

Corbett School District 39

Code: IA
Adopted: 1/15/14
Orig. Code: IA

Instructional Goals

In establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community.

The district is committed to a continual process of collaborative decision making and goal setting that supports the physical and cognitive growth and development of students around the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
5. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
6. Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages;
7. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
8. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
9. Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;
10. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
11. Provides opportunities for students to learn through a variety of teaching strategies;
12. Emphasizes involvement of parents and community in the total education of students;

13. Transports students safely to and from school;
14. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
15. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;
16. Provides for a safe, educational environment;
17. Supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of individual goals.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.125](#)

[ORS 336.067](#)

[OAR 581-022-2030](#)
[OAR 581-022-2315](#)

Corbett School District 39

Code: IB
Adopted: 9/17/98
Orig. Code: IB

Freedom of Expression

(Version 1)

(see current version)

The Board seeks to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of expression, as defined by federal and state law and by Board policy, will be guaranteed to teachers to create a classroom atmosphere that allows students to raise questions dealing with critical issues.

The teacher is responsible for exercising judgment in selecting issues of educational value for discussion. All controversial materials shall be presented to the building principal for approval prior to use.

END OF POLICY

Legal Reference(s):

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

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

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

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
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.

Corbett School District 39

Code: IB
Adopted:

Freedom of Expression (Version 2)

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, sex or sexual orientation. 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
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 his/her 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 332.072](#)
[ORS 332.107](#)
[ORS 336.477](#)

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

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

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
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.

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Corbett School District 39

Code: IBDJA
Adopted: 4/17/19
Orig. Code: IBDJA

Relations with Home-schooled Students**

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

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

The 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.

Home-schooled students may participate in available interscholastic activities 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](#)

Corbett School District 39

Code: IC/ICA
Adopted: 9/17/98
Orig. Code: IC/ICA

School Year/School Calendar

The Board will ~~ordinarily~~ approve the school year calendar for the following year no later than its March meeting following due consideration of the recommendation of the superintendent and the input from staff, parents and the community. After Board approval, any modification of the calendar will require Board action.

~~The calendar will include the number of student days/hours, number of work days for staff and holidays. It will meet state requirements.~~

~~Days lost will be made up to ensure that the required number of days/hours are met by the district.~~
The superintendent will develop a school calendar that satisfies the requirements of Oregon Administrative Rule 581-022-2320. The calendar will include the number of student hours, number of workdays for staff and holidays. The calendar will meet or exceed state requirements. The starting and ending times for the school day will be established annually by the superintendent.

Any instructional hours lost will be made up to ensure that the state-required number of hours are met by the district.

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](#)

Corbett School District 39

Code: ID
Adopted: 9/17/98
Orig. Code: ID

School Day

(similar language in IC/ICA)

The number of days of instruction and number of hours of instruction will be recommended by the superintendent and approved by the Board and will be in keeping with state requirements. The district may exceed state requirements. Starting and ending times for the school day will be established annually by the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075 \(2\)](#)

[ORS 332.107](#)

[OAR 581-022-1620](#)

Corbett School District 39

Code: IDA
Adopted: 11/18/99
Orig. Code: IDA

D

School Week

(policy not needed)

The normal week shall consist of four student contact days beginning in the Fall of 2000. Exceptions as a result of holidays or other district activities shall be noted on the district calendar.

END OF POLICY

E

Legal Reference(s):

[ORS 332.075 \(2\)](#)
[ORS 332.107](#)

[OAR 581-022-1620](#)

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Corbett School District 39

Code: IE
Adopted: 9/17/98
Orig. Code: IE

Organization of Instruction

(OSBA has removed this policy from its samples)

Corbett School District is organized on a K-12 grade level plan.

Multiple-level offerings may be established to meet the needs of continuous progress and individualized instruction of students. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

Any proposed substantial modification or changes in the organization of instruction as adopted by the Board requires final Board review and approval.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.585](#)
[ORS 332.075 \(2\)](#)
[ORS 336.067](#)

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

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

Corbett School District 39

Code: IF
Adopted: 9/17/98
Orig. Code: IF

Curriculum Development

The Board believes it necessary that the district continually develop and modify its curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of our students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on curriculum changes needed.

END OF POLICY

Legal Reference(s):

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

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Corbett School District 39

Code: IFA/IFB
Adopted: 9/17/98
Orig. Code: IFA/IFB



Curriculum Research/Pilot Projects

(OSBA has removed this policy from its samples)

A pilot project is defined as an educational practice conducted in a controlled environment for a period of time sufficient to test the applicability and viability of that practice for fulfilling present and future needs of the district.



Requests for permission to conduct such projects must be submitted to the superintendent and must be approved by the Board subject to compliance with state and federal laws and to Board policy and administrative regulations.

END OF POLICY

Legal Reference(s):

[ORS 329.675 - 329.745](#)



Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232; 34 CFR Part 99 (2000).
Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).



Corbett School District 39

Code: IFCA
Adopted: 9/17/98
Orig. Code: IFCA

21st Century Schools Councils

(Version 1)

(see updated version)

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 (school site teams).

The overall purpose of shared decision-making is to enhance student achievement through both improvement of the instructional program and delivery of support services.

Shared decision-making is part of site-based decision-making. It is a process, not an end in itself. Site-based decision-making provides an opportunity for members of a school community to collaborate, where appropriate, in solving problems, defining goals and shaping direction for an individual school or unit.

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](#)

Corbett School District 39

Code: IFCA
Adopted:

21st Century Schools Councils**/* (Version 2)

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.

Site Council Members

A 21st Century Schools Council, i.e., site council, shall be composed of teachers, parents, classified employees and administrators or their designees as follows:

1. Not more than half of the members shall be teachers;
2. Not more than half of the members shall be parents or guardians of students attending that school;
3. At least one member shall be a classified employee;
4. One member shall be an administrator or designee.

Other members may be designated by the site council from district patrons that include but are not limited to, local school committee members, business leaders, students and members of the community-at-large.

Selection

The members of a 21st Century Schools Council shall be selected as follows:

1. Teachers shall be licensed teachers elected by licensed teachers at the school site;
2. Classified employees shall be elected by classified employees at the school site;
3. Parents shall be selected by parents of students attending the school, by a process to be defined by the Board; and
4. Others shall be selected by the council.

Duties

The duties of the 21st Century Schools Council shall include, but not be limited to:

1. The development of plans to improve the professional growth of the school's staff;
2. The improvement of the school's instructional program;
3. The development and coordination of plans for the implementation of programs at the school in accordance with Oregon's Educational Act for the 21st Century;
4. The administration of grants-in-aid for the professional development of teachers and classified employees.

If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district. The 21st Century Schools Council may request a waiver of Board policy. A waiver request must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. A policy waiver request will be considered based on the district's mission statement, philosophy, Board-adopted goals and effective schooling tenets.

All 21st Century Schools Council decisions are subject to superintendent and Board review and approval, respectively. In no case will a 21st Century Schools Council, i.e., site council, abrogate any provision of the district's collective bargaining agreements, district contracts or Board policy.

All 21st Century Schools Council meetings shall follow the notice, meeting and record-keeping requirements of the Public Records and 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](#)

Corbett School District 39

Code: IFCA-AR
Revised/Reviewed: 1/27/99
Orig. Code: IFCA-AR

21st Century Schools Councils

The district shall have 21st Century Schools Councils (site councils) at each school. 21st Century Schools Councils (site councils) shall consist of the following:

Membership

Membership shall meet the minimum requirements of law.

Duties

Within the parameters established above, 21st Century Schools Councils (site councils) shall be responsible for the development of plans to improve the professional growth of the school staff, the improvement of the school's instructional program, the development and coordination of plans for the implementation of programs at the school site and the administration of grants-in-aid for the professional development of teachers and classified employees as provided for in Oregon Revised Statutes and Oregon Administrative Rules.

Additional duties shall be set by Board policy.

Limitation of Council Authority

The district mission, beliefs, goals, priorities, strategic plan and policies shall continue to be established at the district level and approved by the Board. These establish the guiding framework within which 21st Century Schools Councils (site councils) will develop school improvement plans.

All 21st Century Schools Council (site councils) decisions are subject to superintendent and Board review and approval, respectively. 21st Century Schools Council (site council) decisions shall not abrogate any provisions of the district's collective bargaining agreements, other Board contracts, Board policy or law, except through the waiver process.

Public Meetings Law

21st Century Schools Councils (site councils), the duties of which include advising the Board or making decisions on behalf of the Board, shall follow the notice, meeting and recordkeeping requirements of the Public Meetings Law.

Corbett School District 39

Code: IFD
Adopted: 9/17/98
Orig. Code: IFD

Curriculum Adoption

A “course,” i.e., Latin America, is defined as a subject/class taught within a program (i.e., Social Studies).

The addition or deletion of courses shall require principal approval with review by the superintendent and shall be consistent with district and course goals.

Recommendations to add or revise courses or programs or to delete existing courses or programs must be approved by the Board.

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](#)

Corbett School District 39

Code: IFE
Adopted: 9/17/98
Orig. Code: IFE

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be available for all courses offered in the district. Teachers are expected to adhere closely to the course of study adopted by the district. Academic content standards and Essential Skills as adopted by the State Board of Education will be included. Planned course statements are available for all courses offered at the high school level (9-12). Such statements will contain course title, overview and goals, including curriculum content. Such statements may also include graduation competencies assigned to the course for verification. Information regarding course offerings and course descriptions will be available to all students and interested patrons of the district.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

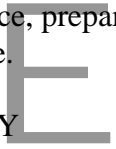
Corbett School District 39

Code: IG/IGA
Adopted: 9/17/98
Orig. Code: IG/IGA



Curriculum Design/Basic Instructional Program

The curriculum of the district is designed to provide students a range of preparation in academic areas as well as in developing values and behaviors in interpersonal relations, exploring leisure time activities, community service, preparing for the world of work and acquiring the broad spectrum of skills necessary for success in life.



END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075 \(1\)](#)
[ORS 336.035](#)
[ORS 336.057](#)
[ORS 336.067](#)



[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-0606](#)
[OAR 581-022-0807](#)
[OAR 581-022-1020](#)
[OAR 581-022-1130](#)

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



Corbett School District 39

Code: IGABA
Adopted: 9/17/98
Orig. Code: IGABA

Instruction in Ethics and Morality

The district believes:

- Instruction in ethics and morality should permeate the entire instructional program;
- Children develop their sense of ethics and morality by observing adults in their environment;
- Educators exert a tremendous influence on youngsters.

Therefore, instruction in ethics and morality in the district shall give emphasis to:

1. Honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon; respect for parents and the home, the dignity and necessity of honest labor and other lessons which tend to promote and develop an upright and desirable citizenry;
2. Respect for all humans, regardless of race, color, creed, national origin, religion, age, sex and disabilities. Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society;
3. The effects of tobacco, alcohol and drugs upon the human system;
4. Humane treatment of animals.

END OF POLICY

Legal Reference(s):

[ORS 336.067](#)

Corbett School District 39

Code: IGAC
Adopted: 4/17/19
Orig. Code: IGAC

Teaching about Religion

The public schools are obligated to maintain neutrality in matters of religion.

The importance of religion in history, culture and the arts cannot be ignored and should have a place in education. The distinction must be made, however, between these studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, doctrinal or both. The distinction rests on whether the purpose or effect of the practice is the advancement of religion.

Since this is a pluralistic society in which a variety of religious beliefs and non-beliefs are held, religious education and activities should promote respect, mutual understanding and sensitivity to the various beliefs held by staff and students. In the spirit of tolerance, students and staff members will be excused from participating in practices which are contrary to their religious beliefs without penalty.

The superintendent shall develop ~~administrative procedures that include~~ guidelines consistent with the philosophy that religion in the schools must be educational in nature and that the schools must be sensitive to all beliefs.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

Corbett School District 39

Code: IGAEA
Adopted: 9/17/98
Orig. Code: IGAEA

HIV, AIDS, HBV and HCV Health Education**

(see policy IGAI)

The Board wants the schools to play an important role in reducing the fears about HIV/AIDS/HBV/HCV¹ and in reducing the risk behaviors that lead to infection by educating students with current, factual information about the disease, i.e., how it attacks the body's system and how it is (and is not) transmitted. AIDS is a deadly disease; there is no known cure. The Board believes the best course of action is to attempt to contain or to reduce the spread of the disease by creating an informed public; one that is aware of the physiological and psychological aspects of the disease.

A curriculum shall be developed cooperatively by parents, teachers, administration, local health department staff and others. The curriculum shall present current, accurate information to help students learn infection control for preventing the spread of the HIV/AIDS/HBV/HCV-causing virus and to assist them in making decisions about protecting their health and the health of others. The curriculum shall stress the value of abstinence. Information about HIV, AIDS and Hepatitis B infections shall be included in the curriculum.

The Board adopted curriculum will be reviewed and updated biennially.

The age-appropriate curriculum shall be taught annually in grades K-12.

The district will designate a staff person to facilitate communication between the Oregon Health Division, Oregon Department of Education and teaching staff regarding this program.

The district shall develop procedures for parent notification, exemption and alternative credit.

Parents of minor students shall be notified in advance that the material regarding HIV/AIDS/HBV/HCV will be taught. Any parent may request his/her student be excused from the class under the provisions set forth in Oregon Revised Statutes and Administrative Rules.

END OF POLICY

Legal Reference(s):

[ORS 336.035 \(2\)](#)
[ORS 336.455 - 336.475](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)

[OAR 581-022-1910](#)

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus; HCV - Hepatitis C Virus

Corbett School District 39

Code: IGAEB
Adopted: 6/15/16
Orig. Code: 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.

The principal or designee will:

1. Call law enforcement if deemed appropriate;
2. Call the parents for a meeting;
3. Discuss the incident with student, parents if available and police if contacted;

4. Impose the penalty for violations using due process procedures;
5. Tell parents about resources which offer treatment or assistance for young people suffering from drug-, alcohol- or tobacco-related problems.

