</u>	<u>OAR 581-015-2230</u>
<u>ORS 343.155</u>	<u>OAR 581-015-2205</u>	<u>OAR 581-015-2235</u>
<u>ORS 343.321 - 343.333</u>	<u>OAR 581-015-2210</u>	<u>OAR 581-015-2055</u>
	<u>OAR 581-015-2215</u>	<u>OAR 581-015-2600</u>
<u>OAR 581-015-2000</u>	<u>OAR 581-015-2220</u>	<u>OAR 581-015-2065</u>
<u>OAR 581-015-2190</u>	<u>OAR 581-015-2225</u>	<u>OAR 581-015-2265</u>

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.

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):

<u>ORS 343.155</u>	<u>OAR 581-015-2270</u>	<u>OAR 581-015-2470</u>
	<u>OAR 581-015-2280</u>	<u>OAR 581-015-2480</u>
<u>OAR 581-015-2080</u>	<u>OAR 581-015-2450</u>	<u>OAR 581-015-2515</u>
<u>OAR 581-015-2085</u>	<u>OAR 581-015-2455</u>	<u>OAR 581-021-0029</u>
<u>OAR 581-015-2265</u>	<u>OAR 581-015-2460</u>	

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

<u>ORS 343.224</u>	<u>OAR 581-015-2050</u>	<u>OAR 581-015-2605</u>
<u>OAR 581-015-2020</u>	<u>OAR 581-015-2075</u>	<u>OAR 581-021-0029</u>
<u>OAR 581-015-2035</u>	<u>OAR 581-015-2530</u>	
<u>OAR 581-015-2040 - 2065</u>	<u>OAR 581-015-2600</u>	
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) 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):

<u>ORS 339.020</u>	<u>OAR 581-015-2080</u>	<u>OAR 581-015-2315</u>
<u>ORS 339.030</u>	<u>OAR 581-015-2130 to 2190</u>	<u>OAR 581-021-0026 to -0029</u>
<u>ORS 339.035</u>	<u>OAR 581-015-2210</u>	
<u>ORS 343.165</u>	<u>OAR 581-015-2310</u>	

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 at a minimum:

- ~~1. Behavioral, learning and/or performance information.~~
- ~~2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students.~~
- ~~3. A nationally standardized academic achievement test for assistance in identifying academically talented students.~~
- ~~4. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.~~
- 5.1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
- 6.2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
- 7.3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
- 8.4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

9.5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria may be identified.~~

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through Board policy KL - Public Complaints. ~~After exhausting the district’s appeal procedure and receiving a final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction.~~

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395

ORS 343.407

ORS 343.409

ORS 343.411

OAR 581-021-0030

OAR 581-022-2325

OAR 581-022-2330

OAR 581-022-2370

OAR 581-022-2500

Springfield School District 19

Code: IGBBC
Adopted: 10/10/11
Revised/Readopted: 6/22/20
Orig. Code(s): IGBBC

Talent and Gifted-Programs and Services**

(With the update of IGBB and IGBBA, this policy is not needed.)

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a students' access to appropriate services and will develop program and service options.

The Board has established an appeals process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration. The appeal process is identified in administrative regulation KL-AR Public Complaint Procedure.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted.

This complaint procedure, Policy KL-AR Public Complaint Procedure, is available at the district's administrative office and on the home page of the district's website.

END OF POLICY

Legal Reference(s):

~~OAR 581-002-0040~~
OAR 581-022-2325

~~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 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~~ quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the ~~State's~~state's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:
 - a. Annual parent-teacher conferences at the elementary school level; and
 - b. Frequent reporting to parents on their student's progress.

The district shall, provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

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

END OF POLICY

Legal Reference(s):

ORS 343.650

ORS 343.660

OAR 581-037-0005 to -0025

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Springfield School District 19

Code: IGBG
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBG

Homebound Instruction

Instruction will be provided to any student whose health or impairment ~~will~~, as substantiated by a physician's statement, ~~when appropriate, will~~ cause the student to be absent from school for at least 10 consecutive school days and who can benefit educationally from such instruction.

The amount of instructional service provided will be at the district's discretion and be related to each student's educational needs and physical and mental health.

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030

OAR 581-021-0071
OAR 581-022-2000

OAR 581-022-2030
OAR 581-022-2505

Springfield School District 19

Code: IGBHA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IGBHA

Alternative Education Programs**

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

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of ~~all~~ alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A public and private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable.

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

The district shall pay the actual cost of an alternative education program ~~cost~~ or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. The district is not obligated to provide or pay for transportation. ~~The district will enter into a written contract for a district approved district approved private alternative education programs. As required by law.~~ When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.014
ORS 336.175

ORS 336.615 - 336.665
ORS 339.030
ORS 339.250

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071

OAD 581-022-2320
OAD 581-022-2505

OAD 581-023-0006
OAD 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 ~~optionssituations~~ 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):

<u>ORS 332.072</u>	<u>OAR 581-021-0045</u>	<u>OAR 581-022-2320</u>
<u>ORS 336.175</u>	<u>OAR 581-021-0065</u>	<u>OAR 581-022-2505</u>
<u>ORS 336.615 to -336.665</u>	<u>OAR 581-021-0070</u>	<u>OAR 581-023-0006</u>
<u>ORS 339.250</u>	<u>OAR 581-021-0071</u>	<u>OAR 581-023-0008</u>
	<u>OAR 581-021-0076</u>	

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):

<u>ORS 336.035(2)</u>	<u>ORS 336.635</u>	<u>OAR 581-021-0071</u>
<u>ORS 336.465</u>		<u>OAR 581-022-2050</u>
<u>ORS 336.615</u>	<u>OAR 581-002-0035</u>	<u>OAR 581-022-2110</u>
<u>ORS 336.625</u>	<u>OAR 581-021-0009</u>	<u>OAR 581-022-2505</u>

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 ~~EOPE~~ 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 ($450 \times 0.33 = 148.5$). (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):

<u>ORS 332.072</u>	<u>OAR 581-021-0050</u>
<u>ORS 332.107</u>	<u>OAR 581-021-0055</u>

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):

<u>ORS 336.423</u>	<u>OAR 137-025-0020 to -0530</u>
<u>ORS 339.880</u>	<u>OAR 581-022-2260(2)</u>

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 are assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

<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 feels 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: IIAD
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code(s): IIAD

Special Interest Materials

In general, supplementary printed materials from non-school sources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses and are timely.

Printed materials from non-school sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing non-school materials to homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the principal even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

ORS 332.072

ORS 339.880

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Springfield School District 19

Code: IIBGA
Adopted: 10/10/11
Revised/Readopted: 6/22/20
Orig. Code(s): IIBGA

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of teaching and learning.~~

The district's electronic communications system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

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

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying 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.

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

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

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

END OF POLICY

Legal Reference(s):

<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 rulesregulations and guidelines to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rulesregulations will reinforce district policy in areas such as alcohol, and tobacco and unlawful drug use, procedureprocedures 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/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 **reportinggrading** 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):

<u>ORS 40.245</u>	<u>OAR 581-021-0009</u>	<u>OAR 581-022-2250</u>
<u>ORS 326.565</u>	<u>OAR 581-021-0030</u>	<u>OAR 581-022-2270</u>
<u>ORS 326.575</u>	<u>OAR 581-022-2030</u>	<u>OAR 581-022-2310</u>
<u>ORS 329.479</u>	<u>OAR 581-022-2060</u>	House Bill 3041 (2021)
<u>ORS 329.485</u>	<u>OAR 581-022-2100</u>	Senate Bill 602 (2021)
<u>ORS 336.187</u>	<u>OAR 581-022-2110</u>	
<u>ORS 659.850</u>	<u>OAR 581-022-2115</u>	

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).

¹ The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. [However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.]

Springfield School District 19

Code: ING
Adopted: 6/13/11
Revised/Readopted: 6/22/20
Orig. Code(s): ING

Animals in District Facilities

Only service 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):

<u>ORS 332.107</u>	<u>OAR 581-053-0010</u>	<u>OAR 581-053-0430(16)</u>
<u>ORS 659A.400</u>	<u>OAR 581-053-0230(9)(j)</u>	<u>OAR 581-053-0531(15)</u>
	<u>OAR 581-053-0330(1)(q)</u>	

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.



2025-2027 (Year One)

Local Service Plan

Our shared commitment to equity, empowerment, and collaboration in education.

About Lane Education Service District

Lane Education Service District (ESD) provides services to sixteen component districts in Lane County. Our purpose is to **SERVE** our communities!

Support - Provide comprehensive services in technology, school improvement, special education, and administrative services that support our component districts' missions to achieve equitable outcomes for all students.

Empower - Empower educators, students, and communities by offering professional development and innovative programs to enhance culturally responsive-sustaining learning experiences.

Resource - Deliver fiscally sound services that support equitable allocation for students countywide.

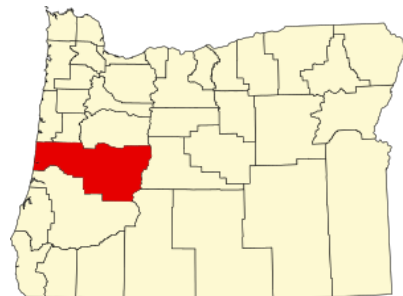
Vision - Cultivate a clear vision for educational excellence and equity, guiding strategic planning, and fostering a shared mission among Lane County's invested communities.

Engage - Promote engagement and collaboration among educators, families, and community partners to create a supportive educational environment that promotes justice-centered engagement for all invested communities.