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 163.575](#)
[ORS 336.067](#)
[ORS 336.222](#)
[ORS 339.873](#)
[ORS Chapter 475](#)

[OAR 581-011-0052](#)
[OAR 581-015-2000](#)
[OAR 581-015-2040](#)
[OAR 581-015-2045](#)
[OAR 581-015-2050](#)
[OAR 581-015-2055](#)

[OAR 581-015-2060](#)
[OAR 581-015-2070](#)
[OAR 581-015-2075](#)
[OAR 581-015-2205](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)
[OAR 581-015-2230](#)
[OAR 581-015-2235](#)
[OAR 581-015-2240](#)
[OAR 581-015-2325](#)
[OAR 581-015-2410](#)
[OAR 581-015-2415](#)

[OAR 581-015-2420](#)
[OAR 581-015-2425](#)
[OAR 581-015-2430](#)
[OAR 581-015-2435](#)
[OAR 581-015-2440](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-022-2030](#)
[OAR 581-022-2045](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).
Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Corbett School District 39

Code: IGAI
Adopted: 4/16/14
Orig. Code: 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 session annually; on 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 grade 6-8 and at least twice during grades 9-12.

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

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

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

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

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

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Corbett School District 39

Code: IGAJ
Adopted: 2/21/07
Orig. Code: IGAJ

Traffic Safety Education

(policy is only required if district receives funds to implement this program)

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district will charge a tuition rate as established by the Board.

Eligible nonresident students may enroll in the district's traffic safety education program if resources are available. Nonresident students will be charged tuition.

No resident student shall be denied enrollment in the district's traffic safety education program based solely on the ability to pay tuition.

The district will develop procedures for establishing tuition rates, enrolling nonresident students and reducing or waiving tuition.

END OF POLICY

Legal Reference(s):

[ORS 336.790 - 336.815](#)
[ORS 339.141](#)

[ORS 802.110](#)

[OAR 737-015-0010 - 0100](#)

Corbett School District 39

Code: IGAJ-AR
Revised/Reviewed: 3/14/07
Orig. Code: IGAJ-AR



Traffic Safety Education

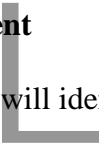
The following procedures shall be used in implementing the district’s traffic safety education program.

Tuition Rate



Each year prior to the Board’s organization meeting, following July 1, the superintendent will provide the Board with data regarding the district’s traffic safety education program. The data shall include the number of available “slots,” the number of “slots” filled, the number of resident and nonresident students enrolled, the cost of the program, the amount of state reimbursement and other appropriate information. From this data, the superintendent will propose a tuition rate for Board adoption annually.

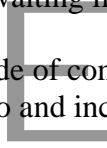
Nonresident Student Enrollment



Each August the superintendent will identify districts that might benefit from the district’s traffic safety education program.

The superintendent will send a letter inviting nonresident student application. Such application shall establish a “waiting list.” The waiting list shall be based upon a “first come, first served” basis. When the resident student enrollment is established, the waiting list will be activated.

All students shall be subject to the district’s code of conduct, policies and administrative regulations. Violation may result in disciplinary action up to and including removal from the traffic safety education program.



The committee shall only consider students who qualify for free or reduced-price meals under federal child nutrition programs or students whose family believes the tuition is a severe hardship.

Tuition waivers or reductions may result in:



1. Accessing a fund set aside to assist needy students;
2. Setting up a work program with the student;
3. Setting up a “payment plan”;
4. Other.



Corbett School District 39

Code: IGBA
Adopted: 8/15/18
Orig. Code: 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 or special education services

(EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency Multnomah ESD 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. 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) 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 enrolled in a public or private school program; or 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 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 required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

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

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Corbett School District 39

Code: IGBA-AR
Adopted: 6/19/13
Orig. Code: IGBA-AR

Students with Disabilities - Child Identification Procedures

1. The District's Child Find Efforts Include:
 - a. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies or advocacy organizations.
 - (1) The district provides information about special education services in the district and the district's special education referral process to public and private facilities and public charter schools located in the district, including day care centers, homeless shelters, group homes, county jails, hospitals, medical officer and other facilities that serve children birth to 21 years old.
 - (2) The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.
 - b. Notice of confidentiality. Before any major child find activity, the district publishes notice in newspapers or other media, or both, informing parents that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents within the district's jurisdiction.
 - c. Staff awareness. The district ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
 - d. Communication to parents. District staff shall inform parents about the availability of special education services in the district and provide them with information about initiating referral for special education evaluation, including the information about early intervention/early childhood special education services (EI/ECSE) and the designated referral and evaluation agencies with which the district collaborates.
2. Private School Children with Disabilities:
 - a. The district's child find system applies to children, including those children who are residents of another state, enrolled by their parents in private schools, located within the boundaries of the district.
 - b. The district's child find activities for private school students enrolled by their parents in private schools are similar to, and completed within a comparable time period, as child find activities for students in district public schools.
 - c. The district does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal IDEA funds on parentally-placed school students with disabilities.
 - d. The district consults with private school representatives and parents of private school students with disabilities about how to carry out these child find activities, including:

- (1) How private school children suspected of having a disability can participate equitably; and
 - (2) How parents, teachers and private school officials will be informed of the process.
- e. The district child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate count of such children.

3. Home-Schooled Students with Disabilities

- a. The district collaborates with the ESD that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.
- b. The district collaborates with home schooling organizations in the district's jurisdiction and provides information about special education services in the district and how to make a referral.
- c. If the district has reason to suspect that a home schooled student has a disability, the district will obtain parent consent for initial evaluation.

Corbett School District 39

Code: IGBAB/JO
Adopted: 10/17/12
Orig. Code: IGBAB/JO

Education Records/Records of Students with Disabilities**

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

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

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

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

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

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

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

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB - Personally Identifiable Information);

4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

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

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

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

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

Records request by another district to determine a student's appropriate placement may not be withheld.

END OF POLICY

Legal Reference(s):

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

[ORS 326.580](#)
[ORS 339.270](#)
[ORS 343.177\(3\)](#)

[OAR 166-400-0010 to -166-400-0065](#)
[OAR 581-021-0220 to -0430](#)
[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Corbett School District 39

Code: IGBAB/JO-AR
Adopted: 6/19/13
Orig. Code: IGBAB/JO-AR

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date and place of birth;
- d. Name of parents;
- e. Date of entry in school;

- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal from school; and
- l. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who need to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
- (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
- (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;

- (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
 - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
 - i. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
 - j. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- k. The disclosure is information the district has designated as "directory information" (See Board policy JOA- Directory Information);
- l. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- m. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- n. The disclosure is to the Board during an executive session pursuant to ORS 332.061.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a

hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Corbett School District 39

Code: IGBAC
Adopted: 8/16/17
Orig. Code: 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).

Corbett School District 39

Code: IGBAE
Adopted: 3/12/08
Orig. Code: 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~~ without disabilities.

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

END OF POLICY

Legal Reference(s):

[ORS 343.223](#)

[OAR 581-015-2045](#)

[OAR 581-015-2060](#)

[OAR 581-015-2040](#)

[OAR 581-015-2050](#)

[OAR 581-015-2065](#)

[OAR 581-015-2055](#)

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

Corbett School District 39

Code: IGBAE-AR
Adopted: 3/12/08
Orig. Code: IGBAE-AR

Special Education - Participation in Regular Education Programs**

1. Placement Decisions of the Student
 - a. The placement decision for each eligible student is:
 - (1) Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
 - (2) Made in conformity with the requirements of least restrictive environment;
 - (3) Determined at least annually, every 365 days;
 - (4) Based on the student's individualized education program (IEP); and
 - (5) As close as possible to the student's home.
 - b. The student is educated in the school that he/she would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.
 - c. The district ensures that:
 - (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
 - (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
 - (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.
 - d. Placement teams, including the parent, select the least restrictive environment for each student, using the following decision-making process:
 - (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the regular class;
 - (2) If all IEP services cannot be provided in the regular class, identifying those that must be provided outside the regular class; however, the district will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum;
 - (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;
 - (4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
 - (5) In selecting the student's placement, the placement team considers and documents:

- (a) All placement options considered, including placement options requested by the parent;
 - (b) Potential benefits of placement options that are considered;
 - (c) Any potential harmful effects on the student or on the quality of services that he or she needs; and
 - (d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.
- (6) The placement team documents the placement selected, and provides a copy of the determination to the parent;
 - (7) If the selected placement is a change from previous placement, the district provides the parent with prior written notice of the change in placement; and
 - (8) If the parent requests a specific placement that the team rejects, the district provides a prior written notice of refusal.

2. Youth Incarcerated in Adult Correctional Facilities

For students otherwise entitled to FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

3. Nonacademic Settings

- a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
- b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:
 - (1) Counseling services;
 - (2) Athletics;
 - (3) Transportation;
 - (4) Health services;
 - (5) Recreational activities;
 - (6) Special interest groups or clubs;
 - (7) Referrals to agencies that provide assistance to individuals with disabilities; and
 - (8) Employment of students.

Corbett School District 39

Code: IGBAF
Adopted: 10/17/12
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

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

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

END OF POLICY

Legal Reference(s):

ORS 343.151	OAR 581-015-2200	OAR 581-015-2230
ORS 343.155	OAR 581-015-2205	OAR 581-015-2235
	OAR 581-015-2210	OAR 581-015-2055
OAR 581-015-2000	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2190	OAR 581-015-2220	OAR 581-015-2065
OAR 581-015-2195	OAR 581-015-2225	OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Corbett School District 39

Code: IGBAF-AR
Adopted: 4/20/16
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.

- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate

achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:

- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.

- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:

- (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
- (2) The results of the initial or most recent evaluation of the student;
- (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
- (4) The academic, developmental and functional needs of the child.

- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

- (1) The communication needs of the student; and
- (2) The need for assistive technology services and/or devices.

- c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and

(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and

(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.

b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;

(2) Identified in the student's IEP; and

(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.

d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.

e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or

(2) If no documented evidence, on predictions according to the professional judgment of the team.

f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.

g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Corbett School District 39

Code: IGBAG
Adopted: 7/17/13
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 parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, 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, including, but not limited to, individual or conference phone calls 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.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517 (2008).

Corbett School District 39

Code: IGBAG-AR
Adopted: 8/15/18
Orig. Code: IGBAG-AR

Special Education - Procedural Safeguards**

1. Procedural Safeguards

a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year;
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy; and
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in his/her native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

3. Parent or Adult Student Meeting Participation

a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and

- educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
 - c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
 - d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
 - e. 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.
 - f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
 - g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and

- (4) Represent the student in all matters relating to the provision of FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).

- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
 - (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;

- (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent’s native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Re-evaluation

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.

¹ “Consent” means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. 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 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 IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

| See Board policy JGDA/~~JGEA~~ - Discipline of Students with Disabilities.

Corbett School District 39

Code: IGBAH
Adopted: 8/15/18
Orig. Code: 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 migrant and homeless children;
2. Wards of the state;
3. 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) 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 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 (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 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).

Corbett School District 39

Code: IGBAH-AR
Adopted: 3/12/08
Orig. Code: IGBAH-AR

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation
 - a. 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.
 - b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.
 - c. If a meeting is held, the district invites parents to participate.
 - d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
 - e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
 - a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
 - c. The parent repeatedly fails or refuses to produce the child for evaluation.
4. Re-evaluation
 - a. The district conducts re-evaluations:
 - (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;

- (2) When the child's parents or teacher request a re-evaluation; and
 - (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.
- b. The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

- a. ~~The district, or designated referral and evaluation agency for preschool children, ensures that,~~ As part of an initial evaluation (if appropriate), and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, must review and document their review of existing evaluation data information on the child, including:
- (1) Evaluations and information provided by the child's parents;
 - (2) Current classroom-based, local or state assessments and classroom-based observations; and
 - (3) Observations by teachers and related service providers; and
 - (4) Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
- (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs or continues to need EI/ECSE or special education and related services; and
 - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and

- (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.

- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
 - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.

- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Corbett School District 39

Code: IGBAI
Adopted: 3/12/08
Orig. Code: 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 him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

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

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[OAR 581-015-2080](#)

[OAR 581-015-2085](#)

[OAR 581-015-2265](#)

[OAR 581-015-2270](#)

[OAR 581-015-2280](#)

[OAR 581-015-2450](#)

[OAR 581-015-2455](#)

[OAR 581-015-2460](#)

[OAR 581-015-2470](#)

[OAR 581-015-2480](#)

[OAR 581-015-2515](#)

[OAR 581-021-0029](#)

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

Corbett School District 39

Code: IGBAI-AR
Adopted: 3/12/08
Orig. Code: IGBAI-AR

Special Education - Private Schools

Approved Private Schools

1. Obligations of the district:
 - a. The district ensures that parents are included in any decision about their child's evaluation, eligibility, placement or provision of services.
 - b. If the district refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the district ensures that the student receives an education that meets the standards of the state in a private preschool, school or facility approved by the Oregon Department of Education to provide such education in conformance with an IEP, and at no cost to the parents, and has all the rights of a student with a disability who is served by the district.
 - c. Before placing a student with a disability in an approved private school or preschool, the district ensures that the program has current Oregon Department of Education approval to provide special education and related services.
 - d. The district or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/IFSP development and placement when determining whether to place the child in an approved private preschool or school for special education services.
 - e. For each student age three through 21, the district's or public agency's placement team, including the parent, determines whether placement in an approved private school constitutes a free appropriate public education in the least restrictive environment.
 - (1) When proposing to place a child with a disability in an approved private school or preschool, the district ensures that school-age students are district residents or preschool-age children are eligible to receive EI/ECSE or special education services.
 - (2) The district initiates and conducts an individualized education program team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the district and the parent may agree to use alternative means of meeting participation such as individual or conference telephone calls, or video conferences.
 - (3) After the district initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the district or public agency, unless the district or public agency requests by written agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.
 - (4) The district may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement the district remains responsible for ensuring the private school or preschool meets:
 - (a) All federal and state requirements related to these meetings; and

- (b) Ensures the participation of parents and the district or public agency representative.
- (5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents and the district or public agency representative.
- (6) The district in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
- (7) The district or public agency terminates the placement of students in a private school or preschool if the Oregon Department of Education suspends, revokes or refuses to renew the approval of a private school or preschool.
 - (a) The district ensures that every student with a disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services.
 - (i) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parents;
 - (ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
 - (iii) Has all of the rights of a student with a disability who is served by the public agency.
 - (b) The district ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
 - (c) The district initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

2. Out-of-State Placements for Special Education

- a. The district ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
- b. The district maintains documentation of such approval and makes it available to the Oregon Department of Education (ODE) upon request.
- c. The district makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the district has:
 - (1) Developed an individualized education program;
 - (2) The placement team has determined that no appropriate in-state placement options are available.