Component School Districts

Bethel
Blachly
Creswell
Crow-Applegate-Lorane
Eugene
Fern Ridge
Junction City
Lowell

Mapleton
Marcola
McKenzie
Oakridge
Pleasant Hill
Siuslaw
South Lane
Springfield



Purpose of the Local Service Plan

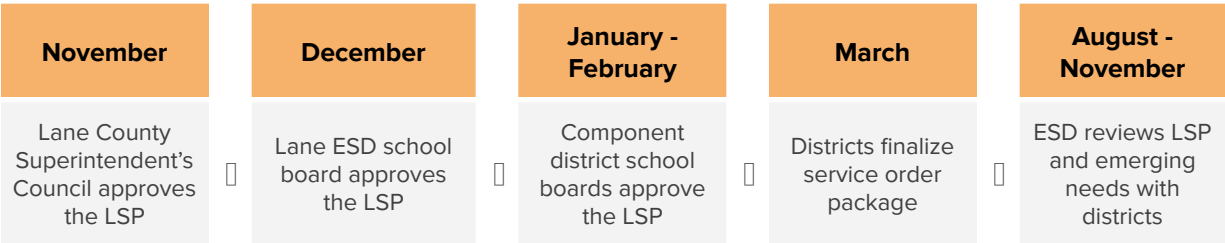
The Local Service Plan is a foundational document for Lane ESD and our component school districts, designed to outline the range of services and programs offered to support district needs. Its primary purpose is to define the services available and clarify how resources, staffing, and funding will be allocated to support districts effectively. With this document, districts can make informed decisions about which services best align with their unique needs and goals, selecting from available services each year.

Additionally, the Local Service Plan plays an essential role in promoting equity and access by ensuring that all districts—regardless of their size or individual resources—have the opportunity to access crucial educational services, especially in areas where Lane County’s smaller districts may struggle to provide these independently. The plan also promotes accountability and transparency, clearly documenting the services to be delivered and setting mutual expectations for the ESD and our component districts. This transparency enables stakeholders to assess service outcomes and effectiveness.

Recommended Use of the Local Service Plan

The district may:

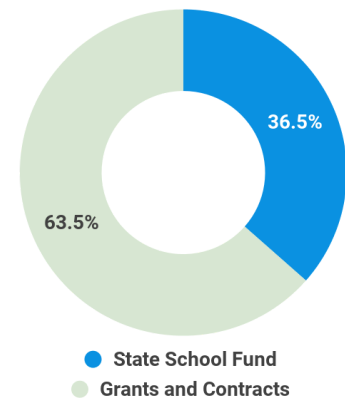
- familiarize itself with funding structures and services in the Local Service Plan.
- assess their needs and priorities to meet their goals and mission.
- determine which ESD services could provide valuable support or enhancement.
- submit its service order package to the ESD by March 31st, 2025.
- review the document throughout the year to determine if additional services are needed.



How Services are Funded

State School Fund resources are provided to ESDs to offer services for children with special needs, technology, school improvement, and administrative support to component school districts as described in the Local Service Plan. Pursuant to ORS 327.019, 90% of these resources are allocated to component school districts based on weighted student population (ADMw). Of the amount allocated to districts, approximately 12% goes directly to services available to all districts (Core Services), while approximately 88% is allocated as flex funds, which can be used to purchase services through the local service plan menu (Menu Services or Custom Services).

Local Service Plan Resources



Core Services provide stability and flexibility in meeting student needs where the level of support may vary from district to district and year to year; this commitment supports the equitable distribution of resources for students county-wide and basic operational needs.

Menu Services are optional for districts to choose from using their allocated Flex funds and individual district budgets.

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 support specialized, innovative, and often temporary programs or services with qualifying conditions at no cost to districts. 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 county.

State and Federal Contracts are in place to ensure that the ESD supports school districts in implementing state and federal educational policies and programs, complies with mandates, and provides specialized services.

Grants are targeted funds that the ESD has identified and applied for to support specific educational programs and initiatives for the component districts.

Core Services

Core services are available to all component districts at no cost and represent approximately 12% of the local service plan allocations to districts.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills High-Cost Pool	Provides funds to districts with an overrepresentation of Life Skills students (including districts that do not participate in the ESD Life Skills consortium).
Technology Support	Network Services	Provide high-speed internet access, CIPA-compliant internet filtering, 24-7 internet connectivity monitoring, and utilization reporting with reliability and equitable access as the focus areas.
	Professional Development	Organize regional professional development opportunities and support local partnerships, including an internship program.
	Technology Leadership	Facilitate opportunities for regional technology leaders to provide problem-solving collaboration, job-alike groups, state and regional initiatives, consortium purchases, lifecycle plan assistance, and director mentoring and coaching.
	Grant Support	Assistance in the writing, coordination, and implementation of county-wide grant activities
	Cybersecurity	Assist with developing and maintaining incident response plans, cybersecurity handbooks, insurance compliance, vulnerability scanning and reports.
School Improvement Services	Curriculum and Instruction*	General education curriculum and instructional services include professional development, coaching, and consultation to assist districts in curriculum adoption, instruction, and assessment. Lane ESD has content specialists in Health, Social Studies/Ethnic Studies, English Language Arts, Math, Science, Career Connected Learning, and Project Based Learning.
	Curriculum Leaders*	This network meets monthly during the school year and comprises district and building administrators from all 16 component districts. Experts on topics of interest give presentations, the work of component districts is featured, resources are shared, and leaders can network with job-alikes across districts.

	Promise Programs	The Lane Regional Promise supports teachers in obtaining College Now endorsements to offer college credit for courses taken in high school.
	Lane Career Academy	The Lane Career Academy collaboration provides Lane County students with technical education to access high-wage, high-demand jobs. Current programming includes HOPE Factory (construction/manufacturing); future programming to include Emergency Medical Services (EMS) and Behavioral Health.
Administrative and Support Services	Home School	Home Schooling is a mandated service in which Lane ESD is responsible for accepting notifications from parents or guardians who intend to educate their children at home. Lane ESD is a primary information source for parents, students, schools, and districts. The ESD is also responsible for monitoring compliance with homeschool notification requirements, monitoring academic progress requirements, and providing detailed reports to districts.
	Attendance and Truancy Services*	Attendance and truancy support assist component school districts in meeting legal requirements regarding mandatory school attendance. This is a state-mandated service for districts with less than 1,000 students.
	Connected Lane County	A contribution to Connected Lane County supports the collaborative work between districts, industry partners, workgroups, and community organizations to create opportunities and prepare underserved youth for their lives beyond high school.
	Oregon Licensed Contract Dashboard	Subscriptions to RS2's interactive Oregon Licensed Contract Dashboard provide access to licensed salary, benefits, insurance contributions and work schedules with the ability to create custom comparison groups.

** Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).*

Menu Services

Menu services are available for individual districts to purchase as needed using flex funds or other district resources.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills Consortium Placements	The Life Skills Education Program serves students with moderate, severe, and profound disabilities. Kindergarten through grade 12 classrooms are located in several elementary, middle, and high schools throughout Lane County. Students ages 18-21 are served in the Transitions Program. The Intensive Services Program (ISP) serves students whose support needs require environmental modifications that may not be feasible on a general education campus.
	Lane School Placements	Lane School is a structured behavior and academic program for kindergarten through grade eight students who experience significant behavioral, social, and educational difficulties.
	Behavior Disorder Consultants	Behavior Disorder Consultants provide in-service training and consultation to districts for behavior and classroom management and strategies for working with students identified as having emotional and behavioral disabilities.
	School Psychologists	School Psychologists provide assessments to assist districts in determining student eligibility for special education, coordination assistance, and consultation with district staff, parents, and other professionals.
	Speech Language Pathologists	Speech Language Pathologists (SLPs) support districts in assessing and providing Individualized Education Plan (IEP) related services to students with communication disorders, including articulation, cognition, language, literacy, social skills, fluency, voice, and hearing. SLPs also support Safe Eating Teams, helping establish and train protocols and guidelines for safe eating at school.
	Augmentative Communication	Augmentative Communication services include evaluation, IEP support, programming equipment, and consultation with classroom teachers and specialists.

	Direction Service	Direction Service provides information and referral services to parents and districts regarding specialized services for families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution.
	Sign Language Interpretation Services	Sign Language Interpreters facilitate communication for Deaf or Hard of Hearing (DHH) students during school hours and for school-related activities. Interpreters may also act as a resource or provide training to staff and students. Interpreters may also offer services to provide ADA accommodations for school staff and families.
	MLK Jr. Education Center	The Martin Luther King, Jr. Education Center is a partnership between Lane ESD and the Lane County Department of Youth Services, providing an educational program for students with an active case with the Department of Juvenile Justice.
	Nursing Services	School Nurses provide services for students with medical conditions that may interfere with their ability to participate in their educational program. School Nurses develop Health Management Protocols, which outline specific supports needed for each student, train staff to recognize and respond to students' medical needs, and delegate medication administration and health protocols.
Technology Support	Application Hosting and Management	Cloud and on-prem solutions, e.g. video streaming services, backup solutions, help desk solutions, cloud solutions and applications, and technology inventory solutions.
School Improvement Services	Career and Technical Education	Career and Technical Education (CTE) staff provide leadership and services to districts so that students can enhance their 21st-century technical skills, career exploration, and successful transition to work or extended schooling.
	Library Services	Library services support districts in meeting Division 22 library and media services standards. Professional development, coaching, and consultation are provided for districts that elect this service.
Administrative and Support Services	Substitute Teacher List Subscription	Lane ESD maintains a list of approved substitute teachers and provides support with registration, training, and orientation to applicants.
	Courier Services	Lane ESD's courier services provide an efficient and secure method of moving materials between the ESD, districts, and other public agencies.

Grants and Contracts

Through support from grants and contracts, Lane ESD provides certain value-added services at no cost to districts.