3. District Responsibility for Students Enrolled by their Parents in Private Schools
 - a. The district provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents in private schools located within district boundaries. Nonresident students include children who are residents of another state.
 - b. The district consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations and eligibility determinations comparable to those provided for the district's public schools.
 - c. The district maintains in its records and provides annually to the Oregon Department of Education, a count of the number of parentally-enrolled private school students evaluated, the number found eligible and the number to whom it provides services.

4. Consultation with Representatives of Private School Students with Disabilities
 - a. The district consults, in a timely and meaningful way with representatives of private schools and parents of parentally placed private school students with disabilities enrolled in private schools located within the district's boundaries.
 - b. Consultation includes:
 - (1) The child find process, including:
 - (a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents, teachers and private school officials will be informed of the process;
 - (b) How parents, teachers and private school officials will be informed of the process.
 - (c) How, where and by whom the special education and related services will be provided.
 - (d) The determination of the proportionate amount of federal funds available including how the amount is calculated, the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this is calculated.
 - (e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made.
 - (f) A written explanation of service decisions that the district provides to officials of private schools if the district disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.
 - c. Written affirmation and complaint:
 - (1) The district requests a written affirmation, signed by the administrator of each private school participating in the consultation process that a timely and meaningful consultation occurred;
 - (2) If private school officials do not provide this affirmation within a reasonable period of time, the district forwards its documentation of the consultation process to the Oregon Department of Education (ODE);
 - (3) The district maintains documentation of its consultation process.

- (4) The district acknowledges the right of a private school official to submit a complaint to the Oregon Department of Education (ODE) regarding the district's implementation of these requirements. Should such a complaint occur, the district forwards to ODE appropriate documentation, including documentation of the district's consultation process.
 - d. The district makes the final decisions with respect to the services to be provided to eligible private school students.
5. Child Find for Parentally-Placed Private School Children:
- a. The district's child find process includes all resident and nonresident parentally placed students attending private schools located within the district's boundaries.
 - b. The district provides child find activities that are similar to, and completed within a comparable time period as child find activities for students in the district's public schools.
 - c. The district consults with private school representatives and parents about how to implement the child find activities and how to keep parents and private school personnel informed.
 - d. The district ensures the equitable participation of parentally placed private school students in the child find process.
 - e. The district does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal IDEA funds on parentally placed private school students with disabilities.
 - f. The district ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the district spends for services in the subsequent fiscal year.
6. Provisions for serving students placed by their parents in private schools:
- a. District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the district's plan for service of parentally-placed private school students and their services plans.
 - b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the district program.
 - c. The district may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the district.
 - d. The district may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
 - e. If a parent of a private school student with a disability requests an **IEP** meeting from the resident district, the resident district will either:
 - (1) Hold an IEP meeting within a reasonable time; or
 - (2) Provide the parent with prior written notice of the district's refusal to hold an IEP meeting.

7. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities
 - a. The district conducts evaluations, reevaluations and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parents in private schools located within district boundaries.
 - b. Eligibility for special education and related services will be determined by the district in the same manner as for public school students with disabilities.
 - c. The district in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
 - d. If parents who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the district does not use due process procedures to override the lack of consent. The district does not, and is not required to, consider the child as eligible for special education services in these cases.
 - e. If a parent refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
 - f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the district will notify the parent in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a district program, and conducts a meeting to develop, review or revise the student's services plan.
 - g. If the parent does not choose to remove the child from private school to enroll in a district public school, the district initiates and conducts a meeting to develop, review or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the district has determined through the consultation process.
 - h. The district in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents seek enrollment in the student's resident district and the resident district requests records.

8. Services Plan

- a. If a student with a disability is enrolled by a parent in a private school the district offers a services plan.
- b. The district ensures that the services plan describes the specific special education and related services the district will provide to the student in light of the services that have been determined through the consultation process.
- c. The district convenes individual meetings to develop, review and revise the services plan consistent with procedures for IEP team membership, parent participation and IEP content, to the extent appropriate.
- d. The district ensures that a representative of the private school attends each meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls.

e. The district is not required to provide transportation from the student's home to the private school. If necessary for the student to benefit from or participate in the services provided by the district the district must provide transportation:

- (1) From the student's school or the student's home to a site other than the private school; and
- (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

9. Property, Equipment and Supplies

- a. The district keeps title to and exercises continuing administrative control of all property, equipment and supplies that the district acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The district may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The district ensures that the equipment and supplies placed in a private school:
 - (1) Are used only for implementation of special education activities; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The district removes equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for special education activities, programs or services; or
 - (2) The district determines removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The district does not use IDEA funds for repairs, minor remodeling or construction of private school facilities.

10. Separate Classes Prohibited

The district does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

- a. The classes are at the same site; and
- b. The classes include students enrolled in public school programs and students enrolled in private schools.

11. Funds and Property Not to Benefit Private Schools

- a. The district will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The district will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
 - (1) The needs of a private school; or
 - (2) The general needs of the students enrolled in the private school.

12. Use of School Personnel

- a. The district may use IDEA funds to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. The district may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
 - (1) The employee performs the services outside of his/her regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

13. Federal Funds Available for Services

- a. The district calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the Individuals with Disabilities Act (IDEA).
- b. If the district does not expend the proportionate share of funds by the end of the fiscal year, the district obligates the remaining funds to be used in the following year.
- c. The district does not include child find expenditures in determining whether the district has met its expenditure requirements for parentally placed private school students, but may include the cost of transportation required for students to access required special education services.
- d. The district does not supplant the proportionate amount of federal funds required to be expended for parentally placed private school students.

Corbett School District 39

Code: IGBAJ
Adopted: 8/15/18
Orig. Code: IGBAJ

Special Education - Free Appropriate Public Education (FAPE)**

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

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)

[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)

[OAR 581-015-2035](#)

[OAR 581-015-2040 - 2065](#)

[OAR 581-015-2050](#)

[OAR 581-015-2075](#)

[OAR 581-015-2530](#)

[OAR 581-015-2600](#)

[OAR 581-015-2605](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

Corbett School District 39

Code: IGBAJ-AR
Adopted: 8/15/18
Orig. Code: IGBAJ-AR

Special Education - Free Appropriate Public Education (FAPE)**

1. FAPE and Age Ranges

The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, as provided below:

- a. “School-age children” are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. The district provides prior written notice in a reasonable time before a student with a disability, graduates with a regular high school diploma.
- c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- d. Graduation with an alternative document:
 - (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.

- e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

4. Incarcerated Youth

- a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- b. The district provides FAPE for students with disabilities ages 18 through 21, incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an individualized education program (IEP).
- c. The district's provisions of FAPE do not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.

- c. If specially designed physical education is included in the child’s IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district’s provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student’s parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The district provides supplementary and related services onsite at a district public charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those public charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-district public charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student’s enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentially provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student’s parent, guardian or person in parental relationship to provide information about:
 - (1) The district’s responsibility to identify, locate and evaluate to determine a student’s need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:
 - (1) That the student no longer is enrolled in the public charter school; and
 - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school district in which the student resides to identify, locate and evaluate students and implement services;
 - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to -2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE;
- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
 - (1) Decrease available lifetime coverage or any other insurance benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; **and**

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g. billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g. Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
 - (1) Decrease available lifetime coverage of any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

11. Extended School Year (ESY) services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

12. Assistive technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

¹ "Consent" means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

Corbett School District 39

Code: IGBAK
Adopted: 8/16/17
Orig. Code: IGBAK

Special Education - Public Availability of State Application

The superintendent 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));
 - (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA);
 - (4) Documenting the annual district application for IDEA funds; and
 - (5) Reporting of official audits, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (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).

Corbett School District 39

Code: IGBAL
Adopted: 2/14/01
Orig. Code: 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 IEP meeting to consider providing special education and related services in conjunction with home schooling and ~~shall~~ will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district. This notice shall be provided annually as long as:

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

END OF POLICY

Legal Reference(s):

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

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

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

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

Corbett School District 39

Code: IGBAL-AR
Adopted: 3/12/08
Orig. Code: IGBAL-AR

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

1. Home Schooling for Students with Disabilities
 - a. As soon as the district learns of the parent's intent to home school or when the district is informed that a resident student with disabilities is home schooled, the district provides written notice to the parent that it stands ready to provide a free appropriate public education if the student enrolls in the district.
 - b. The district offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.
 - c. ~~This~~ **The** district provides an annual written notice that it stands ready to provide a free appropriate public education if the student enrolls in the district as long as:
 - (1) The student remains eligible for special education;
 - (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.
 - d. To consider the provision of special education services, the district convenes the IEP team for a student with a disability if the IEP team determines that a free appropriate public education can be provided in conjunction with home schooling. Services may be provided in the home only to the extent that special education or related services would be provided in the home if the student was not home schooled.
 - e. The district develops an IEP consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:
 - (1) The student's parent shall be treated as both parent and regular education teacher of the student unless the parent designates another individual as the regular education teacher;
 - (2) Under "extent of nonparticipation in regular education" the IEP shall state that the student is exempt from compulsory school attendance and regular education is provided through home schooling; and
 - (3) The IEP will state how "satisfactory educational progress" will be determined for the student. A parent may use a privately developed plan (PDP) to determine satisfactory progress. If so, the IEP indicates that satisfactory progress will be determined by the PDP team, at parent request. If the student may enroll in a regular education class, pursuant to the district's policy for students who are home schooled, the IEP team includes a regular education teacher.

- f. The district ensures that:
 - (1) Students with disabilities who are home schooled are reevaluated at least every three years unless waived by mutual agreement of the parent and the district, and not more than once a year unless the parent and district agree otherwise;
 - (2) If the team determines a specific evaluation is necessary to continue eligibility or to determine appropriate special education and related services for the student's IEP, and the parent refuses consent for such evaluation, or refuses to make the student available, the district will document to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available;
 - (3) If the district does not have sufficient evaluation information to determine eligibility or to develop an IEP, the district is not required to complete these activities. The district will provide prior written notice if the district terminates eligibility or services under these circumstances.

2. Testing and Reporting Requirements

- a. If a student with a disability is receiving IEP services from the district and the IEP includes a provision for IEP team assessment of satisfactory educational progress, the district:
 - (1) Completes the assessment; and
 - (2) Provides the parent with a copy of the results, including a summary statement indicating whether the student has made satisfactory educational progress in light of the student's age and disability.
- b. If a student with a disability is receiving IEP services in a core area of instruction, the district includes the student in statewide assessments, unless an exemption is requested by the parent.

3. Child Find

- a. If the district suspects that a home-schooled student has a disability, the district:
 - (1) Obtains parent consent for initial evaluation; and
 - (2) Conducts an initial evaluation and determines the student's eligibility to receive special education and related services.
- b. If the student is eligible, the district notifies the parent and offers an opportunity for an IEP meeting to consider initiation of special education and related services to the student with a disability.
- c. If the parent refuses consent, does not respond or refuses to make the student available, the district documents to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available.

4. School Enrollment

- a. If the district permits partial enrollment of home-schooled students in its regular education program, the district will permit students with disabilities to participate to the same extent as nondisabled students, if appropriate, whether or not the student is receiving IEP services from the district.

- b. A student who is exempt from compulsory school attendance as a home-schooled student with a disability will continue to be considered an exempt home-schooled student by the district even though the student receives special education and related services from the district, unless these services are the equivalent of full-time enrollment in the district; or the district permits partial enrollment of home-schooled students and, pursuant to that policy, the student attends one or more regular education classes, unless partial enrollment is the equivalent of full-time enrollment in the district.

Corbett School District 39

Code: IGBB
Adopted: 8/16/17
Orig. Code: IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

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.

END OF POLICY

Legal Reference(s):

[ORS 343.391 to -343.401](#)
[ORS 343.407 to -343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Corbett School District 39

Code: IGBBA
Adopted: 8/16/17
Orig. Code: IGBBA

~~Identification--Talented and Gifted~~ – Identification**

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. 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.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.

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

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR.

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 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Corbett School District 39

Code: IGBBA-AR
Revised/Reviewed: 8/16/17
Orig. Code: IGBBA-AR

Appeals Procedure for Talented and Gifted Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer **or meet** with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), **within five working-school days of the request. At this time, information pertinent to the selection or placement will be shared.**
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor **within five working-school days of the conference identified above.**
2. The program supervisor shall acknowledge in writing the receipt of the request within five **working school** days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 **working-school** days of the original request **presented in the previous step.** Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision **by the program supervisor** will be made within 20 **working-school** days after receipt of the written request for reconsideration **from the parent.** The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board **using-through** procedures found in IGBBC-AR - Complaints Regarding the Talented and Gifted Program.
6. If the parent is still dissatisfied, **the parent may file** an appeal to the **State-Deputy** Superintendent of Public Instruction **following the procedures outlined in the under** Oregon Administrative Rules

(OAR) 581-002-0040-0001 – 581-002-0023 may be used. The district shall provide a copy of the appropriate OARs upon request.

Corbett School District 39

Code: IGBBC
Adopted: 8/16/17
Orig. Code: IGBBC

Talented and Gifted – Programs and Services**

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 student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions;
17. Magnet Programs/Schools.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their ~~identified talented and gifted~~ student that has been identified as talented and gifted, and wish to request consideration. The appeal process is identified in administrative regulation IGBBA-AR – Appeal Procedures for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if ~~an individual~~ 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 identified talented and gifted students. This complaint procedure, IGBBC-AR – Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Corbett School District 39

Code: IGBBC-AR
Revised/Reviewed: 8/16/17
Orig. Code: IGBBC-AR

Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise:

1. All complaints will be reported to the superintendent;
2. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out before further consideration can be given to the complaint;
3. The superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist;
4. The review committee shall meet within two working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 10 working days of receiving the original complaint;
5. The committee may recommend that:
 - a. The programs or services are appropriate;
 - b. The programs or services are not appropriate.
6. The superintendent shall report immediately the recommendations of the review committee to the Board;
7. ~~The decision of the Board shall be final;~~ After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within {20} working days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied, and has exhausted local procedures, ~~or 90 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, an~~ may appeal¹ the district's final decision to the State Superintendent of Public Instruction ~~can be filed. The district shall provide a copy of the appropriate~~ under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Corbett School District 39
35800 East Historic Columbia River Highway, Corbett, Oregon 97019-9629

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

Corbett School District 39

Code: IGBBD
Adopted: 8/16/17
Orig. Code: IGBBD

D

Parent Notification and Participation**

(OSBA has removed this policy from its samples)

The district shall inform parents of the identification of their student as talented and gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student.

The Board directs the superintendent to develop written procedures for parent notification and participation.

E

END OF POLICY

Legal Reference(s):

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

L

E

T

F

Corbett School District 39

Code: IGBC
Adopted: 8/16/17
Orig. Code: 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 superintendent shall ensure equivalence among schools in teachers, administration and other staff, and in the provision of curriculum materials and instructional supplies.

The Board directs the superintendent to ensure that each of the district's schools participating in the Title IA program meets annually. Parents and family of participating students shall be informed of their right to be involved in the development of the district's parental and family engagement policy, overall district Title IA plan and the school-parent compacts.

In cooperation with parents and family, the district's policy, plan and compact shall be 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.

The superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

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).

Corbett School District 39

Code: IGBC-AR
Adopted: 8/16/17
Orig. Code: IGBC-AR

Title IA/Parental and Family Involvement**

Parental and Family Engagement

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

1. Involvement of parents and family members in the joint development of the district's overall Title IA 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 parent 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 parent 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 the improvement of student achievement. The district Title IA 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.
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, coordinate and integrate parent involvement programs and activities with other 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 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 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 parental-involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State'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 format and language parents can understand.

Corbett School District 39

Code: IGBG
Adopted: 9/17/98
Orig. Code: IGBG

Homebound Instruction

Instruction will be furnished any student who is unable to attend school because of physical disability or health when the student is of school age, is educable and can profit from the service and when the examining physician provides a signed statement that qualifies the student under one of the following provisions:

1. A physical impairment or chronically ill condition that is permanent;
2. A physical impairment or chronically ill condition that has extended continuously for a period of 60 days;
3. A physical disability or illness that has extended continuously for a period of 10 school days if it appears the student can benefit educationally from such instruction.

A home tutor will not normally be furnished those students excluded from school because of a behavior problem.

The amount of instruction service will be in relation to the student's educational needs, 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](#)

Corbett School District 39

Code: IGBH
Adopted: 9/17/98
Orig. Code: IGBH

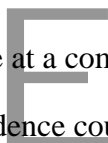


Alternative School Programs

(OSBA has removed this policy from its samples)

In addition to the regular curriculum and courses offered, students may obtain credit from the following activities:

1. Attendance at a community college;
2. Correspondence courses;
3. Alternative schools;
4. Outdoor school;
5. Educational travel;
6. Challenge tests;
7. Independent study.



END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 336.135 - 336.183](#)
[ORS 336.615 - 336.665](#)
[ORS 336.790 - 336.815](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1130](#)

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



Corbett School District 39

Code: IGBHA
Adopted: 9/18/02
Orig. Code: IGBHA

Alternative Education Programs**

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

“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 alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-13502505. The superintendent will develop administrative regulations as necessary to ~~implement this requirement~~ evaluate the district’s alternative education program.

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

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

The district shall pay the actual 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 will enter into a written contract ~~with~~ for a district-approved private alternative education programs, as required by law.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)

[ORS 336.615 to -336.665](#)
[ORS 339.030](#)
[ORS 339.250](#)

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

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)

[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Corbett School District 39

Code: IGBHA-AR(1)
Adopted: 9/18/02
Orig. Code: IGBHA-AR

Evaluation of Alternative Education Programs

Date _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-13502505, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the [] School District office at [] no later than []. Please include the program name, program coordinator and telephone number.

Staff

1. Have criminal records checks requirements been met?
 - * Provide list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education.

Curriculum

- ~~1. Are students receiving instruction in the state content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the CIM/CAM?~~
 - ~~* Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.~~
- ~~2.1. Are students receiving instruction in the state academic content standards and earning diploma credits?~~
 - * Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
- ~~3.2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?~~
 - * Attach copy of summary report and sample of information reported to student, parents and the school district.
- ~~4.3. Are students receiving, at least annually, a report of academic progress?~~
 - * Attach copy of report used.
- ~~5.4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?~~
 - * Attach the document that supports the physical education requirements.

Discrimination

1. Does the program comply with nondiscrimination requirements of law? - (p) Program does not discriminate based on age, disability, national origin, sexual orientation, race, color, marital status, religion or sex?
 - * Attach student enrollment/withdrawal summary based on above criteria.

Registration (Private alternative education programs only)

1. Is the program registered with the Oregon Department of Education?
 - * Attach copy of registration application and the approval from ODE (including the institution 'd identification number assigned by ODE).

Site Evaluation

1. Does the program comply with health and safety statutes and rules?
 - * Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, in-service agenda, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
 - * Attach list of any fees required and explanation.

Contract

1. The program complies with any statute, rule or school district policy specified in the contract with the [public or] private alternative education program.
 - * Attach as applicable.
2. Does the contract with the [public or] private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
 - * Contract on file with district and program, as applicable.

Expenditures

1. Does the program comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4))?
 - * Attach annual statement of expenditures.

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?
 - * Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

Superintendent

* Compliance indicators are intended as examples only. District may modify as appropriate.

Corbett School District 39

Code: IGBHA-AR(2)
Adopted: 9/18/02
Orig. Code: IGBHA-AR

Evaluation of Alternative Education Programs - District Summary

(for district use only)

[The district's alternative education programs evaluator should complete the following and file with materials submitted by the alternative program coordinator.]

Program Name _____ Date _____

Program Coordinator _____

Staff

1. Meets criteria Does not meet criteria

Comments: _____

Curriculum

1. Meets criteria Does not meet criteria

Comments: _____

2. Meets criteria Does not meet criteria

Comments: _____

3. Meets criteria Does not meet criteria

Comments: _____

4. Meets criteria Does not meet criteria

Comments: _____

Discrimination

1. Meets criteria Does not meet criteria

Comments: _____

Registration

1. Meets criteria Does not meet criteria

Comments: _____

Site Evaluation

1. Meets criteria Does not meet criteria

Comments: _____

Tuition and Fees

1. Meets criteria Does not meet criteria

Comments: _____

Contract

1. Meets criteria Does not meet criteria

Comments: _____

2. Meets criteria Does not meet criteria

Comments: _____

Expenditures

3. Meets criteria Does not meet criteria

Comments: _____

Advertising

4. Meets criteria Does not meet criteria

Comments: _____

District Evaluator Signature

Corbett School District 39

Code: IGBHB
Adopted: 2/15/06
Orig. Code: IGBHB

Establishment of Alternative Education Programs**

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

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

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

Examples of alternative education program options **available** 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 programs **or 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 Association of Schools and Colleges;

12. Supervised community service activities performed as part of the instructional program;
13. Supervised independent study in accordance with a student’s educational goals;
14. The district’s Expanded Options Program.

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

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](#)

Corbett School District 39

Code: IGBHB-AR
Adopted: 2/15/06
Orig. Code: IGBHB-AR

Establishment of Alternative Education Programs

Proposals from students or parents or ~~students~~-guardians of students for the establishment of an alternative education program shall be submitted in writing to the superintendent.

“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 content standards of the district and the state.

Proposals for alternative programs shall include the following:

1. Goals;
2. Criteria for enrollment;
3. Proposed budget;
4. Staffing;
5. Location;
6. Assurance of non-discrimination.

Proposals must be submitted to the superintendent prior to November 1 for programs to be implemented the following school year.

The superintendent will establish an evaluation committee to review proposals based on district criteria. The committee shall provide a written report to the superintendent by January 10 stating why the proposal should be accepted, rejected or modified.

The superintendent’s recommendation to accept, reject or accept with modifications will be presented to the Board for consideration by February 15. The superintendent will provide notification of the Board’s final decision.

Corbett School District 39

Code: IGBHC
Adopted: 9/18/02
Orig. Code: IGBHC

Alternative Education Notification**

General notification of the alternative education program law, and the availability of existing alternative education programs, and the procedures to request the establishment of new alternative education programs shall be contained included in the student/parent 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 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 a student's parent or guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis;
4. When an expulsion is being considered for reasons other than a weapons policy violation;
5. When a student is expelled for reasons other than a weapons policy violation.

Individual 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 upon 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 the parents or guardians can understand.

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

END OF POLICY

Legal Reference(s):

R7/01/17 | PH

Alternative Education Notification** – IGBHC

[ORS 332.072](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)
[ORS 339.250](#)

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

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Corbett School District 39

Code: IGBHC-AR
Revised/Reviewed: 11/15/06
Orig. Code: IGBHC-AR

Alternative Education Notification

Date: _____

[District]
[Address]

To the parent of: _____

Re: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action: _____

Alternative education programs available for your student at this time consist of: _____

The recommendation of district staff members for your student is: _____

The procedures for enrolling your student in the recommended program are as follows: _____

[Superintendent]

Date

Corbett School District 39

Code: IGBHD
Adopted: 9/17/98
Orig. Code: IGBHD

Program Exemptions

The Board may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative education program for credit may be provided.

Public request. The procedures for to establish an alternative education program and alternative credit shall be developed by the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-021-0071](#)
[OAR 581-022-1910](#)

[OAR 581-022-1920](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

Corbett School District 39

Code: IGBHE
Adopted: 4/17/19
Orig. Code(s): IGBHE

Expanded Options Program**

Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (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 EOP if he/she:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
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 developed an educational learning plan;
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. 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 of the EOP for the following school year. The district will notify a transfer high school student, or a returning 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;
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 under ORS 340.030;
9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP 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 will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a

factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible 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 to 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, textbooks, equipment and materials.

Waiver

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or
2. Accelerated P 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 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 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 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.

Any new program, agreement or plan that is developed after January 1, 2006 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 of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

Corbett School District 39

Code: IGBHE-AR(1)
Revised/Reviewed: 4/17/19
Orig. Code: IGBHE-AR(1)

Annual Expanded Options Program Notification

Corbett School District
35800 E. Historic Columbia River Highway
Corbett, OR 97019
Phone: 503-261-4200

Date: _____

Student/Parent(s) or Guardian(s): _____

Address: _____

Dear _____,
(Student/Parent(s))

This notice is required by law to notify you of potential opportunities under the Expanded Options Program (EOP) for your student. Your student may qualify as an eligible student to participate in the EOP for the following school year if your student meets the criteria below.

Your student may be permitted to participate if he/she is an eligible student applying to an eligible post-secondary institution for an eligible post-secondary course. An “eligible student” means a student enrolled in a public school and who:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
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 developed an educational learning plan as described in Board policy IGBHE - Expanded Options Program;
4. Has not successfully completed the requirements for a high school diploma; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

An “eligible post-secondary institution” means:

1. A community college;
2. A public university listed in ORS 352.002; and
3. The Oregon Health and Science University.

An “eligible post-secondary course” means any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree. It includes academic courses, career

and technical education courses and distance education courses. It does not include a duplicate course, which is defined as “a course with a scope that is identical to the scope of another course”.

Purpose

The purpose of this program is to:

1. Allow eligible students who participate in the EOP to enroll full-time or part-time in an eligible post-secondary institution; and
2. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the EOP.

Graduation and Course Credit

Participating in the EOP will not adversely affect your student’s ability to graduate because credit received from successfully completing an eligible post-secondary course may be applied toward high school graduation requirements. If, however, your student does not receive a passing grade in the eligible post-secondary course, your student may not receive credit toward high school graduation.

Selection

An eligible student may apply for the EOP, but an eligible student who applies may not be accepted because of space limitations. Enrollment in the EOP may be limited because of caps on total credit hours that will be awarded by the high school. Unless notified otherwise, the total number of credits awarded under the EOP by each high school equals one-third of its enrollment in grades 9 through 12. (For example, if high school enrollment in grades 9 through 12 is 1,000 students, the high school may award no more than 330 credit hours for all students in the EOP.) If qualified applications to the EOP exceed space limitations, the district will establish a process that gives priority to “at-risk students”.

Enrollment and Participation

To be eligible, participation in the EOP depends on your student’s acceptance by an eligible post-secondary institution to take an eligible post-secondary course. Your student will not be eligible for state financial aid. Your student will have all costs paid for by the district in the same manner as if your student was attending the public high school. The district will pay for textbooks, fees, equipment or materials and any other cost associated with enrollment. You will be responsible for providing transportation to the eligible post-secondary institution. The district and the eligible post-secondary institution may be able to arrange transportation services, although this service may not always be available, depending on circumstances. If your student receives special education services, the district will continue to provide special education services under an individualized education program (IEP).

Your student is expected to comply with the same behavior and attendance standards as if the student was attending the public high school. Failure to successfully complete an eligible post-secondary course or make satisfactory progress in the course may result in no credit received toward graduation, removal from the EOP, disciplinary action or referral to law enforcement.

Your student may participate in the EOP for no more than two years. After two years, your student is no longer eligible. If your student is in grade 12 when he or she first enrolls, he/she may participate no more than the equivalent of one academic year in the EOP. If your student is enrolled in high school full-time and he/she is taking a post-secondary course, he/she will not be awarded credit for that course under the EOP. 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.