SERVICE AREA	PROGRAM	DESCRIPTION
Programs for Children with Special Needs	Early Intervention / Early Childhood Special Ed	Contracted service with the University of Oregon Early Childhood CARES. Grant provides EI (birth-3) and ECSE (3-5) education services to all Lane County resident families with children with qualifying special education eligibility.
	Lane Regional Inclusive Services	LESD Regional Inclusive Services works in collaboration with Local School Districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, Families, and Community Agencies to provide specialized educational support for children with low incidence disability eligibility, including Autism Spectrum Disorder (ASD), Orthopedic Impairments (OI), Traumatic Brain Injury (TBI), Visual Impairments (VI), Deaf/Hard of Hearing (DHH), and DeafBlind (DB). This grant also supports audiology referrals and a Hearing Assistive Technology Equipment Lending Library.
	State Hospital	The Oregon State Hospital Education Program offers opportunities for 18 to 21-year-olds to continue their education while in the hospital setting.
	Juvenile Detention Education Program	The Juvenile Detention Education Program (JDEP), funded by the Oregon Department of Education, provides educational and re-entry transitional services to students housed overnight in county juvenile detention facilities.
	Regional Technical Assistance Program	Lane ESD provides local-level options for professional development and technical assistance within the general supervision areas (special education and federal title programs).
School Improvement Services	Western Regional Education Network	The Western Regional Educator Network (WREN) encompasses the 28 school districts in Lane ESD and Linn-Benton-Lincoln ESD. It is an educator-led, improvement-focused network that elevates teachers' voices, emphasizes the Lane ESD Equity Lens to interrupt historical patterns of inequities, and supports educators in creating more inclusive and empowering school cultures. Professional development, coaching, and consultation are provided.

	Teacher Pathways*	This Grow Your Own (GYO) grant funded program works to diversify the K-12 education workforce in Lane County by recruitment, selection, clinical practice, hiring placement, and induction support for pre-service teachers centered on building culturally responsive affinity groups.
	Social Emotional Learning*	Professional development, coaching, and consultation are provided to component districts to meet their goals of authentic implementation of Oregon's Transformation Social Emotional Learning (TSEL) standards,
	School Safety and Prevention*	Technical expertise, training, and system development is provided to districts in responding to threats of violence and suicide. Our SSPS is the lead responder and coordinator of the Tragedy Response Team.
	Student Voice*	Professional development, coaching, and consultation are provided to implement ongoing student voice and engagement for district/school strategic planning and continuous improvement.
	LGBTQ2SIA+ Student Success	This grant funds technical assistance, professional development, curriculum development, and resources, to ensure focal LGBTQ2SIA+ students and their families are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
	Latinx Student Success	This grant funds technical assistance, professional development, curriculum development, and resources to ensure focal LatinX Students are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
	Native Youth Wellness*	This grant funds the Native Youth Wellness program (NYW). NYW provides professional development on Tribal History/Shared History and TSEL, culture nights, student affinity groups, coaching on tribal education programs, equity, and culturally sustaining pedagogy.
	Advanced Manufacturing & Construction	This grant supports a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.
	Behavioral Health Career Pathways	This grant provides curriculum, training, and work-based experiences focused on mental and behavioral health pathways between districts and industry partners via Lane Career Academy. Prioritizes rural and underserved communities.
	Team Oregon Build	Professional development and technical assistance is provided on hands-on construction projects. The project provides pathways for career development while addressing the urgent need for safe and sustainable housing.

	Healthcare Workforce Development	Coordinate scholarship and training support to remove cost barriers for students to participate in Behavioral Health and Emergency Services pathways within Lane Career Academy.
	LaneSTEM*	Lane ESD supports Science, Technology, Engineering, and Math (STEM) education in partnership with LaneSTEM through workshops, school site consultation, classroom coaching, and grant partnerships.
	Early Literacy*	Lane ESD supports district implementation of their Early Literacy plans by coordinating professional development via Oregon Department of Education contractors and community partners.
	Administrative Burden Reduction*	Technical assistance completing state and federal required reporting, grant applications, and data collections. The focus is primarily on small/rural districts, but Integrated Guidance technical assistance is provided for all component districts.
	21st Century Community Learning Centers*	Crow-Applegate-Lorane, McKenzie, Mapleton, and Siuslaw are in a consortium for the 21st Century Community Learning Centers (CCLC) grant. Lane ESD provides oversight and technical assistance on the completion of grant requirements.
	English Language Development*	English Language Development (ELD) services include technical assistance relating to curriculum, instruction, assessment, and educational learning platforms. Train general education teachers to learn how to integrate the English Language Proficiency (ELP) standards into their regular curriculum.
	Migrant Education	Lane ESD coordinates a regional Migrant Education Program (MEP) consortium serving Lane and Douglas counties, including 29 school districts. MEP provides supplemental instruction, community outreach, and parent involvement for eligible MEP students, including summer school, graduation, and preschool services for students ages 3-21.
	EA/IA Professional Development*	Lane ESD contracts with Cultivate at the University of Oregon to provide professional development modules for Education / Instructional Assistants.
	Portrait of a Graduate*	Lane ESD contracts with Cosgrave and Swanson to consult rural districts on developing and implementing Portrait of a Graduate.

* Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).



Appendix - Links to Other Information

Student Success Act Comprehensive Support Plan

Lane ESD's Student Success Act Comprehensive Support Plan is provided to assist districts with developing and implementing their Integrated Plans for the implementation of the Student Success Act. ***Services are detailed throughout this Local Service Plan and indicated with an (*)***. You can view the 2024 - 2025 outcomes and strategies that guide the services in this local service plan here. (add link)

Lane ESD Budget and Financial Reports - Lane ESD's annually adopted budgets and audit reports can be found on the Lane ESD website at <https://lesd.k12.or.us/administration/business-services>.

Lane ESD Equity Lens - Lane ESD's Vision, Mission, and Purpose are at the center of all decisions made within the agency in service of our county. We employ our Equity Lens and adapt our Equity Tools to meet the needs of the decision at hand by including multiple perspectives, determining the problem to be solved, evaluating potential positive and negative impacts on our students, families, and districts, examining resources available, and at all times orient ourselves toward justice centered engagement while operating in a fiscally responsible and responsive manner. See more at <https://lesd.k12.or.us/strategic-plan>.

Lane ESD Contact Information - For questions, please contact supt-office@lesd.k12.or.us

POLICY UPDATES - SECTIONS A/B and K/L

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.

For your review and consideration, policies in Sections A/B (Board Governance And Operations) and K/L (District-Community Relations) of the Springfield School Board Policy Manual are now submitted. These policies have undergone preliminary updates and are ready for your input prior to final adoption.

RECOMMENDATION:

It is recommended that the Board of Directors review policies in Sections A/B (Board Governance And Operations) and K/L (District-Community Relations) in preparation for their adoption at the February Board meeting.

SUBMITTED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code: AC
Adopted: 6/27/16
Revised/Readopted: 3/11/19; 1/10/22
Orig. Code: AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.003</u>	<u>ORS 659A.321</u>
<u>ORS 192.630</u>	<u>ORS 659A.006</u>	<u>ORS 659A.409</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.009</u>	<u>OAR 581-002-0001 – 002-0005</u>
<u>ORS 332.505</u>	<u>ORS 659A.029</u>	<u>OAR 581-021-0045</u>
<u>ORS 408.230</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0046</u>
<u>ORS 659.805</u>	<u>ORS 659A.040</u>	<u>OAR 581-021-0047</u>
<u>ORS 659.815</u>	<u>ORS 659A.103 - 659A.145</u>	<u>OAR 581-022-2310</u>
<u>ORS 659.850 - 659.860</u>	<u>ORS 659A.230 - 659A.233</u>	<u>OAR 581-022-2370</u>
<u>ORS 659.865</u>	<u>ORS 659A.236</u>	<u>OAR 839-003</u>
<u>ORS 659A.001</u>	<u>ORS 659A.309</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB - All Students Belong

JBB - Educational Equity

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

KL - Public Complaints

Springfield School District 19

Code: ACA
Adopted: 4/27/09
Revised/Readopted: 3/11/19
Orig. Code(s): ACA

Americans with Disabilities Act

The district, in compliance with the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (ADA), is committed to maintaining employment practices, services, programs and activities that provide equity to qualified individuals with disabilities.

The district will provide reasonable accommodations for the known disabilities of all applicants and current employees in all employment application procedures; hiring, advancement or discharge; employee compensation; job training; other terms, conditions and privileges of employment upon request and advance notice.

A reasonable accommodation must not present an undue hardship for the district, be unduly costly, extensive or disruptive; nor present a direct threat to the health or safety of the individual or others in the workplace.

District services, programs and activities will be accessible and usable by qualified individuals with disabilities, consistent with Section 504 of the Rehabilitation Act of 1973 and the ADA. Accessibility may be achieved through nonstructural as well as structural methods.

In order to achieve equal access, the district will make available appropriate auxiliary aids and services that promote effective communications. Primary consideration will be given to the request of individuals with disabilities in the selection of appropriate aids and services. Final determination will be made by the Board. Auxiliary aids and services determinations will be based on availability, effectiveness and financial or administrative burden to the district.

The Board directs the superintendent to develop and implement an appropriate plan that provides for district compliance with the ADA, including the appointment of an ADA compliance officer and the establishment of a process for the investigation and prompt and equitable resolution of any complaint regarding noncompliance.

Retaliation is prohibited against anyone who files a complaint of discrimination, participates in an Office of Federal Contract Compliance Program proceeding or otherwise opposes discrimination under federal or state laws.

END OF POLICY

Legal Reference(s):

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2010).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2010).
Chevron U.S.A. Inc. v. Echazabal, 536 U.S. 73 (2002).
Americans with Disabilities Act Amendments Act of 2008.

Springfield School District 19

Code: ACB
Adopted: 12/14/20
Revised/Readopted: 1/10/22
Orig. Code(s): ACB

Every Student Belongs

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses¹ symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate on school property² or in an education program³ except where used in teaching curriculum that is aligned with state standards of education for public schools.

In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate.

¹ The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).

² “School property” means any property under the control of the district.

³ “Education program” includes any program, service, school or activity sponsored by the district.

The district prohibits retaliation against an individual⁴ because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 339.347
ORS 659.850

ORS 659.852
OAR 581-002-0005
OAR 581-022-2312

OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

⁴ ~~ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.~~

Springfield School District 19

Code: AE
Adopted: 3/11/19
Orig. Code(s): AE

District Goals

The district shall maintain a coordinated valid and reliable data-driven K-12 program designed to improve student achievement, support students' academic growth beyond proficiency in the knowledge and skills of the student's current grade level, encourage their attainment of individual goals and successfully prepare students to function effectively in a rapidly changing world and for the futures they choose to pursue.

The district will work with staff, parents and community members to develop district goals that support the physical and cognitive growth and development of students. Goals will be adopted by the Board consistent with the goals adopted by the State Board of Education, and will be reviewed and revised as needed. Goals will utilize valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement.

END OF POLICY

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 329.485</u>	<u>ORS 659A.006</u>
<u>ORS 192.630</u>	<u>ORS 332.107</u>	<u>ORS 659A.030</u>
<u>ORS 329.015</u>	<u>ORS 659.850</u>	
<u>ORS 329.025</u>	<u>ORS 659A.003</u>	<u>OAR 839-003</u>

Springfield School District 19

Code: BA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BA

Board Goals

The Board is responsible to the people for whose benefit the district has been established. Further, the Board's current decisions will influence the future course of education in the district's schools. By virtue of this responsibility, the Board and each of its members must look to the future and to the needs of all district patrons. This requires a comprehensive perspective and long-range plan in addition to addressing immediate problems.

The Board's primary responsibility is to establish policies, purposes, and programs which will best produce educational achievement. The Board is charged with accomplishing this while also being responsible for wise management of available resources. The Board must fulfill these responsibilities by functioning primarily as a legislative body which formulates and adopts policy, by selecting a chief executive officer to implement policy and by evaluating the results. Further, it must carry out its functions openly and seek the involvement of students, staff, and the public during its decision-making processes.

In accordance with these principles, the Board, through its operations, will review and vote to adopt Board goals.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: BB
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BB

Board Legal Status

The ~~Constitution~~ constitution of the state of Oregon charges the Legislature with providing – by statute – for a uniform and general system of common schools. The Legislature enacts laws to delegate the immediate control of the schools to locally elected ~~boards of directors~~ Boards; thus, the Board is the governing body of Springfield School District #19.

Federal and state statutes and the State Board of Education rules define and outline the general powers and duties of the Board. The Oregon statutes authorize the Board to transact all business within the jurisdiction of the district, control the district ~~District~~ schools, and educate the children residing in the district. Oregon Administrative Rules establish further requirements and guidelines for the district. The Board’s duty is to carry out those statutes and rules that are mandatory, e.g., “The Board shall...,” where the laws are permissive, e.g., “The Board may...,” the Board is empowered to exercise judgment and discretion.

This district will be known as the Springfield Public Schools.

The regular term of office for Board members is four years. The terms of office commence on the first day of July following regular district elections. The term of office for members appointed to fill a vacancy is until June 30 following the next regular district election. The term of office for members ~~appointed~~ elected to fill a vacancy is the time remaining in the vacated Board position.

END OF POLICY

Legal Reference(s):

ORS 255.335
ORS 332.018(1)
ORS 332.030(4)

ORS 332.072
ORS 332.075
ORS 332.105

ORS 332.107
ORS 335.505

OR. CONST., art. VIII, § 3.

Springfield School District 19

Code: BBA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BBA

Board Powers and Duties

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of programs and services in the district. The general powers granted to the Board are:

1. Legislative or Rule-Making Authority

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish policies for governing the programs and services of the district consistent with State Board of Education rules and with local, state, and federal laws.

The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local community patrons informed about the schools.

2. Judicial Authority

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties, or obligations of those who address the Board.

3. Executive/Administrative Authority

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating, and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district’s personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

Legal Reference(s):

ORS 192.630
ORS 243.656
ORS Chapters 279A, 279B and 279C
ORS 294.305 to -294.565

ORS 328.205 to -328.304
ORS 332.072
ORS 332.075
ORS 332.105

ORS 332.107
ORS Chapter 339
ORS 342.805 to -342.937
ORS Chapter 343

Springfield School District 19

Code: BBAA
Adopted: 11/14/16
Revised/Readopted: 3/11/19; 1/10/22
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal opinions by a Board member must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL - Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information when approved through the superintendent, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

ORS 332.045
ORS 332.055

ORS 332.057
ORS 332.075

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Springfield School District 19

Code: BBB
Adopted: 1/13/14
Revised/Readopted: 3/11/19
Orig. Code(s): BBB

Board Elections

1. Number of Directors

The Board will consist of five members elected at-large and will be known as the district school board. The term of office shall be four years.

2. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Position No. 1, No. 2, No. 3, No. 4, and No. 5. In all proceedings for the nomination or election of candidates for or to the office of Board member, every petition for nomination, declaration of candidacy, certificate of nomination, ballot or other document used in connection with the nomination or election will state the position number to which the candidate aspires.

Individuals may seek more than one elected position such as school Board and education service district board.

Re-elections for Board positions will occur as follows:

Position No. 1: Spring 20192027, and every four years thereafter;
Position No. 2: Spring 20212025, and every four years thereafter;
Position No. 3: Spring 20212025, and every four years thereafter;
Position No. 4: Spring 20192027, and every four years thereafter;
Position No. 5: Spring 20212025, and every four years thereafter.

END OF POLICY

Legal Reference(s):

ORS 249.013
ORS 255.235

ORS 255.245
ORS 332.011

ORS 332.018
ORS 332.118 to -332.138

Springfield School District 19

Code: BBBA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BBBA

Board Member Qualifications

~~A person is~~Persons will be eligible to serve as a Board member~~members~~ if the person is a qualified elector¹~~they are electors of the district. An “elector” is an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and has~~must have been a resident within the district for one year immediately preceding the election or appointment.

~~A~~No person who is an employee of the district is not~~will be~~ eligible to serve as a district Board member while so employed. A person who is an employee of~~employed by~~ a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

ORS 247.002
ORS 247.035
ORS 249.013

ORS 332.016
ORS 332.018
ORS 332.030

ORS 332.124
ORS 332.126

OREGON CONSTITUTION, ARTICLE II, Section 2.

¹ “Elector” means an individual qualified to vote under Article II, section 2, Oregon Constitution.

Springfield School District 19

Code: BBBB
Adopted: 3/11/19
Orig. Code(s): BBBB

Board Member Oath of Office

Any elected or appointed Board member must qualify by taking an oath of office before assuming the duties of office. The oath of office will be in the following form:

I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States, the Constitution of the state of Oregon and the laws thereof, and the policies of the Springfield School District. During my term, I will faithfully and impartially discharge the responsibilities of the Office of School Board Member to the best of my ability.

END OF POLICY

Legal Reference(s):

ORS 332.005

Springfield School District 19

Code: BBC
Adopted: 11/14/16
Revised/Readopted: 3/11/19
Orig. Code(s): BBC

Board Member Resignation

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort and dedication expected of all Board members, and that the citizen's intent is to serve a full term of office.

When a member decides to terminate service, the Board requests earliest possible notification of intent to resign so the Board may plan for the continuity of Board business. Resignations must be made in writing. Board members can resign the office effective at a future date. If the resignation is effective at a future date, the resignation is binding unless withdrawn in writing by the end of the third business day after the resignation is made.

The Board will announce the resignation and declare the vacancy at a Board meeting.

The Board will determine the procedures to be used in filling the vacancy. The Board may begin a replacement process and select a successor prior to the effective date of resignation; however, the actual appointment shall not be made before the resignation date.

END OF POLICY

Legal Reference(s):

ORS 236.320

ORS 236.325

ORS 332.030

Springfield School District 19

Code: BBD
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BBD

Board Member Removal from Office

The Board ~~shall~~^{will} declare the office of a Board member vacant upon any of the following:

1. The death or resignation of an incumbent;
2. When an incumbent ceases to be a resident of the district;
3. When an incumbent ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
4. When an incumbent ceases to discharge the duties of office for four consecutive months for any reason;
5. When an incumbent is removed from office or the election thereto has been declared void by judgment ~~or decree~~ of any ~~competent~~ court;
6. When an incumbent is recalled ^{from office by district voters}.

Vacancies will be filled through appointment by the Board unless a majority of the positions are vacant at the same time. In that case, vacancies will be filled by the Lane Education Service District.

END OF POLICY

Legal Reference(s):

ORS 249.865 to -249.877

ORS 332.030

ORS 408.240

Springfield School District 19

Code: BBE
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BBE

Vacancies on the Board

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment. ~~The appointee will serve until June 30 of the year when a regular district election is held. At the next regular biennial election, a replacement will be duly elected. If, however, a vacancy occurs on a Board after the filing date for candidates, the appointee will serve until June 30 of the following regular district election year.~~

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of district directors are vacant at the same time, the directors of the Lane Education Service District shall appoint persons to fill the vacancies from qualified district voters.

~~A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced until the next regular election, unless that Board member's term of office was set to expire at the next regular election.~~

Board elections are held every odd-numbered year, which for the purposes of this policy, are termed "election" years.

The appointee will:

1. Serve until June 30 following the next election, at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term; or
2. Serve until June 30 of a subsequent election year if the vacancy occurs after the filing date in an election year.

~~Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.~~

~~If the offices of a majority of district directors are vacant at the same time, the directors of the Lane Education Service District shall appoint persons to fill the vacancies from qualified district voters.~~

END OF POLICY

Legal Reference(s):

ORS 249.865 to -249.877
ORS 255.245

ORS 255.335
ORS 332.030

ORS 332.122
ORS 332.124

Springfield School District 19

Code: BBF
Adopted: 3/11/19

Board Member Standards of Conduct

A Board member ~~should;~~~~shall:~~

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions ~~by~~~~as a~~ **quorum vote of the Board**~~team~~. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions ~~are made by a~~ **quorum**~~majority~~ vote **are the final decisions of the Board.** **Such decisions**~~and~~ should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at **properly noticed**~~official~~ Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's **employee and designated as the chief executive officer of the district**~~advisor~~;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give **district**~~the~~ staff the respect and consideration due **to** skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
17. Respect the right of the public to attend and observe Board meetings;

18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;
21. When posting online or using social media websites, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS)[¹] or to law enforcement within the county where the person making the report is located at the time of contact.
- ~~23. Never post confidential information about students, staff or district business on any websites.~~

END OF POLICY

Legal Reference(s):

ORS 162.015 - 162.035
ORS 162.405 - 162.425
ORS 192.610 - 192.710

ORS Chapter 244
ORS 332.055
ORS 419B.005

ORS 419B.010
ORS 419B.015

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Gifts and Solicitations

¹ [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)]

Springfield School District 19

Code: BBFA
Adopted: 4/11/16
Revised/Readopted: 3/11/19
Orig. Code(s): BBFA

Board Member Ethics and Conflicts of Interest

No Board member will use their official position or office to obtain personal financial benefit or to avoid financial detriment for ~~themselves~~ themselves, relatives, or household members, or for any business with which the Board member, a household member, or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by Oregon Revised Statute (ORS) 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means the spouse¹, parent, step-parent, child, sibling, step-sibling, ~~son-in-law~~, or ~~child~~ daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, ~~son-in-law~~ or ~~child~~ daughter-in-law of the spouse of the Board member.^{2} Relative also includes any individual for

¹ The term spouse includes domestic partner.