If your student intends to enroll in a course that is already offered by the district, *i.e.*, a duplicate course, your student will not be eligible to participate in the EOP. You will be notified within 20 business days after the student has submitted the list of intended courses if a specific course is denied and is considered a duplicate course. A “duplicate course” is one with a scope that is identical to the scope of another course. Your child should consider district-provided, educational alternative programs that offer post-secondary level courses.

If you disagree with the district’s assessment that a course is a duplicate course as determined by the district, you may appeal the decision under the procedures outlined below.

Contested Decisions/Appeal

If you disagree with the district’s determination that a course is a duplicate course, you may appeal to the Board. Your appeal must be in writing and contain at a minimum the following information: (1) name of student; (2) name of post-secondary course; (3) detailed description of post-secondary course; (4) name of duplicate course offered by high school; (5) detailed description of duplicate course offered by high school; and (6) reasons why you believe course is not a duplicate. You must initiate your appeal within five days of receiving notification that the post-secondary course is a duplicate.

The Board will issue a written decision on the appeal within 30 business days of receipt of the appeal.

If dissatisfied with the Board’s decision, you may appeal the decision to the Superintendent of Public Instruction or designee under Oregon Revised Statute (ORS) 340.030.

Student Notification to District

If you have questions, please call the district office. Please respond to this notice before May 15 if your student intends to enroll in an eligible post-secondary course during the following school year. If your student decides to enroll in an eligible post-secondary course, we will schedule a meeting with your advisory support team to develop an educational learning plan that addresses your student’s short-term and long-term academic and career goals. Thank you for your cooperation.

Sincerely,

[Superintendent or designee] [Principal]

Corbett School District 39

Code: IGBI
Adopted: 8/16/17
Orig. Code: IGBI

Bilingual Education

Students whose primary language is a language 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.

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

END OF POLICY

Legal Reference(s):

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

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2012).

Corbett School District 39

Code: IGC
Adopted: 9/17/98
Orig. Code: IGC

D

Extended Instructional Programs

(OSBA has removed this policy from its samples)

The district may provide extended instructional programs including but not limited to outdoor education, summer school, honors programs and advanced college placement subject to state and federal laws, Board policy and availability of funds.

END OF POLICY

E

Legal Reference(s):

[ORS 336.010](#)
[ORS 336.012](#)

[ORS 336.183](#)
[ORS 341.315](#)

L

E

T

F

Corbett School District 39

Code: IGCA
Adopted: 1/17/18
Orig. Code: IGCA

Post-Graduate Scholar Program**

The district will provide a Post-Graduate Scholar program for students in the district. A “post-graduate scholar” means a student who has:

1. Been in grades 9 through 12 for more than a total of four school years; and
2. Satisfied the requirements for a high school diploma or modified diploma as provided by law.

The Post-Graduate Scholar program may allow qualified post-graduate scholars to:

1. Enroll in courses at a community college that are part of an approved course of study in the post-graduate scholar program in the district, in order to gain a certificate or diploma;
2. Enroll in the approved program courses of study for one school year after the post-graduate scholar has satisfied the requirements for a high school diploma or a modified diploma in the district; and
3. Have the district pay the costs for such approved course of study, including tuition, fees and books.

Program Qualifications

A post-graduate scholar qualifies to participate in the program if the post-graduate scholar:

1. Has completed and submitted the Free Application for Federal Student Aid, if eligible to file the application;
2. Is not eligible for a grant under the Oregon Promise Program because of failure to earn the minimum cumulative grade point average, or submitted a complete application for a grant under the Oregon Promise program by the established deadline but did not receive a grant;
3. Is not eligible for a federal aid grant that is equal to or more than the average cost of tuition and fees at a community college, as determined by the U.S. Department of Education after Consultation with the Executive Director of the Office of Student Access and Completion; and
4. Retains a legal residence within the boundaries of the district through which the post-graduate scholar satisfied the requirements for a high school diploma or a modified diploma.

The district establishes the following additional requirements:

1. A minimum high school GPA of 2.00;
2. An 80 percent attendance at community college courses; and
3. Regular in-person meetings with district staff to monitor progress held at least twice each month.

Program Goals

The goals of the program include:

1. Increasing the high school graduation rate for underserved students to 100 percent; and
2. Increasing the percent of students from the district attending a post-secondary education institute.

The district will monitor program information at the end of each grading term and measure results at the end of each year.

The district approves the following courses of study for the program:

1. All courses at Mt. Hood Community College;
2. Associates Degree.

Other District Requirements

The district has entered into a written agreement with the community college that has a service area within which the district is located.

The district will provide dedicated staff to provide support services to post-graduate scholars, including regular in-person meetings to monitor student progress that occur at least twice each month.

The district will ensure that a majority of the students from the district who are enrolled in courses at a community college meet at least one of the following criteria:

1. Is not a post-graduate scholar;
2. Has received an extended diploma or a General Educational Development (GED) certificate;
3. Was enrolled in an alternative high school program within the preceding 12 months;
4. Is, or will be, a first-generational graduate of high schools;
5. Is, or has been, a child in a foster home;
6. Is, or has been, placed in a facility or an education program by a court;
7. Is homeless;
8. Is a parent; or
9. Was identified as eligible for free or reduced price lunches within the preceding 12 months.

A district may receive or expend moneys distributed from the State School fund for post-graduate scholars who enroll in courses at a community college, only if the post-graduate scholars are enrolled in the courses as part of a program established under this section. The post-graduate scholar will not be required to accept or use any federal grant moneys to offset costs of tuition, fees or books incurred by the post-graduate scholar at the community college.

The district will provide transportation service in existing bus routes to post-graduate scholars, and is not required to alter existing bus routes to provide such transportation.

END OF POLICY

Legal Reference(s):

[ORS 327.006 to -327.133](#)

[ORS 329.451](#)

[ORS 332.405](#)

[ORS 339.250](#)

[OAR 581-021-0576 to -0579](#)

SB 1537 (2016)

SB 20 (2017)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

Corbett School District 39

Code: IGD
Adopted: 9/17/98
Orig. Code: IGD

Cocurricular/Extracurricular Activities

~~The Board will maintain a student activity program appropriate to the maturity of students and as varied as staff, facilities and finances permit. The program will be designed to offer to the greatest possible number of students worthwhile athletic and leisure time interests and wholesome recreational and social activity.~~

Supervision

~~Whenever or wherever held, when conducted under the name of the school or district or any class or organization thereof, cocurricular/extracurricular activities will be under the general supervision of the school personnel.~~

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).

Corbett School District 39

Code: IGDA
Adopted: 9/17/98
Orig. Code: IGDA

Student Organizations

(Prohibits Limited Open Forum)

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

The district will not allow 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 adviser to each student organization.

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).

Corbett School District 39

Code: IGDB
Adopted: 9/17/98
Orig. Code: IGDB

Student Publications

District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the laws will be observed in regard to district sponsored student publications. In accordance with established law, the observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as annual 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 regulations.

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 in determining the granting or denial of 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. Where possible, every reasonable effort will be made to obtain student concurrence with any proposed changes.

Prior restraints will contain precise criteria spelling out what is prohibited.

All Publications

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.

It will be the responsibility of the building principals to develop reasonable and specific regulations 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).

Corbett School District 39

Code: IGDB-AR
Revised/Reviewed: 1/27/99
Orig. Code: IGDB-AR

Student Publications

Student publications subject to review by school administrators include those which are:

1. School-sponsored (supported by district funds, equipment, etc.);
2. Part of the established curriculum;
3. Of benefit primarily to those who compile, edit and publish them;
4. Not by policy or practice open for indiscriminate use by the general public or students individually or as a group; or
5. Activities which students, parents and members of the public might reasonably perceive to bear the sanction or approval of the district.

Student publications will be reviewed by staff advisers and may be reviewed by other district administrators prior to printing and distribution. Materials may be modified or removed from publications for 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 reading audience;
3. The material is poorly written, inadequately researched or 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;
or
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts.

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 his/her decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.

Corbett School District 39

Code: IGDD
Adopted: 9/17/98
Orig. Code: 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. Efforts will be made to limit interference with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the principal;
2. The extended use of one particular group will be discouraged;
3. Students participating in a performance will conduct themselves in accordance with the student/parent 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 the activities of the district and with groups in the community upon the approval of the principal. Proceeds given students for participating or performing will be placed in the associated student body account.

END OF POLICY

Legal Reference(s):

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

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

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Corbett School District 39

Code: IGDE
Adopted: 9/17/98
Orig. Code: IGDE

D

Student Activity Fees

(OSBA has removed this policy from its samples)

All necessary fees or assessments are due upon enrollment and payable in the school office. Until such fees are paid, certain restrictions and/or penalties will be imposed.

END OF POLICY

E

Legal Reference(s):

[ORS 339.260](#)

[ORS 339.270](#)

L

E

T

F

Corbett School District 39

Code: IGDF
Adopted: 9/17/98
Orig. Code: IGDF

Student Fund-Raising Activities

No individual or school or school-related group is authorized to conduct any type of promotion, sales or solicitation of funds unless that specific activity has been expressly approved and authorized by the building principal.

Activities that include fund raising for charitable or other causes not relating to school activities, must obtain prior approval from {the principal[,]} {and} {the superintendent}.

{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 {principal} and {superintendent}.}

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 consent.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

END OF POLICY

Legal Reference(s):

[ORS 336.423](#)
[ORS 339.880](#)

[OAR 137-025-0020 to -0530](#)
[OAR 581-022-2260\(2\)](#)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).

Corbett School District 39

Code: IGDF-AR
Revised/Reviewed: 1/27/99
Orig. Code: IGDF-AR

(still used?)

Student Fund-Raising Activity Request

Date: From _____ to _____

To Whom it May Concern:

The Corbett School District does hereby authorize:

(Name of Individual Receiving Authorization)

to sell _____
(Name of Product/Item for Sale)

for the purpose of raising funds for

(Funds to be Used For)

(Signature of Person Authorizing Sales) (Date)

(Signature of Fund Raiser Coordinator) (Date)

(Signature of Superintendent) (Date)

Any questions regarding this fund raising activity should be directed to the person authorizing sales.

Corbett School District 39

Code: IGDG
Adopted: 9/17/98
Orig. Code: IGDG

Student Activities Fund Management

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

Student body accounts in all schools are kept individually, reported to the superintendent on a regular basis and are subject to district audit.

Student activity fund moneys shall be collected and expended for the purpose of supporting school-sponsored activities under the guidance or supervision of qualified adults.

The responsibility for internal accounting for student body funds is delegated to the building principals together with authority commensurate with the delegated responsibility.

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

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

1. All student activity fund moneys shall be receipted and deposited according to district policy and acceptable accounting procedures.
2. All student activity fund expenditures must be approved by the building principal.
3. All expenditures from a specific account of student activity funds related to other school recognized student groups must be approved by the members of that organization and their staff advisor.

All expenditures from the general account of student activity funds must also be approved by the school-recognized student government organization if such organization exists.

END OF POLICY

Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 328.441 to -328.470](#)

[OAR 581-022-2260\(2\)](#)

Corbett School District 39

Code: IGDH
Adopted: 9/17/98
Orig. Code: IGDH

Contests for Students

The district will cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable added work load on the staff. Participation by students in contests must be approved by the principal.

The sponsor of an activity will be responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of the work of the participants.

The following statements will be a guide in determining participation in contest:

1. The primary educational aims of the school and the needs and interests of students must be a consideration at all times;
2. The school must not be used to promote private or commercial interests;
3. The school must not be used for direct sales promotion of individual competitive goods or services;
4. All materials or activities initiated by private sources must be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Corbett School District 39

Code: IGDJ
Adopted: 4/17/19
Orig. Code: IGDJ

Interscholastic Athletics

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled students that reside in the district and students attending a public charter school that reside in the district to participate in available interscholastic activities 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, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal 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 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 OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations 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 the OSAA rules and regulations 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.

¹ This applies to only OSAA-sanctioned activities and events.

Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

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

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[ORS 332.075\(1\)\(e\)](#)

[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)

[OAR 581-021-0045 - 0049](#)

[OAR 581-026-0005](#)

[OAR 581-026-0700](#)

[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Corbett School District 39

Code: IHB
Adopted: 3/11/15
Orig. Code: IHB



Class Size

The Board resolves to make every effort to maintain the following class size guidelines. The Board directs that any K-8 class size or high school teacher/student ratio that exceeds the limits will be brought to the Board for review.

An average class size policy is established to provide for an adequate teacher/student ratio. The following ratios are established as goals for average class sizes:

1. Grades K-2 should not exceed an average of 25 students per teacher;
2. Grades 3-5 should not exceed an average of 27 students per teacher;
3. Grades 6-8 should not exceed an average of 29 students per teacher.

High School

Teachers may have six periods of instruction in a seven period day. Teachers may average 160 student-hours per day except in the academic areas of music and physical education.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[OAR 581-022-2335](#)

Tualatin Valley Bargaining Council v. Tigard Sch. Dist., No. UP-120-87, 11 PUB. EMPL. COLL. BARG. REP. 53 (ERB 1988).

Corbett School District 39

Code: IHB-AR
Revised/Reviewed: 6/17/99
Orig. Code: IHB-AR

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Class Size

The district administrative procedure for alleviating overloading of classes is based on prudent expenditure of funds, the best interest of all students in the district and effective teaching strategies. Therefore, when overloads occur the following steps will be implemented by the district in the following order:

1. An assessment of the current resources will be made to determine if a solution can be implemented;
2. All other overloads will be dealt with by the classroom teacher. However, to ensure that the students involved are provided an educational experience equal to other students in the district, additional resources may be made available to the teacher.

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Corbett School District 39

Code: IHG
Adopted: 9/17/98
Orig. Code: IHG

Independent Study

(OSBA has removed this policy from its samples)

The following criterion will be used in determining pre-specified and recorded educational objectives, staff supervision, maintenance of written agreements and implementing evaluation plans for independent study.