² {ORS 244.020(16) uses the terms “son-in-law” and “daughter-in-law” in the definition of relative.}

whom the Board member has a legal support obligation, whose employment provides benefits³ to the Board member, or who receives any benefit from the Board member's public position~~employment~~.

"Member of the household" means any person who resides with the public official.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through their official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring ~~this/her~~ potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the

³ Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means: the spouse⁴, parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ daughter-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ daughter-in-law of the spouse of the Board member.^{5} Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits⁶ to the Board member, or who receives any benefit from the Board member's public position~~employment~~.

"Member of the household" means any person who resides with the Board member.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who

⁴ Ibid. p. 1

⁵ {ORS 244.020(16) uses the terms "son-in-law" and "daughter-in-law" in the definition of relative.}

⁶ Ibid. p. 1

sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - (i) The giver is a unit of a:
 - a) Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; OR
 - c) Nonprofit corporation.
 - (b) The Board member is representing the district:

- (i) On an officially sanctioned trade-promotion or fact-finding mission; OR
- (ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*

- (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

- 6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

- 7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7)(b)(I)(i);
- 8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
- 9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)

[ORS 244.010 - 244.400](#)
[ORS 332.055](#)

[OAR 199-005-0001 - 199-010-0150](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Springfield School District 19

Code: BBFB
Adopted: 4/11/16
Revised/Readopted: 3/11/19
Orig. Code(s): BBFB

Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative or member of the household is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244.

This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position).

2. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy:

“Member of the household” means any person who resides with the Board member.

“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, ~~childson-in-law~~^{2} ~~or daughter-in-law~~ of the Board member; ~~or the parent, step-parent, child, sibling, step-sibling, childson-in-law or daughter-in-law~~ of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits³ to the Board member, or who receives any benefit from the Board member's public employment.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative or household member. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very

¹ The term spouse includes domestic partner.

² {ORS 244.020(16) uses the terms “son-in-law” and “daughter-in-law in the definition of relative.”}

³ Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition, or retirement allotments.

small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400

ORS 659A.309

OAR 199-005-0001 to -199-010-0150

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

OSBA Model Sample Policy

Code: BBFC
Adopted:

Reporting of Suspected Abuse of a Child

{Optional policy. Board members are included in the definition of public official from ORS 419B.005, which are designated mandatory reporters of child abuse by ORS 419B.010.}

A Board member is a mandatory reporter of child abuse¹. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify Oregon Department of Human Services (DHS) or law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make a report through DHS² or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the care of the child, the child's age, the nature and extent of the abuse, including any evidence of previous abuse, the explanation given for the abuse, and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 419B.005

ORS 419B.010
ORS 419B.015

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

Springfield School District 19

Code: BC/BCA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BC/BCA

Board Organization/Board Organizational Meeting

No later than the next ~~Annually the Board shall hold an organizational meeting during the first regular Board meeting following July 1, the Board will hold an organizational meeting.~~ In a Board election year, the Board organizational meeting must be no later than July 31st.

The organizational meeting will ~~consist of~~include, but not be limited to, the following actions:

1. Election of a Board chair;
2. Election of a vice chair;
3. Provision for a time and place for regular meetings;
4. Other organizational actions prescribed by law or by Board practice.

A majority vote of the Board is required for the election of the chair and vice chair.

All Board officers are subject to annual election for terms of one year.

The incumbent Board chair will preside until a successor is elected, whereupon the successor will assume the duties of the chair. In the event no incumbent chair or vice chair remains on the Board, or neither is able to continue to serve as an officer, ~~the a~~ remaining Board member who has the most years of service or a member selected as a temporary chair by the Board, will conduct the election.

END OF POLICY

Legal Reference(s):

ORS 255.335

ORS 332.040 to -332.045

ORS 332.057

Springfield School District 19

Code: BCB
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BCB

Board Officers

~~At its first scheduled~~ No later than the next regular meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. No member of the Board may serve as chair more than four years in succession. If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.

The Board chair will:

1. Assist the superintendent in establishing the agenda for regular Board meetings;
2. Call special meetings when required;
3. Preside at all meetings of the Board and enforce the rules of order;
4. Sign the minutes and other official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;
6. Appoint all committees unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote.

In the absence, incapacitation or death of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties will include, but not be limited to, the following:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare and distribute minutes in advance for approval at the next Board meeting;
3. Maintain and keep official copies of the minutes;
4. Maintain the official record of Board policies;
5. Properly post all Board meetings.

Board or District Spokesperson

The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of a majority of the Board.

END OF POLICY

Legal Reference(s):

ORS 255.335
ORS 332.040

ORS 332.045
ORS 332.057

OAR 166-400-0010(9)

Springfield School District 19

Code: BCD
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BCD

Board-Superintendent Relationship

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and, for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and administrative regulations as the superintendent considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and will implement all Board policies in good faith and within established guidelines and keep the Board informed about district operations.

The superintendent can expect the Board will respect the superintendent's professional competence and extend to them full responsibility for implementation of Board policy decisions to the superintendent.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 332.515](#)

Springfield School District 19

Code: BCF
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BCF

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees ~~which~~that include community members to consider matters of ~~districtwide~~district importance. Such committees will not be appointed on a permanent basis, but will be appointed to assist in a particular area of activity.

Recommendations of ~~such~~advisory committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions.

All meetings of ~~advisory committees~~Community Advisory Committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

~~The composition~~Members of ~~advisory committees to the Board~~Community Advisory Committees will be recruited by means of mass and interpersonal communication methods, will be broadly representative when appropriate, and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. ~~When requested and approved by the Board, appointment~~Appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's task, setting forth the service the Board wishes the committee to render and the extent and limitations of its responsibilities.;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) ~~on which~~when the Board wishes to receive ~~the~~ committee report(s).
4. When the Board appoints or requests persons other than ~~D~~district employees or Board members to serve on a committee the Board will indicate ~~that~~which necessary expenses incurred by the committee in service to the district will be borne by the district.

Except as specifically provided by the Board, ~~advisory committees~~Community Advisory Committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished. The Board's responsibility is not be delegated or surrendered to an advisory. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

{This following section is recommended for immediate adoption for districts with more than 10,000 ADM. For districts with an ADM of 10,000 or less, this is recommended for adoption prior to September 15, 2025.}

Educational Equity Advisory Committee^{12}

The duties of the district's educational equity advisory committee shall include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is made available by being:
 - a. Distributed to parents of district students;
 - b. Posted on the district's website;
 - c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and
 - d. Sent to the State Board of Education.

The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:

1. Shall solicit name of possible members from the community;

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

² Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

A member of the educational equity advisory committee will also serve on the school district budget committee.³

END OF POLICY

Legal Reference(s):

ORS 192.610

ORS 294.414

ORS 329.711

ORS 192.630

ORS 329.704

ORS 332.107

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

³ The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.

Springfield School District 19

Code: BD/BDA
Adopted: 11/14/16
Revised/Readopted: 3/11/19; 1/10/22
Orig. Code(s): BD/BDA

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board governing body, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information on how to give or submit public comment is outlined in Board policy BDDH - Public Comment at Board Meetings⁴ and posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice~~those with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~are~~^{were} not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 48 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may ~~also~~ be scheduled if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, ~~conducting business prior to the next regular meeting would be advantageous to the district or other reasons~~. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by, and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. ~~Such communication. Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting ~~Electronic communications~~ may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. ~~Agenda item suggestions;~~
- c. ~~Reminders regarding meeting times, dates and places;~~
- d. ~~Board meeting agendas or information concerning agenda items;~~
- e. ~~One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);~~
- f.b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held during regular, special, or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁶

{⁷} Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member's term of office and shall verify attendance in accordance with OGEC procedures.

END OF POLICY

Legal Reference(s):

ORS Chapter 192

ORS 255.335

ORS 433.835 - 433.875

ORS 332.040 - 332.061

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).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

House Bill 2805 (2023).

⁶ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

⁷ {This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”}

Springfield School District 19

Code: BDC
Adopted: 11/14/16
Revised/Readopted: 3/11/19
Orig. Code(s): BDC

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student~~students~~ and matters pertaining to or examination of the confidential ~~medical~~ records of ~~the~~a student, including that student's educational program.

~~An executive session may be convened by order of the Board chair upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.~~

An executive session may be included as an agenda item of an existing meeting or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee; or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To ~~review~~ discuss matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program.~~ (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor ~~student~~ students; or examination of the confidential ~~medical~~ records of a student ~~including that student's educational program;~~ and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential ~~medical~~ records and ~~educational program;~~ the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

ORS 192.660

ORS 332.045

ORS 332.061

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-106S

House Bill 2806 (2023)

Springfield School District 19

Code: BDD
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BDD

Board Meeting Procedures

1. Quorum

A quorum will consist of the majority of the Board members. Therefore, the presence of three Board members is required for a quorum.

2. Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for ~~exercising~~transacting any of the Board's powersBoard business.

3. Board Member Voting

Each member's vote on all motions will be recorded in the minutes. Individual votes on motions and/or resolutions will be by "yes" or "no," and the result of each member's vote will be recorded by name.

4. Abstaining from Vote

If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board member will state the reason for the abstention and such abstention will be recorded.