Implementation

To apply for independent study a student will prepare an application documenting:

1. The proposed plans documenting the pre-specified and recorded educational objectives;
2. The timeline applicable;
3. The evaluation process by which the attainment of the educational objectives for the independent study is validated.

Prior to the start of the school project, the student's application must:

1. Receive the endorsement of a qualified teacher who will supervise the proposed activity;
2. Be reviewed by the counselor who may make recommendations;
3. Be submitted to the principal for approval;
4. Receive written agreement between the student, parent or guardian and principal.

Independent study may be conducted on or off the campus.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-023-0008 \(1\)](#)

Corbett School District 39

Code: IHGA
Adopted: 2/15/06
Orig. Code: IHGA



Alternative Instructional Programs

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

1. Community college courses;
2. Correspondence courses;
3. Outdoor school;
4. Educational travel;
5. Challenge tests;
6. Independent study;
7. Online courses;
8. The Expanded Options Program;
9. Others approved by the Board.



END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 336.135 - 336.183](#)
[ORS 336.615 - 336.665](#)
[ORS 336.790 - 336.815](#)
[ORS Chapter 340](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1130](#)



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



Corbett School District 39

Code: IIA
Adopted: 9/17/14
Orig. Code: IIA

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional materials will be free of racial, national origin, religious, disability, age, marital status, sexual bias or sexual orientation; contain appropriate readability levels; support the district's adopted curriculum content; provide ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

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

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library media resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library media resources will also be free of racial, national origin, religious, disability, age, marital status, sexual orientation or sexual bias; contain appropriate readability levels; support the district's adopted curriculum content; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 to -0117](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

Corbett School District 39

Code: IIA-AR
Revised/Reviewed : 3/10/10
Orig. Code: IIA-AR

Instructional Materials Selection

1. Selection of Instructional Materials

a. Responsibility for Selection of Materials

- (1) The responsibility for the selection of instructional materials is delegated to the superintendent. For the purposes of this regulation the term “instructional materials” includes print and nonprint materials, including digital content of software in a format such as electronic and Internet or web-based materials or media (not equipment), whether considered classroom materials or media center materials.
- (2) The responsibility for coordinating the distribution of instructional materials to classes will rest with the superintendent. “Instructional materials” includes any organized system which constitutes the major instructional vehicle for a given course of study or any major part of the course.

b. Procedure for Selection

(1) Media

- (a) In purchasing materials for the media center, the librarian under supervision of the principal will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this procedure, the term “media” includes all materials considered part of the library collection, plus all nonprint instructional materials housed in resource centers and classrooms.
- (b) Recommendations for purchase will be solicited from staff and students.
- (c) Gift materials shall be judged by the district’s instructional materials objectives and selection criteria and shall be accepted or rejected by those criteria.
- (d) Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

(2) Instructional Materials

- (a) Instructional materials committees may be appointed if determined by the administration to be appropriate at the time that adoption areas are determined. Appropriate subject area and instruction level will be included in each committee if that procedure is employed.
- (b) The general criteria for materials selection shall be followed by the committees.
- (c) The committee shall present its recommendation(s) to the superintendent.
- (d) The superintendent shall submit the committee’s recommendation(s) to the Board.

2. Objections to Instructional Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

- a. The district official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in section 3. f. (3) of this regulation.
 - (1) The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material.

The district official or staff member initially receiving a complaint shall explain to his/her best ability the particular place the objectionable material occupies in the education program and its intended educational usefulness, or refer the complaining party to someone who can identify and explain the use of the material.

- (2) In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the questions should be referred to someone designated by the principal. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a Reconsideration Request Form in full.
- (3) The individual receiving the initial complaint shall advise the principal of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

3. Request for Reconsideration

- a. Any resident or employee of the district may formally challenge the appropriateness of instructional materials used in the district's educational program. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.
- b. All school offices will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.
- c. The Reconsideration Request Form shall be signed by the complainant and filed with the superintendent.
- d. Within five business days of the filing of the form, the superintendent or person so designated by the superintendent shall file the material in question with the reconsideration committee. The committee shall recommend disposition to the superintendent.
- e. Generally, access to challenged material shall not be restricted during the reconsideration process. In unusual circumstances the material may be removed temporarily by following the provisions of Section 3. f. (3) of this regulation.
- f. The Reconsideration Committee.

- (1) The reconsideration committee shall be made up of five members:
 - (a) One teacher designated annually by the superintendent;

- (b) One school librarian designated annually by the superintendent;
 - (c) One member of the administrative staff designated annually by the superintendent;
 - (d) Two members from the community appointed annually by the Board.
- (2) The chair of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
 - (3) Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
 - (4) The committee shall receive all Reconsideration Request Forms from the superintendent or person designated by the superintendent.
 - (5) The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:
 - (a) Distribute copies of written request form;
 - (b) Give complainant or a group spokesman an opportunity to talk about and expand on the request form;
 - (c) Distribute reputable, professionally prepared reviews of the material when available;
 - (d) Distribute copies of challenged material as available.
 - (6) The committee may request that individuals with special knowledge be present to provide information.
 - (7) The complainant shall be kept informed by the superintendent concerning the status of the complaint throughout the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of such meetings.
 - (8) The committee shall make its decision in either open or closed session. The committee's final decision will be:
 - (a) To take no removal action;
 - (b) To remove all or part of the challenged material from the total school environment;
 - (c) To limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision shall be by secret ballot. The written decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant.
 - (9) A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
 - (10) Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered. Every Reconsideration Request Form shall be acted upon by the committee.
 - (11) Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications as that person excused.

- (12) If the complainant is not satisfied with the decision, a request may be made that the matter be placed on the agenda of the next regularly scheduled meeting of the Board.

RECONSIDERATION REQUEST FORM FOR REEVALUATION OF INSTRUCTIONAL MATERIAL

(Submit to superintendent)

Book or Other Printed Material If Applicable:

Author _____ Hardcover Paperback Other
Title _____ Publisher _____ Date of pub. _____

Digital Media If Applicable:

Title _____ Producer (if known) _____
Type of media (video, etc.) _____

Request initiated by _____ Telephone _____
Address _____ City _____ Zip _____

Person making the request represent self _____ group or organization _____
Name of Group _____

1. To what in the item do you object? (Please be specific, cite pages, frames, etc.)

2. In your opinion what harmful effects upon students might result from use of this item?

3. Do you perceive any instructional value in the use of this item? _____
4. Did you review the entire item? If not, what sections did you review? _____
5. Should the opinion of any additional experts in the field be considered?
 Yes No Please list suggestions if any: _____
6. What would you like the school to do about this material?
 Do not use it with my student
 Withdraw it from use
 Send it back to the selector or selectors for evaluation
 Other
7. In place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? _____
8. Do you wish to make an oral presentation to the Review Committee?
 Yes No If yes, please call the superintendent's office at _____.

Signature: _____ Date: _____

References:

Corbett School District 39

Code: IAB
Adopted: 9/17/98
Orig. Code: IAB

Supplementary Materials Selection

(IIA can cover this)

Materials are to be selected by professional personnel, working individually or as committees. Final authority for materials to be acquired within a school rests with the principal, following district policy.

Basic principles that guide the selection of books and other materials for the collections of a school include the following:

1. The instructional materials collections shall be developed systematically so that they are well balanced and well-rounded in coverage of subjects, types of materials and variety of content;
2. The maintenance of qualitative standards for selection of materials is essential, with all materials being carefully evaluated before purchase;
3. The collections are continuously re-evaluated in relation to changing curriculum content, new instructional methods and current needs of teachers and students.

Required or recommended materials not provided by the district shall be selected following the principles and criteria used for district-acquired materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 339.155](#)
[OAR 581-011-0050 to -0119](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-1140](#)
[OAR 581-022-1520](#)
[OAR 581-022-1640](#)

No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.

Corbett School District 39

Code: IIAB-AR
Revised/Reviewed: 1/27/99
Orig. Code: IIAB-AR

Supplementary Materials Selection Procedure

Reading and Audio-Visual Lists Compiled by the Teacher

Selection of materials shall be based on the scope and sequence of the subject area involved.

Materials shall be selected by the teacher from approved sources (see following criteria) and review with the school instructional materials specialist (librarian).

The teacher shall note on his/her lists the library and audio-visual collections where each title is available to students.

Lists shall be submitted to, and approved by, the principal before use.

Criteria and Sources of Selection

General criteria to be considered:

1. What is the overall purpose of the material?
2. What contribution does the subject matter make to the curriculum and to the subject interests of the students?
3. What favorable reviews of the title are found in the selection sources?
4. What favorable recommendations based on preview and examination of materials are available from a district specialist?
5. What is the reputation and significance of the author and the standards of the publisher?
6. What is the audio-visual producer's reputation for authenticity of presentation?
7. What is the quality, timeliness and/or permanence of the material?
8. How does the material contribute to breadth of representative viewpoints on controversial issues?
9. Has consideration been given to specific criteria appropriate for each subject area and type of material?
10. Is the price reasonable and format suitable?

Sources to be used include the following:

1. Book selection aids published by the American Library Association;
2. Recommendations of national professional associations, such as:
 - a. National Council of Teachers of Social Studies;
 - b. National Council of Teachers of Mathematics;
 - c. Department of Audio-Visual Instruction;
 - d. National Council of Teachers of English;
 - e. American Association for the Advancement of Science.
3. H.W. Wilson Catalog series;
4. Educational Media Index;
5. Reviews in current periodicals of recognized merit.

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Corbett School District 39

Code: IIABB
Adopted: 9/17/98
Orig. Code: IIABB

Use of ~~Feature-Films/~~ Videos or Other Media**

The Board recognizes the showing of ~~commercially produced and rated feature-films and videos~~, including but not limited to videos from YouTube and Instagram, may have a legitimate purpose in a school's educational program. However, ~~Since the content of these feature-films or videos~~ customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film is consistent with the educational values espoused by the district.

All copyright laws must be followed.

Only films rated G, PG or PG-13 may be shown as part of the school program. The Board directs administrative ~~procedures-regulations~~ be developed to accomplish this objective, including the provision that a parent or guardian have the opportunity to preview a film when practicably possible and that a parent or guardian must give prior consent before his/her student may view a film rated PG or PG-13.

~~Any media materials that are not rated are subject to the approval of the principal prior to viewing.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Corbett School District 39

Code: IIABB-AR
Revised/Reviewed: 1/27/99
Orig. Code: IIABB-AR

Use of ~~Feature Films~~, Videos or Other Media in the Schools

Prior to showing a ~~feature films~~, and video or other non-rated media, including but not limited to, YouTube and Instagram, in a school, the instructor must seek the written approval of the building principal. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular film, video or other media:

1. Title and brief description;
2. Purpose for the showing;
3. Match with course objectives;
4. Proposed date of showing;
5. When and how parents or guardians will be notified, or if necessary grant consent;
6. Audience rating (G, PG, PG-13).

Following building principal approval, the showing of all ~~feature films~~, videos or other media with a G rating requires prior parent notification from the instructor.

For ~~feature films~~, videos or other media with a PG or PG-13 rating, prior parental or guardian consent will be required before a student views the film.

Instructors are required to preview all film media before showing to students.

Only films, videos or other media rated G, PG or PG-13 may be shown as part of the school program. A parent or guardian may have the opportunity to preview a film when practicably possible and that parent or guardian must give prior consent before his/her student may view a film rated PG or PG-13.

Parental or guardian notification for the showing of G movies at the secondary level will be at the discretion of the building administrator.

Corbett School District 39

Code: IIAC/IIBD
Adopted: 9/17/98
Orig. Code: IIAC/IIBD

Library/Media Center Materials Selection and Adoption

(see IIA)

The Board will maintain a school library in the district to be directed by the licensed school librarian or other personnel.

All types of materials for school libraries will be recommended for purchase by the professional personnel of the library and approved by the superintendent or his/her designee. The Board intends to provide supplies, books, encyclopedias, dictionaries and periodicals as needed in keeping with state standards. The library, in addition to containing written materials, will contain audio-visual materials and equipment, computers and computer software. Consultation will take place with the administration, staff or parents as found desirable.

All materials selected will be consistent with the stated principles of selection which apply to all instructional and library materials.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials will strive:

1. To meet the needs of the school based on knowledge of the curriculum and the stated needs of administrators and teachers;
2. To meet the needs of individual students, according to both the stated needs of students and general understanding of students' interests;
3. To provide materials of high artistic and literary quality;
4. To provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels;
5. To provide a wide range of materials with diversity of appeal and different points of view.

In order to maintain a current and highly usable collection of materials, the media specialist and/or librarian will provide for continuing renewal of the collection, not only by addition of up-to-date materials but by the judicious elimination of materials which no longer meet needs or find use. Library services including curriculum, personnel and inventory shall be reviewed annually.

Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 339.155](#)
[OAR 581-011-0050 to -0119](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-1140](#)
[OAR 581-022-1520](#)
[OAR 581-022-1640](#)

No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.

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Corbett School District 39

Code: IAD
Adopted: 9/17/98
Orig. Code: IAD

Special Interest Materials

In general, supplementary printed materials from commercial, political, religious or other 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, which supplement and enrich text and reference book materials for definite school courses and which 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 the homes without the approval of the superintendent.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the building 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).

Corbett School District 39

Code: IIBG
Adopted: 9/17/98
Orig. Code: IIBG

Computer Technology

(OSBA has removed this policy from its samples)

1. The primary purpose of microcomputers will be for instruction. Included in instructional uses will be CAI (Computer Assisted Instruction), CMI (Computer Managed Instruction), computer literacy and computer programming.
2. Other purposes shall include computer management systems such as library media circulation systems and data base searches.
3. Computer users will recognize and adhere to existing copyright laws.
4. Computer hardware and software will not be removed from school premises without prior permission from the building principal.
5. All hardware purchased must be durable, use a wide range of software, be compatible with other school hardware and be easy to maintain.
6. All software must be previewed by a staff member before purchase.
7. All purchases of software will be coordinated through the supervisor of media technology to avoid unnecessary duplication. A catalog of school software will be available.
8. The district will provide computer training for all staff appropriate to their assignments.
9. A district technology steering committee appointed by the superintendent will annually review and update a priority list for purchase of computers and a plan for computer acquisition and use.
10. The district technology steering committee will annually recommend a proposed budget for computer hardware, software and accessories.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1030](#)

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Corbett School District 39

Code: IIBGA
Adopted: 3/11/15
Orig. Code: 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 learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

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

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
8. Installing measures designed to restrict minors' access to materials harmful to minors.

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 30.765](#)
[ORS 133.739](#)
[ORS 163.435](#)
[ORS 164.345](#)
[ORS 164.365](#)

[ORS 167.060 to -167.100](#)
[ORS Chapter 192](#)
[ORS 332.107](#)
[ORS 339.250](#)
[ORS 339.270](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Children’s Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (2012); 47 C.F.R. Section 54.520 (2017).
Copyrights, 17, U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).
Oregon Attorney General’s Public Records and Meetings Manual, Appendix H,(2014).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (2012).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (2012); 34 C.F.R. Part 84, Subpart F (2017).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (2012); 21 C.F.R. §§ 1308.11-1308.15 (2017).
Americans with Disabilities Act of 1990, 42 U.S.C.§§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (2012); 34 C.F.R. Part 99 (2017).
Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2012).
Americans with Disabilities Act Amendments Act of 2008.

Corbett School District 39

Code: IIBGA-AR
Revised/Reviewed: 3/11/15
Orig. Code: IIBGA-AR

Electronic Communications System

Definitions

1. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. ~~“Obscene,” as that term is defined~~ has the meaning given such term in Section 1460 of Title 18, United States Code;
 - b. ~~“Child pornography,” as that term is defined~~ has the meaning given such term in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. “Harmful to minors,” as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. “Sexual act; sexual contact,” as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. “Minor,” as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. “Inappropriate matter,” as defined by the district, means material that is inconsistent with general public education purposes, the district’s mission and goals.¹
6. “District proprietary information” is defined ~~by the district~~ as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district’s business.

¹ As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

7. “District software” is defined by the district as any commercial or staff developed software acquired using district resources.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district’s electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district’s system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
3. Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized;
4. Provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to insure verification that information downloaded has been properly removed from the personal electronic device;
5. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district’s system;
6. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
7. Provide technology protection measures 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 computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;
8. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;
9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms and other forms of direct electronic communication;
10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms;

11. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly;
12. Notify appropriate system users that:
 - a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
 - b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
 - c. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
 - d. Passwords used on the district's system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;
 - e. Transmission of any materials regarding political campaigns is prohibited.
13. Ensure all student and nonschool system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the school office;
14. Notify users of known copyright infringing activities and deny access to or remove the material.

System Access

Access to the district's system is authorized to:

Board members, district employees, students in grades K-12, with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.

General Use Prohibitions/Guidelines/Etiquette

Operation of the district's system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient utilization of the district's system.

1. Prohibitions

The following conduct is strictly prohibited:

- a. Attempts to use the district's system for:
 - (1) Unauthorized solicitation of funds;
 - (2) Distribution of chain letters;
 - (3) Unauthorized sale or purchase of merchandise and services;
 - (4) Collection of signatures;
 - (5) Membership drives;
 - (6) Transmission of any materials regarding political campaigns.
- b. Attempts to upload, download, use, reproduce or distribute information, data, software, or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or disk usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes material which may be interpreted as:
 - (1) Harmful to minors;
 - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
 - (3) A product or service not permitted to minors by law;
 - (4) Harassment, intimidation, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
 - (5) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
 - (6) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
- g. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory information and personally identifiable information. Personal contact information includes photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the district's system, unless authorized by the system coordinator or teacher and with prior parent approval;
- i. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization;

- j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been given access.

2. Guidelines/Etiquette

Appropriate system use etiquette is expected of all users and is explained in district training sessions.

Complaints

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL - Public Complaints and accompanying administrative regulation.

Violations/Consequences

1. Students

- a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
- b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.

2. Staff

- a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
- b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rule (OAR) 584-020-0041.
- d. Violations of Oregon Revised Statute (ORS) 244.040 will be reported to Oregon Government Ethics Commission.

3. Others

- a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
- b. Violations of law will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

1. The district assumes no responsibility or liability for any membership, ~~or~~ phone or internet provider charges including, but not limited to, long distance charges, per minute (unit) surcharges, overage charges and/or equipment or line costs incurred by any home usage of the district's system.
2. Any disputes or problems regarding phone services or internet provided for home users of the district's system are strictly between the system user and their local phone company and/or long distance service provider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's system may provide access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

Sample Parent Letter

Dear Parents:

Your student has requested to participate in the district's electronic communications program and needs your permission to do so. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

The Internet is a system which links networks creating a large and diverse communications network. Internet access allows your student the opportunity to reach out to many other people to share information, learn concepts and research subjects by the sending and receiving of messages using a computer, modem and phone lines.

With this educational opportunity also comes responsibility. It is important that you and your student read the enclosed district policy, administrative regulation and agreement form and discuss these requirements together. Inappropriate system use will result in discipline up to and including expulsion from school, suspension or revocation of your student's access to the district's system and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter are the following important documents:

1. An agreement for your student to read and sign stating his/her agreement to follow the district's Electronic Communications System policy and administrative regulation. This agreement requires your signature. It must be signed and renewed each year and will be kept on file at the school;
2. The district's Electronic Communications System policy and administrative regulation.

Please review these materials carefully with your student and return the attached agreement form to the school office indicating your permission or denial of permission for your student to participate in the district's electronic communications system.

Sincerely,

System Coordinator/Administrator

Student Agreement for an Electronic Communications System Account
Academic Year 2014-2015

Student agreement must be renewed each academic year.

Student Section

Student Name _____ Grade _____

School _____

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in discipline up to and including expulsion from school and/or suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

Student Signature _____ Date _____

Sponsoring Parent

I have read the district's Electronic Communications System policy and administrative regulation. I will monitor my student's use of the system and his/her potential access to the Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

- I give my permission to issue an account for my student and certify that the information contained on this form is correct.

- I do not give my permission for my student to participate in the district's communications system.

Signature of Parent _____

Home Address _____

Date _____ Home Phone Number _____

This space reserved for System Coordinator

Assigned Username: _____ Assigned Password: _____

Agreement for an Electronic Communications System Account
(Nonschool System User)

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____

Home Address _____

Date _____ Home Phone Number _____

This space reserved for System Coordinator

Assigned Username: _____ Assigned Password: _____

Agreement for an Electronic Communications System Account
(Staff System User)

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges, and may include discipline, up to and including dismissal and/or referral to law enforcement officials.

I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I insure that the personal electronic device in use is owned by me, and I am in complete control of the device at all times.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____

Home Address _____

Date _____ Home Phone Number _____

This space reserved for System Coordinator

Assigned Username: _____ Assigned Password: _____

Corbett School District 39

Code: IIBGB
Adopted: 9/16/99
Orig. Code: IIBGB

Web Pages

The district encourages the publication of web pages **the district's public website** to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All **publicly available** web pages must comply with **Board policy IIBGB-AR - Web-Page Guidelines**.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site

The district's web site provides a resource for obtaining information about the district and for informing patrons about classroom activities and Board policies. Requests for publication of information on the district web site should be directed to the webmaster. District administrators (transportation supervisor, food service director, business manager, etc.) may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district.

Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's web site that are primarily academic, educational and research oriented.

Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

Student web pages may be removed at the end of the school year unless special arrangements are made.

Clubs and Organizations

Web pages published by clubs and organizations may provide information about extracurricular and other school-authorized activities, as well as general information relating to the district.

Others

The district may allow other organizations, e.g., parent-teacher groups, booster clubs, etc., to publish web pages.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

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

Corbett School District 39

Code: IIBGB-AR
Revised/Reviewed: 11/03/00
Orig. Code: IIBGB-AR

Web Page Guidelines

All **publicly available** web pages must follow district guidelines and be approved by the building principal and/or webmaster prior to publication.

Content

All web pages must:

1. Contain name, address and district e-mail address of the author. Student web pages shall use the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. Use district templates;
6. Contain a created or modified date and the name or initials of the person responsible;
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the webmaster. All links should be checked regularly and revised as necessary.

Use of web pages for financial gain is prohibited.

Standards

Web-page authors shall:

1. Comply with Board policies, administrative regulations, these guidelines and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use websites for academic, educational and research purposes only;
5. Use conventions of standard English or other languages.

Web-page authors shall not:

1. Display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit or illegal material;
2. Use website for commercial, purchasing or illegal purposes.

Disclaimer

The following disclaimer will be published on all web pages:

The accuracy and quality of information cannot be guaranteed. The district will not be responsible for any information that may be lost, damaged or unavailable due to technical or other difficulties.

OR

The district has made every reasonable attempt to ensure that the district's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the district's electronic communications policy.

Student Safeguards

1. Web page documents may include only the first name and the initial of the student's last name.
2. Documents may not include a student's phone number, address, names of other family members or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where mail is forwarded to a staff member.
4. Decisions on publishing student pictures will be made by the supervising teacher, after checking with the school office to determine if the student's parents have objected to such publication.

Maintenance

Maintenance of web pages, including the timely update of information and periodic checks of links, is the responsibility of the author. Web pages not up to date may be removed by the webmaster.

The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is unacceptable.

Privacy

There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.

Permission

- I give my permission to allow my student to construct and publish an Internet web page or have his/her work included in a web page.
- I do not give permission for my student's work to be published on the district web page.
- I do not give permission for my student's photograph to be published on the district web page.

Parent Name (print) _____

Signature _____

Name of Student _____

Date _____

Sponsoring Teacher Name (print) _____

Signature _____ Date _____

Corbett School District 39

Code: IICA
Adopted: 9/17/98
Orig. Code: IICA

Field Trips and Excursions

The district/Board 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 of the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or his/her designee when such trips and/or activities contribute substantially to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to the educational values to be 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.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgement of student conduct guidelines will be maintained on file for a period of one academic year.

The administration is directed to develop regulations and guidelines which will ensure that both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such regulations will reinforce district policy in areas such as alcohol, and tobacco and unlawful drug use, procedure to be utilized in case of illness or accident and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state travel must have prior Board approval, such approval being predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s) and to resolve issues of liability.

END OF POLICY

Legal Reference(s):

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

[ORS 339.155](#)
[ORS 339.240 to -339.250](#)

Corbett School District 39

Code: IICB
Adopted: 9/17/98
Orig. Code: IICB

Community Resource Persons

One goal of education is to prepare students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of divergent ideas. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas but for effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically exclude as a resource the person whose views or manner of presenting them may obstruct the educational process or endanger the health and safety of students or staff. The Board establishes the following guidelines, however, in an effort to uphold student's freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher, sponsor and school building administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;
2. ~~Teachers/Sponsors~~ The teacher and sponsor should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford students a more comprehensive understanding of it;
3. An appropriate record will be made of each resource person utilized and of his/her presentation;
4. The ideas presented and the resource person invited to present them will have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;
5. The teacher or sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff. Examples of inappropriate conduct are include, but are not limited to:
 - a. Profanity, vulgarity and lewd comments are prohibited;
 - b. No smoking is permitted.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Corbett School District 39

Code: IICC
Adopted: 1/17/18
Orig. Code: IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

¹Any person authorized by the district for volunteer service into a position that will have direct, unsupervised contact with students shall be required to undergo an Oregon criminal records check. Any person authorized by the district for volunteer service that will not have direct, unsupervised contact with students will not be required to undergo an Oregon criminal records check.

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

~~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 ~~strongly discouraged~~ ~~prohibited~~.~~

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 339.372](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 839-020-0005](#)

Senate Bill 155 (2019)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

¹ The district must make a determination on whether volunteers will or will not have direct, unsupervised contact with students. If the district allows volunteers direct, unsupervised contact with students, this language is required.

Corbett School District 39

Code: IJ
Adopted: 9/17/98
Orig. Code: IJ

Guidance Program (Version 1)

The focus of the district's counseling and guidance program is on the developmental needs of all students, grades K through 12, based on the Oregon Department of Education's *Framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade*. The counseling and guidance program should provide learning experiences for students which develop values and attitudes that enhance interpersonal relationships and responsible individual behavior.

Counselors demonstrate respect for the dignity and worth of each individual and encourage each student to develop individual responsibility and decision making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three-four major goals:

1. Educational Development - Students will participate in planning their educational experiences so that their education is consistent with educational requirements develop an education plan and portfolio that utilized education opportunities and alternatives consistent with academic standards and their career aspirations;
2. Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities interpersonal and communication skills for a variety of social and work settings; students will develop self-advocacy and decision-making skill, and confidence in their abilities;
3. Career Development - Students in grades K through 12 will develop career options consistent with their interests, abilities, and values. Career development includes will focus on the four areas of vocation, avocation, family life and citizenship;
4. Community involvement – Student will demonstrate the importance of making an individual contribution to the community.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed.

Districtwide Goals

1. The student is able to make appropriate decisions and use problem solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feeling, values, interests and aptitudes.
3. The student is able to function-communicate effectively in relationship with others.

4. The student is able to ~~accept increased~~ self-advocate and accept responsibility for his/her their own actions.
5. The student is able to understand and utilize the opportunities and alternatives available in the educational program for meeting academic standards.
6. The student is able to set tentative career goals.
7. The student is able to utilize the resources available in the school and community.
8. Students in grades 76 through 12 will create, and annually review, an education plan and education portfolio.
9. The student will demonstrate the ability to use personal qualities, education and training in a work setting.
10. The student will demonstrate the use of personal skills in making contributions in his/her community.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents and guardians. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0046\(7\)](#)
[OAR 581-022-1512](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)

[OAR 581-022-2055](#)
[OAR 581-022-2100](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
 Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Corbett School District 39

Code: IJ
Adopted:

School Counseling Program (Version 2)

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in grades K-12, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.²

END OF POLICY

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

² See ORS 40.245.