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular, special or emergency meetings. Discussion by Board members will be unlimited as long as it applies to the motion before the Board or the matter under consideration. ~~The Board may vote to limit discussion and the Board chair will confine discussion to the matter before the Board. The chair may limit the time of any patron appearing before the Board so that all who wish to be heard may have the opportunity.~~

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

END OF POLICY

Legal Reference(s):

ORS 192.650
ORS 244.120(2)

ORS 332.045
ORS 332.055

ORS 332.057
ORS 332.107

38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

Springfield School District 19

Code: BDDG
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BDDG

Minutes of Board Meetings

The Board secretary or designee will take written minutes for all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders, and measures proposed and their disposition taken at the meeting;
3. The results of all votes and the vote of each Board member by name;
4. The substance of any discussion on any matter; and
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the district administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator. Copies shall also be sent to the presidents of the bargaining units of the licensed and classified employees, and to the president of the Parent-Teacher Council.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

All Board meetings may be electronically recorded as an aid to the production of the official written minutes. Electronic recordings will not be considered official district records.

In the absence of the Board secretary or designee, the chair shall appoint a person as secretary pro tem to take the minutes of the meeting.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

Minutes of executive sessions will be held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records, medical records and that student's educational program; the discussion; and each Board member's vote on the issue.

END OF POLICY

¹ Oregon Administrative Rule 166-400-0010(9)

Legal Reference(s):

ORS 192.610 - 192.710

ORS 332.061

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

Springfield School District 19

Code: BDDH
Adopted: 1/08/07
Revised/Readopted: 3/11/19; 2/14/22
Orig. Code(s): BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the programs and operations of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. While the Board may conduct a meeting without public comment, the Board practice is to allow public comment when practicable at regular meetings. The Board may choose to hear public comment at work sessions.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting aids, accommodations, translation services, or other assistance are encouraged to notify the district as soon as practicable or at least two business days prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will submit their name electronically as outlined on the district website prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda, however, speakers who indicate a desire to speak on a topic on the agenda may be given preference if the number of requests to speak exceeds the allotted agenda time.
4. A person speaking during the public comment portion of the meeting should state their name whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or modify the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or electronically as outlined on the district website. Materials or comments submitted as outlined on the district website for public comment by 12:00 p.m. on the day of the Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the Public Comment portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, the employee's supervisor and the Board

END OF POLICY

Legal Reference(s):

ORS 165.535
ORS 165.540

ORS 192.610 - 192.690
ORS 332.057

ORS 332.107

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).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Springfield School District 19

Code: BF
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BF

Policy Development

The Board will adopt and revise policies that in its judgment are necessary for governance of the district. These policies will be restricted to matters for which authority is granted to the Board in the Oregon Revised Statutes (ORS), Oregon Administrative Rules (OAR), and all federal laws and regulations.

The Board authorizes the superintendent or designee to formulate and disseminate administrative regulations for the purpose of implementing Board policies.

The basic responsibility for initiating, reviewing, and recommending new policies or policy modification will rest with the superintendent or designee. New policies or changes in existing policy may be proposed by any Board member, group or organization, staff member, parent, student, or other member of the community to the superintendent for the Board to consider. The superintendent may seek parent and community input during the preparation and subsequent review of policy. Advice from legal counsel may be appropriate. The superintendent will furnish necessary background information to the Board.

The final authority and responsibility for Board policy lies with the Board.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.505

ORS 339.240

OAR 581-022-2305
OAR 581-022-2405

Springfield School District 19

Code: BFC
Adopted: 11/14/16
Revised/Readopted: 3/11/19
Orig. Code(s): BFC

Adoption and Revision of Policies

Adopting new policies and changing or repealing existing policies is the Board's responsibility. Policy will be adopted and amended or repealed only by the affirmative vote of a majority of the Board members. Such action will be scheduled on the agenda of a regular or special meeting.

Proposed policies or policy changes and repeal of existing policies will be presented in writing for consideration by the Board.

To permit time for studying all new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as a Board agenda item in the following sequence:

1. First reading of a proposed policy (or policies): This is an information item and no action is required by the Board. A first reading announces that a new policy, a revision of an existing policy or consideration to rescind a policy, is being considered by the Board. Comments, questions, concerns and recommended edits should be forwarded to the superintendent for consideration prior to the meeting in which the policy is recommended for a second reading and/or adoption. If a Board member wishes to discuss a proposed policy or administrative regulation listed as an information item, the policy must be moved to the agenda for discussion with a majority vote of the Board. Any organization which represents employees of the district shall be furnished a copy of personnel policies and revisions as they are made.
2. Second reading/Adoption of a proposed policy (or policies): This is an action by the Board and may be placed on the consent agenda. Any revisions to a policy from the first reading will not require the policy go through an additional reading, except as the Board determines that the revision(s) need(s) further study and an additional reading would be advantageous.

When, in the best interest of the district, immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Policies and amendments adopted by the Board will be attached to, and made a part of, the minutes of the meeting at which they are adopted and also will be included in the district's board policy manual.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.505

QAR 581-022-2305
QAR 581-022-2405

Springfield School District 19

Code: BFCA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BFCA

Administrative Regulations (AR)

Administrative regulations are detailed directions governing the operation of the district.

The superintendent or designee is directed to formulate such administrative regulations appropriate for the implementation of policies adopted by the Board and necessary for the consistent operation of the district.

When approved by the superintendent, administrative regulations shall be distributed or made available electronically to all appropriate administrative personnel.

The Board may review any administrative regulation and may direct its revision if, in the Board's judgment, such administrative regulation is not consistent with adopted board policies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2305](#)

[OAR 581-022-2405](#)

Springfield School District 19

Code: BFD
Adopted: 2/24/14
Revised/Readopted: 3/11/19
Orig. Code(s): BFD

Board Policy Implementation

Effective Date of Policies

All new or amended policies will become effective on the day after adoption by the Board, unless a specific date is included in the motion for adoption.

Policy Implementation

The superintendent and administrative staff will implement board policies. The superintendent may formulate administrative regulations and procedures to assist policy implementation.

It will be the Board's duty to evaluate the effectiveness of the policy and the effectiveness of the administration's implementation of the policy.

Policy Dissemination

The written board policies that govern the district will be maintained in a policy manual to be updated by district staff as new policies are developed or existing policies are revised or repealed.

Each Board member will be informed how to access the current board policy manual.

Each district employee will be notified of the existence and availability of personnel policies.

Each school shall make a copy of the Board's policy manual available to the public and district employees.

The Board's policy manual will be considered a public record and will be open for inspection at the district office during regular working hours.

~~The superintendent will provide channels for disseminating appropriate policies to the community.~~

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.505

OAR 581-022-2305
OAR 581-022-2405

Springfield School District 19

Code: BFE
Adopted: 3/11/19
Orig. Code(s): BFE

Administration in the Absence of Policy

In cases where action must be taken within the school system and the Board has not provided policy to guide administrative action, the superintendent will have the power to act.

END OF POLICY

Legal Reference(s):

ORS 332.107 OAR 581-022-2305

Springfield School District 19

Code: BFF
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BFF

Suspension of Policies

In the event of emergency or special circumstances, the operation of any ~~single individual~~ policy, section or sections of Board policy, including those governing its own operational procedures, may be temporarily suspended¹ by a majority of the Board members at any regular, special, or emergency meeting. This suspension, however, does not apply to any section of Board policy that may be established by law, collective bargaining agreement or other contract.

END OF POLICY

Legal Reference(s):

ORS 332.107 OAR 581-022-2305

¹ Be sure to establish a time limit for the suspension, e.g., This policy is suspended for [.....].

Springfield School District 19

Code: BG
Adopted: 3/11/19
Orig. Code(s): BG

Board-Staff Communications

The Board desires to maintain open channels of communication between itself and the district staff. The basic line of communication will be through the superintendent.

Staff Communications to the Board

All formal communications or reports to the Board, or any Board committee, from staff members will be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district. In addition, this procedure does not restrict protected labor relations communications of bargaining unit members. Staff members are invited to Board meetings, which provide an opportunity to observe the Board's deliberations on matters of district operation.

Board Communications to Staff

All official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will provide appropriate communication to keep staff fully informed of the Board's policies, priorities and actions.

Visits to Schools

Official visits by Board members will be conducted only under Board authorization and with the full knowledge of staff, including the superintendent, principals and other supervisors. School visits by Board members will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

END OF POLICY

Legal Reference(s):

ORS 332.107

OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

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

Springfield School District 19

Code: BH/BHA
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BH/BHA

Orientation of New Board Members

Newly elected or appointed Board members will receive orientation. ~~Copies of or access to the official minutes, the current and proposed budgets, Board Policy and administrative rules, employment contracts, and other documents are provided to new members for study. The Board expects newly elected or appointed directors to attend any open session meetings held after election or appointment and before the term actually begins to get acquainted with the other members, with the Board's methods of operation, and to understand current issues confronting the Board.~~ The Board relies on the Board chair and the superintendent to acquaint the new members with district operations, the schools, and other properties of the district.

A new Board member is to be given the Board's and staff's fullest measure of courtesy and cooperation. Board and staff will make every effort to assist the new member(s) to become fully informed about the Board's functions, policies, procedures, and issues. In the interim between election and assuming office or following ~~an~~ appointment, the new Board member(s) will be assisted in the following ways:

1. The newly elected or appointed Board member(s) will be given materials related to the role of a school Board member;
2. The newly elected or appointed Board member(s) will be invited to attend Board meetings to observe the operation of the Board but will not be a voting member;
3. The newly elected or appointed Board member(s) will be given access to Board policies and related administrative regulations, Board priorities, any long-range plans and the adopted district budget and informed how to access available minutes;
4. The superintendent will supply material pertinent to meetings and will explain its content;
5. The newly elected or appointed Board member(s) will be invited to meet with the superintendent and other administrative personnel, by arrangement with the superintendent, to discuss services they perform for the district;
6. The newly elected or appointed Board member(s) will be encouraged to seek board member training opportunities;
- 6-7. The newly elected or appointed Board member(s) will receive all materials, reports and communications normally sent to Board members.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: BHD
Adopted: 2/13/12
Revised/Readopted: 3/11/19
Orig. Code(s): BHD

Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when the Board chair has approved such attendance has been approved by the Board chair.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations. (*See* Board policy DFEA - Admission to District Events). The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Springfield School District 19

Code: BI
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BI

Board Legislative Program

The Board may represent district interests in legislative action that is consistent with promoting the welfare of public education in the state of Oregon or may direct those interests to be represented through the superintendent or designee.

The Board may periodically study, discuss and weigh the merits of pending legislation and/or ballot measures (local and state) for the purpose of determining its official position through Board action. If established, these official positions will be the stand of the Board. The Board will refrain from taking an official position regarding individual candidates seeking election to any office.

Board members, individually or as members of professional organizations, will not seek to represent any other positions on legislative matters unless it is made clear that such representation is not the official stand of the district Board.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: BJ
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BJ

Board Memberships

The Board may join organizations such as the Oregon School Boards Association using general funds for dues, fees or other expenses of membership. The Board may maintain memberships in other organizations that the superintendent and Board find to benefit the Board and district staff.

END OF POLICY

Legal Reference(s):

ORS 332.105(2)

ORS 332.107

Springfield School District 19

Code: BK
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BK

Evaluation of Board Operational Procedures

The Board will plan a self-evaluation on a regular basis, which will be used to monitor and assess its performance toward Board and district goals among other evaluation measures.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: KAB
Adopted: 10/22/07
Revised/Readopted: 9/14/20
Orig. Code(s): KAB

Parental Rights**

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being;¹ in determining district and student needs for educational services; and, in program development and district operations. To assist the district in this effort, and in accordance with federal law, the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items"¹;
2. Any instructional material used by the district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"² ~~as defined by federal law~~. The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age, or is an emancipated minor under applicable state law.

The superintendent or designee will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

The superintendent or designee shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from

¹ "Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

² "Covered activities," requiring notification, include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

ORS 332.107

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2012).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

Springfield School District 19

Code: KBA
Adopted: 4/14/14
Revised/Readopted: 9/14/20
Orig. Code(s): KBA

Public Records**

~~“Public record” means any information that:~~¹

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~A public record includes any writing that contains information relating to the conduct of the public’s business. Writing included handwriting, typewriting, printing, photography and every means of recording including letters, words, pictures, sounds or symbols or a combination thereof and all papers, maps, files facsimiles or electronic recordings.~~²

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded.~~

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s or designee at the district office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.³ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.⁴

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

¹ ~~ORS 192.005~~

² ~~ORS 192.311~~

³ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

⁴ In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

~~The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in an accessible any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.~~

The Board supports the right of the people to know about programs and services of their schools and will make reasonable effort every effort to disseminate information. Each principal is authorized to use all means available means to keep parents and others in the of their particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons either by the superintendent or any other person designated as custodian for district records if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, ~~(other than district electronic mail addresses assigned by the district to district employees)~~, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.363 - 368 and ORS 192.355 (3). District electronic mail addresses assigned Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by the district to district employees are not exempt law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees.

A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805

ORS Chapter 192

OAR 137-004-0800(1)

OAR 166-005-0010

OAR 166-400

HR8/08/22 | LF

Public Records** – KBA

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

Springfield School District 19

Code: KG
Adopted: 10/22/07
Revised/Readopted: 11/09/20
Orig. Code(s): KG

Community Use of District Facilities

Community groups will be permitted and encouraged to use district facilities when such uses do not interfere with school programs. In general, activities involving district students will be given priority.

The use of alcohol, tobacco, inhalant delivery systems, illicit drugs, marijuana, or narcotics is prohibited on school property. The use of alcohol is prohibited except when specifically authorized by the superintendent in writing (Contact the superintendent's office for procedures).

Eligible Organizations

The following priorities are established for the purpose of determining use, rental charges, and other fees

1. District Use: Use by organizations directly connected to the district for purposes that directly affect students or the educational program. Such events must be open to the general public with no admission charged or contributions taken.
2. Recreational and Educational Programs Involving Students: Non-profit or community-sponsored organizations may use the facilities provided no admission is charged or contributions collected to produce profit for the organization or any individual.

Facility use rental charges will be assessed for activities where fees or admission charges resulting in profit for the organization or any individual are required.

3. Adult and Non-student Programs: All business, social, church or commercial organizations which use school buildings will be charged rental fees based on the above profit or non-profit status of activities.

Use of District Facilities for Private Gain

The use of district buildings and other facilities by any organization operating for private gain, or any purpose involving private gain, will be permitted only upon payment of fees determined by the district.

Use of district facilities by district employees for private gain will be discouraged, however, employees requesting such use will pay fees as determined by the district will be in accordance with Oregon Ethics Laws and may be permitted in accordance with public use.

Rental Charges and Approval of Use

The superintendent or designee will be responsible for developing administrative regulations for facilities use that will include fees, charges, rental equipment schedules and the process for application.

All district facility rentals will be approved by the superintendent or designee.

Requirement for Insurance Coverage

The district requires users of facilities to provide evidence of adequate insurance coverage appropriate for the proposed activity.

END OF POLICY

Legal Reference(s):

ORS Chapter 244

ORS 260.432

ORS 332.107

ORS 332.172

Springfield School District 19

Code: KGB
Adopted: 11/14/16
Orig. Code(s): KGB

Public Conduct on District Property

No person on district property or any district grounds, including parking lots, shall:

1. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self or others;
2. Use or engage in abusive verbal expression or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities;
3. Damage the property of another or of the district;
4. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
5. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property;
6. Uproot, pick, cut, mutilate or remove plant life or other natural resources of any kind. Roots, tubers, flowers and stems may not be collected. Soil or rock may not be dug up or removed;
7. Dump or spill any sewage, waste water or other fluids from any vehicle;
8. Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property;
9. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited;
10. Fly, launch or otherwise operate motorized model airplanes/helicopters/rockets or other similar propulsion devices unless approved in advance by the district;
11. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee;
12. Distribute or post circulars, notices, leaflets, pamphlets or other written or printed material in violation of Board policy KJA - Materials Distribution;
13. Operate a concession, solicit, sell or offer for sale any goods, wares, merchandise, food, beverages or services without prior district approval. Public sales and solicitation on district property will be

governed by Board policies KI - Public Solicitation in District Facilities and KJ - Advertising in District Facilities;

14. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. Vehicles shall be driven in a safe manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, scooters, go-carts, all-terrain-vehicles, snowmobiles and other similar devices are prohibited on district grounds. Bicyclists must comply with motor vehicle and bike regulatory signs;
15. Use a skateboard, rollerblades, scooter or similar device;
16. Bring an animal into a district building without prior administrator approval and, where appropriate, only when proof of current rabies vaccination has been provided. Dogs are prohibited on district grounds. All other animals on district property are prohibited. Animals serving the disabled are permitted as provided by law;
17. Camp overnight, loiter or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials;
18. Use or operate any noise-producing machine, vehicle, device or instrument in a manner that, in the judgment of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities;
19. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district;
20. Bring, possess or use a weapon as prohibited by ~~Board policy JFCJ - Weapons in the Schools and~~ state and federal law;
21. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
22. Use, distribute or sell tobacco products or inhalant delivery systems, in any form (~~Pro Children Act of 1994; ORS 433.835 to 433.990; OAR 581-021-0110~~);
23. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;
24. Violate posted regulatory signs;

25. Willfully violate other district policies, administrative regulations or school rules designed to maintain public order on school property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be issued a trespass citation, ejected from the premises, excluded from district-approved activities temporarily or permanently and/or referred to law enforcement officials.

The superintendent will ensure that appropriate notice of these rules is provided.

END OF POLICY

Legal Reference(s):

<u>ORS 161.015</u>	<u>ORS 166.210 to -166.370</u>	<u>ORS 433.835 to -433.990</u>
<u>ORS 164.245</u>	<u>ORS 332.172</u>	<u>ORS 806.060 to -806.080</u>
<u>ORS 164.255</u>	<u>ORS 336.109</u>	<u>OAR 333-015-0025 to -0090</u>
<u>ORS 166.025</u>	<u>ORS 339.883</u>	<u>OAR 581-021-0110</u>
<u>ORS 166.155 to -166.165</u>	<u>ORS 431.840</u>	<u>OAR 584-020-0040(4)(e),(g)</u>

Gun-Free Schools Act, 20 U.S.C. § 7961 (2012).

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).

Springfield School District 19

Code: KI
Adopted: 9/14/20
Orig. Code(s): KI

Public Solicitation in District Facilities

Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or principal.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent or designee.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent or designee.

Whenever possible, solicitation should occur during non-classroom time.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student. Any district survey containing any "covered survey items"¹ may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

¹ "Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by law and/or the provisions of Board policy JOB - Personally Identifiable Information.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.880

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

Springfield School District 19

Code: ~~KI/KJ~~
Adopted: 10/22/07
Orig. Code(s): KI/KJ

Commercial Advertising/~~Merchandise Sales~~

The Board recognizes that district-sponsored commercial advertising ~~and merchandise sales~~ may provide an important source of revenue for its programs and activities. Such sales may be permitted as approved by the superintendent or designee as provided by this policy. ~~However, students and staff are to be protected from intrusions into the classroom by announcements and communications of any kind from individuals and organizations not directly connected with the schools.~~

“Commercial advertising” as used in this policy means, use by any person, company, business or corporation, for personal or private gain, of any district media, including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular; radio, television, video or any other electronic technology; or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services ~~for sale for personal or private gain~~;
2. Cause or induce any other person to purchase any goods or services ~~for personal or private gain~~;
3. Increase demand for any goods or services.

Commercial advertising ~~and merchandise sales~~ approved by the district must be consistent with district mission, goals, Board policies and administrative regulations; ~~when possible, promote positive values for district students through proactive educational messages that encourage student achievement and high standards of personal conduct~~ the establishment of high standards of personal conduct. ~~Advertisements promoting the use of alcohol, tobacco or drug products or containing/displaying sexually explicit material is prohibited in school buildings, at school functions or in school publications. Articles of clothing that advertise or promote the use of alcohol, tobacco or drug products, or that display sexually suggestive words or pictures are not permitted.~~

The superintendent or designee may consider for approval revenue-enhancing activities that include, but are not limited to, contracts or agreements for:

1. ~~Exclusive~~ Contracts granting exclusive advertising ~~and/or rental, sale, lease or use of any product or service throughout the district or at specified locations or times to a person, business or corporation in exchange for goods or services (i.e.g., scoreboards, electronic message boards, athletic gear, exclusive right to sell beverages, bottled water, snacks, meals, etc.); this will need to be consistent with any contract entered into by the district.~~
2. ~~Products~~ Contracts for products or services that require the dissemination of advertising to staff, students, parents or others or allow any person, business or corporation to obtain information from staff, students, parents or others for the purposes of market research;
3. ~~The~~ Contracts for the use of district facilities or grounds in exchange for products, services or financial considerations (e.g., cell phone towers, etc.);

4. ~~Technology~~ Contracts for technology hardware, software, satellite hook-up and/or access in exchange for free or reduced prices and/or fees and/or advertising rights, or agreement to use equipment a certain number of hours of the day, month, etc.;
5. ~~Naming rights to district property in exchange for~~ Donations of goods, services, products or ~~monetary~~ financial considerations must benefit student of the district. At no point may an employee or volunteer of the district receive personal gain/advantage through these activities.

~~The solicitation and sale of travel services to students on district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association) may be permitted with the approval of the Board. This includes the sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services. Sellers of travel services must meet the following criteria:~~

1. ~~Belong to an association of sellers of travel certified by the director of the Oregon Department of Consumer and Business Services;~~
2. ~~Provide proof of errors and omissions insurance;~~
3. ~~Provide proof of a client trust account or performance bond;~~
4. ~~Submit references;~~
5. ~~Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited;~~
6. ~~Include in all information provided to students and parents a statement that the activity is a non-school sponsored event.~~

Contracts shall include a provision allowing the district to terminate the contract if it is determined by the district to have an adverse impact on district programs, services or activities. Revenue derived shall be used for programs, services and/or activities designed to enhance student achievement, assist in the maintenance of existing district programs, services or activities and/or to provide scholarships for students who demonstrate financial need and merit, as determined by the district.

All revenue earned must also comply with Board policy IGDF- District Fund Raising Activities.

All contracts considered for approval are subject to the competitive procurement requirements of Board policies DJ/DJA/DJF - District Purchasing, DJC - Bidding Requirements and the district's public contracting rules. Competitive procurement as used in this policy includes monetary as well as in-kind contributions (i.e., scoreboards, computers, other equipment ~~and~~ materials).

The superintendent will develop administrative regulations as needed for implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 279B.055

ORS 279C.335

ORS 332.107

ORS 339.880

Springfield School District 19

Code: KJA
Adopted: 10/22/07
Revised/Readopted: 9/14/20
Orig. Code(s): KJA

Materials Distribution**

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the school administration and/or district office. Materials and the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The school or district administration shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;
2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or
3. Solicitation of school-related groups such as parent organizations to distribute materials.

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

END OF POLICY

Legal Reference(s):

ORS 332.107

46 OR. ATTY. GEN. OP. 239 (1989).

Springfield School District 19

Code: KJB
Adopted: 9/14/20
Orig. Code(s): KJB

Signs and Banners

Signs and banners in and on all district facilities, owned or leased, shall be subject to the district's provisions which shall consider the health, safety and welfare of staff and students.

Signs and banners will be allowed in or upon buildings and other district facilities only with the prior written approval of the superintendent or designee.

The following shall be applied in considering requests to display signs or banners:

1. Signs and banners on sticks require special authorization of the superintendent or designee;
2. Signs and banners fastened to any structure of a building or structures immediately adjacent to an open space shall not be allowed without specific prior written permission;
3. Signs and banner presenting recognizable health or safety hazards are prohibited;
4. Signs and banners presenting false information shall be prohibited.

END OF POLICY

Legal Reference(s):

ORS 332.107

Springfield School District 19

Code: KK
Adopted: 9/14/20
Orig. Code(s): KK

Visitors to District Facilities**

The Board believes that a better understanding of its educational program and improved relationship between the schools and community can be developed through school and classroom visitations of parents and patrons. Such visitations should be encouraged, arranged and permitted within considerations of the requirements of the educational program, the orderly administration of the school, school grounds and classrooms and the safety and welfare of students and staff.

The district is responsible for the schools' supervision and administration. To ensure that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors to district facilities must report to the school office upon entering school property.

1. Teachers' work must not be impeded by interruption of visitors or by unreasonable demands on their time.
2. Visitors must not contact individual students except as authorized by the principal and/or teachers.
3. When in the interest of orderly educational programs and the safety of students it is determined by the principal that some specific visitor or visitors shall not be permitted to enter the school facilities, the principal shall do the following:
 - a. Advise the person that ~~they are refused admission~~ is refused and give that person an explanation for the refusal;
 - b. If possible and appropriate, attempt to arrange alternative visitation of school facilities.
4. A visitor with permission to visit may be directed to leave when any teacher or administrator reasonably believes the visitor has engaged in physical violence, loud or disruptive speech or behavior, violation of a posted school rule or illegal conduct.

A visitor may also be directed to leave by the staff member administratively in charge of the building if the visit would be disruptive to the educational program or school order; would impede the work of teachers through visitor's interruptions or unreasonable demands on teacher time; or if the visitors' course of conduct would conflict with Board policies, district or building regulations or would violate the law.

5. A direction to leave revokes any permission to visit or license to enter. Whenever possible, the direction should be given in writing or followed by written notice which identifies the issuer and gives a brief statement of the reason for the direction to leave. The principal's office should be notified of any direction to leave and given a copy of any written notice.
6. Those who insist on remaining despite a principal's request to leave and who thereby create a disruption of the carrying on of school business are subject to citizen's arrest and a report made to

law enforcement. Failure to leave will render a visitor liable for criminal trespass pursuant to Oregon law.

7. Any visitor who believes that they have had a visit unfairly limited, may request a meeting with the assistant superintendent. The assistant superintendent shall meet with the visitor, investigate the dispute and render a written decision. The assistant superintendent's decision is final.
8. Any visitor who commits a violent act or threatens to commit a violent act toward a student or staff member while on school grounds, at a school-sponsored event or on the way to and from school, shall be reported immediately to the principal and the superintendent or designee. The superintendent or designee shall immediately contact any student or staff member involved.

END OF POLICY

Legal Reference(s):

ORS 164.245

ORS 166.025

ORS 332.107

ORS 164.255

ORS 166.155 to -166.165

ORS 339.327

Springfield School District 19

Code: KL
Adopted: 4/11/16
Revised/Readopted: 9/14/20
Orig. Code(s): KL

Public Complaints

The district will develop and implement effective means of resolving concerns voiced by employees, students and the public in order to reduce potential areas of complaints, and to establish and maintain recognized channels of communication.

The Board advises that the process for resolving a complaint is as follows:

1. Teacher/Employee;
2. Principal/supervisor;
3. Level/Department Director
4. Superintendent;
5. Board.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

If your complaint addresses one or more of the issues identified below, you may use the complaint process available in any of the following policies and administrative regulations (AR):

- \
1. Discrimination or harassment on any basis protected by law: Board policy AC, AC-AR;
 2. Sexual harassment (staff/staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);
 3. ~~Sexual harassment (student): Board policy JBA, JBA-AR;~~
 - 4.3. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;
 - 5.4. Hazing, harassment, intimidation, bullying, menacing, cyberbullying, teen dating violence or domestic violence (student): Board policy JFCF, JFCF-AR;
 - 6.5. Sexual conduct with a student: Board policy GBNAA/JHFF, GBNAA/JHFF-AR;
 - 7.6. Instructional resources or instructional materials: Board policy IIA, IIA-AR;
 - 8.7. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC/IGBB, IGBBC-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session

A complaint of retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the administrator.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

Complaints against the Board chair may be made directly to the district counsel on behalf of the Board.

The superintendent will administer the general complaint process, as appropriate.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student, or a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107

ORS 659.852
OAR 581-002-0001 - 002-0005

OAR 581-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Springfield School District 19

Code: KN
Adopted: 10/22/07
Revised/Readopted: 9/14/20
Orig. Code(s): KN

Relations with Law Enforcement Agencies

The Board recognizes that districtwide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools and for safeguarding district property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

The superintendent or designee will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies.

END OF POLICY

Legal Reference(s):

ORS 329.150

ORS 419B.015

ORS 419B.045

Letter Opinion, Office of the Attorney General (August 18, 1986).

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 3d 1201 (9th Cir. 2011).

Springfield School District 19

Code: LBE
Adopted: 12/10/12
Revised/Readopted: 9/14/20
Orig. Code(s): LBE

Public Charter Schools

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

~~The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development.~~ Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to ~~one or more of~~ the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

~~Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic~~

~~sectarian school or religious institution or encompass all the schools in the district unless the district is composed of only one school.~~

~~The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.~~

~~The district will determine if it has any vacant or unused or underutilized buildings and make a list of such buildings; buildings. Buildings may be made available for public charter school use, subject to Board approval and Board policy. Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG – Community Use of District Facilities and accompanying administrative regulation.~~

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.¹ Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district may provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

~~The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.~~

~~The district will semiannually, by October 1 and April 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to any virtual public charter school subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).~~

~~The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:~~

~~1. —The number of students residing in the district enrolled in the schools within the district;~~

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

- ~~2. The number of students residing in the district enrolled in public charter schools located in the district;~~
- ~~3. The number of students residing in the district enrolled in virtual public charter schools;~~
- ~~4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and~~
- ~~5. The number of students who reside in the district enrolled in private schools located within the school district.~~

~~A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.~~

The superintendent will develop administrative regulations for public charter schools to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

ORS 327.077
ORS 327.109
ORS 332.107

ORS 338
ORS 339.141
ORS 339.147

ORS 339.450
ORS 339.460
OAR 581-026-0005 - 0710

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
Senate Bill 767 (2023).