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.603](#)

[ORS 336.187](#)
[OAR 581-021-0013](#)
[OAR 581-021-0046\(7\)](#)

[OAR 581-022-2030](#)
[OAR 581-022-2055](#)
[OAR 581-022-2060](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

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Corbett School District 39

Code: IJA
Adopted: 9/17/98
Orig. Code: IJA

Confidentiality in Counseling**

(OSBA has removed this policy from its samples)

The main purpose of confidentiality is to offer students a relationship in which they will be able to deal with concerns without fear of disclosure. Therefore, it will be the professional responsibility of school counselors to respect fully the right of privacy of those with whom they enter counseling relationships.

Confidentiality must not be abridged by the counselor except:

1. Where there is a clear and present danger to the student or to other persons;
2. To consult with other professionally competent persons when this is in the interests of the student or to other persons;
3. When the student verbally or in writing waives this privilege;
4. At the earliest time possible, as determined by the counselor, parents will be informed that their student is in counseling. When students are referred to an outside agency, the laws dealing with that agency's rights will then be enacted.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents are to be considered professional information for use in counseling and they are not part of the public or official records of the institution in which the counselor is employed. Revelation to others of counseling materials should occur only upon the express consent of the student.

Counselors must not discuss confidential matters over the telephone. Counselors should insist that a request for information be made in writing on official stationery.

The school counselor must be provided with adequate physical facilities which help to assure the confidentiality of the counseling relationship.

When a counselor is in doubt about what information to release in a judicial proceeding, the counselor should request, through the superintendent, a conference with the school attorney to explain the situation and receive advice on how to proceed.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)
[OAR 581-022-0606](#)
[OAR 581-022-0610](#)

[OAR 581-022-1510](#)

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).

Corbett School District 39

Code: IK
Adopted: 10/15/14
Orig. Code: 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 the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

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

1. Parents and students may be informed of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Evidence of 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;
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or 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. 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 will also provide a realistic appraisal of the student's standing in relation to his/her peers;

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

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Corbett School District 39

Code: IKA
Adopted: 9/18/13
Orig. Code: IKA

Grading System**

The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level; and be based on the student's progress toward becoming proficient in a 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. Behavioral performance shall be reported separately.

Grading will be conducted on a 12-week basis. The 12-week grade 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](#)

Corbett School District 39

Code: IKA-AR
Revised/Reviewed: 1/21/04
Orig. Code: IKA-AR

Student Progress Reports

(current?)

Student Progress Reports to Parents

Reports of each student's academic achievement (K-6) will be sent to the parents and/or guardian on a trimester basis. A mid-quarter report (7-8) will be sent to the parents/guardian or when a notable change in progress has been observed. Students 9-12 receive grades every 9 weeks with progress reports mid-quarter and, if failing, within the final two weeks of the semester. The report will be clear, concise and accurate and will provide a basis of understanding among teachers, parents and students for the benefit of the individual student.

If, within a grading period, a student's work is not noted as satisfactory or showing significant improvement, the parents will be sent a deficiency/progress notice stating the class in which the student's work is unsatisfactory/significantly improved, the probable reason(s) for such an evaluation by the teacher and the suggestions for improvement/encouragement about improved progress. Parents or guardian are encouraged to ask for a conference with the teacher in whose class the student is doing unsatisfactory work.

In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.

Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Efforts must be made to ensure that a student's academic grade reflects his/her academic achievement.

Grading System for Students 9th - 12th

The following grading scale is to be used:

- A - Consistently exceeded course expectations
- B - Met and occasionally exceeded expectations
- C - Met course expectations
- I - Incomplete, has not yet met course expectations

Parents or guardians of students in grades 1-8 will receive, on a trimester basis, a progress report reflecting student achievement as well as information regarding curriculum.

Corbett School District 39

Code: IKAD
Adopted: 9/17/98
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. However, 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. Parents and students will be informed;~~
- ~~3.2. The district's procedures in will include due process are available to for the student when the grade is reduced or credit denied for attendance rather than academic reasons;~~
- 4.3. The Reasons for non-attendance 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](#)

Corbett School District 39

Code: IKC
Adopted: 10/17/07
Orig. Code: IKC

Class Rankings

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian(s) will be selected for each graduating class. The valedictorian(s) will be selected according to the following procedure:

1. The valedictorian(s) will be the student(s) with a 4.0 or higher grade point average as computed at the end of 12 trimesters of high school work;
2. In case of a tie for valedictorian, co-valedictorians will be honored;
3. Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors;
4. To be eligible for valedictorian honors, a student must be enrolled at Corbett High School during the junior and senior year.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.179](#)

Shorb v. Grotting and Powers Sch. Dist., Case No. 00 CV-0255 (Coos County Circuit Ct.) (2000).

Corbett School District 39

Code: IKC-AR
Revised/Reviewed: 8/16/00
Orig. Code: IKC-AR

Class Rankings

Student grade point averages will be calculated on a 5 point scale as follows:

- 0 - F
- 1 - D
- 2 - C
- 3 - B (C Honors or AP courses)
- 4 - A (B Honors or AP courses)
- 5 - A (Honors or AP courses)

College courses taken for high school credit do not count toward class ranking.

Corbett School District 39

Code: IKE
Adopted: 9/17/98
Orig. Code: IKE

Promotion and Retention of Students**

The Board is dedicated to total and continuous development of each student enrolled. The professional staff is 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. ~~Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents.~~

Students who cannot demonstrate proficiency in each subject area or who are not making adequate progress towards demonstrating proficiency at their grade levels, will be considered for retention. Teachers must notify the principal (who will arrange the appropriate next steps) of these students and make a recommendation to the principal concerning their promotion/retention. The principal may convene a screening committee to assess the teacher's recommendation for retention. Parents or guardians will be notified of any committee recommendations.

~~Parental decisions will be final but when the parents' decision is not in agreement with the school's recommendation, parents must sign a "release from responsibility" form to be placed in the student's file.~~

END OF POLICY

Legal Reference(s):

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

Corbett School District 39

Code: IKF
Adopted: 4/17/19
Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school.

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

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in ~~the all required~~ Essential Skills of ~~apply mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:~~

- ~~1. Are on track to meet all other graduation requirements; and~~
- ~~2. Are unable to demonstrate proficiency in the Essential Skills in English.~~

~~The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:~~

¹ As defined in ORS 30.297.

1. ~~Are on track to meet all other graduation requirements;~~
2. ~~Are unable to demonstrate proficiency in the Essential Skills in English;~~
3. ~~Have been enrolled in a U.S. school for five years or less; and~~
- 4.7. ~~Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)².~~

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified diploma or extended diploma requirements.

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

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

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

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

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, extended diploma or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet unique needs of the student and when added together provide a total number of hours of instruction or services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

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

² ~~This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.~~

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

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

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

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

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “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.

END OF POLICY

Legal Reference(s):

[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Corbett School District 39

Code: IKF-AR
Adopted: 3/14/18
Orig. Code(s): IKF-AR

Graduation Requirements

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Four credits of English language arts (shall include the equivalent of one unit in written composition);
2. Four credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Four credits of science*;
4. Four credits of social sciences (including history, civics, geography and economics (including personal finance))*;
5. One credit in health education;
6. One credit in physical education;
7. One credit in career technical education;
8. Two credits in fine arts;
9. Two credits of world language.

* A student may earn five credits in science and three in social sciences, or vice-versa to satisfy requirements in items 3 and 4 above.

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence;

4. Participate in career-related learning experiences outlined in the education plan; and
5. Students must prepare a post-secondary education transition plan that includes application and admittance to either a college, community college, trade school, an apprenticeship, the military or other plan approved by the district in order to graduate.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finances));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or a world languages (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

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

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan.

Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

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

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

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

¹ www.ode.state.or.us: Educator Resources > Student Assessment > Test administration > Forms > 2018-2019 30-day notice and opt-out form

Corbett School District 39

Code: IKFA
Adopted: 9/17/98
Orig. Code: IKFA

Early/Delayed Graduation**

(OSBA has removed this policy from its samples)

A student who, for sound educational and vocational reasons, wishes to graduate from high school in less time than the ordinary grade 9 - 12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel in order to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the high school principal. The plan must be submitted to the high school principal by the beginning of the junior year.

Students who have successfully completed the junior year with fewer than the required credits for graduation and are then accepted at accredited colleges may receive their high school diplomas if, at the completion of the first semester, they are in good scholastic standing at the college.

Delayed graduation may be considered for the following reasons:

1. The student has not met the minimum requirements as prescribed by the Board;
2. To provide for re-entry following interrupted schooling;
3. The desire and ability to demonstrate further development in breadth or depth.

END OF POLICY

Legal Reference(s):

[ORS 329.465](#)
[ORS 339.030](#)

[OAR 581-022-0102 \(17\)\(c\)](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)

[OAR 581-022-1350](#)

Corbett School District 39

Code: IKFAA
Adopted: 1/17/01
Orig. Code: IKFAA

D

Modified Diploma

(Include in IKF-AR)

The Corbett School District will issue a modified diploma to a student who has met the following requirements:

1. Attendance;
2. Total credit requirements (22 credits) with some of the credits being earned through an individual student plan.

With the completion of the requirements for a modified diploma, the student is eligible to participate in all graduation activities.

END OF POLICY

Legal Reference(s):

[ORS 329.465](#)
[ORS 339.030](#)

[OAR 581-022-0102 \(17\)\(c\)](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)

[OAR 581-022-1350](#)

E

Corbett School District 39

Code: IKFAA-AR(1)
Revised/Reviewed: 1/17/01
Orig. Code: IKFAA-AR(1)

Modified Diploma

1. A parent, student or staff member may refer a student to the principal for consideration of a modified diploma.
2. Consideration for a modified diploma is based on the probability that a student is unable to qualify for a regular diploma. Students with disabilities or students with English as Second Language will not and cannot be automatically referred for a modified diploma. Foreign exchange students will receive a modified diploma.
3. The multidisciplinary team (MDT) receives the referral as it was presented to the principal. The MDT processes the referral. Then a careful study of the student's records is made. Included will be standardized district-wide test scores and/or individual test results, teacher observations, grades and discipline and attendance referrals. These materials and the referral form should be ready for a staffing with the MDT. After careful consideration of this information, the Team will make a recommendation regarding student placement. The referral must be made within the first four weeks of the semester for the student to be eligible that semester.
4. A parent/student conference will be held to review student progress, potential to learn and the team recommendation for parent approval or denial.
5. The parent and student will sign the contract and, when appropriate, the IEP.
6. Parents and students will sign a statement reflecting their knowledge, understanding and agreement to complete a modified diploma.
7. The school principal will create an appropriate schedule for the student based on information from the student, parents, records and MDT. The team must list modifications and adaptations that apply to the curriculum and to the student.
8. The high school secretary will be notified and the modified diploma will be entered on the transcript.
9. Modified diploma students will earn 22 credits, classes to be determined by the principal.
10. The modified diploma process should occur, but may not always, prior to the end of a student's sophomore year.
11. Requirements may be met in regular classrooms, in resource rooms or other alternative learning environments. Most students will be able to complete some but not all of the course goals of a particular class in the regular classroom setting. When these students are enrolled in such a class, a pass/no pass (P/U) grading system will be used. A passing grade will require a minimum of 45% academic achievement and fulfillment of school attendance requirements. These students may qualify for the Modified Diploma if the procedures as outlined on the referral form are followed.

12. A student earning a modified diploma may not be able to meet the minimum standards of performance.
13. The student must meet district's attendance policies.

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Corbett School District 39

Code: IKFAA-AR(2)
 Revised/Reviewed: 1/17/01
 Orig. Code: IKFAA-AR(2)

Alternative Diploma

Students attending the Springdale Academy, located at the Springdale Job Corps Center, may earn a standard Springdale Academy diploma from the Corbett School District after meeting the following requirements consistent with State of Oregon minimum requirements for high school graduation:

Requirements	Hours	Evidence of Completion
Language Arts	4	Transcripts, GED, Challenge and Portfolio**
Mathematics	2	Transcripts, GED, Challenge and Portfolio**
Science	2	Transcripts, GED, Challenge and Portfolio
Social Sciences	3	Transcripts, GED, Challenge and Portfolio
Health	1	Transcripts or JC Wellness Class
P.E.	1	Transcripts, JC Wellness Lab or Independent Study
Applied Arts	1	Transcripts, 135 hrs. vocational training or JC Craft Class
Career Ed	1	Transcripts, JC Workplace Readiness and Social Skills
Senior Project	1	Portfolio, Exhibition
Electives	6	Transcripts, 21 Weeks (540 hours) vocational training or TAR

TOTAL 22 CREDIT HOURS

**equivalent

Corbett School District 39

Code: IKFAA-AR(3)
 Revised/Reviewed: 5/18/05
 Orig. Code: IKFAA-AR(3)

Corbett High School Diploma Levels

Diploma	Diploma w/CIM	Honors Diploma
4 credits Language Arts 3 credits Social Studies 3 credits Math 3 credits Science	4 credits Language Arts 3 credits Social Studies 3 credits Math 3 credits Science	4 credits Language Arts 3/4 credits Social Studies 3/4 credits Math Minimum of Algebra 2 3/4 credits Lab Sciences <i>(Must complete 11 credits in Social Studies, Math and Science w/ a minimum of 3 in each discipline.)</i>
1 credit P.E. 1 credit Health (.5 in MS & .5 in HS)	1 credit P.E. 1 credit Health (.5 in MS & .5 in HS)	1 credit P.E. 1 credit Health (.5 in MS & .5 in HS)
1 credit Fine Arts 1 credit Foreign Language 1 credit Career Related Learning	2 Fine Arts 2 credits Foreign Language 1 credit Career Related Learning	2 credits Fine Arts 3 credits Foreign Language 1 credit Career Related Learning
1 credit Extended Application	1 credit Extended Application	1 credit Extended Application
1 credit Service Learning 3.5 credits of Electives .5 credits of Advisory	1 credit Service Learning 3.5 credits of Electives .5 credits of Advisory Students Must Earn a CIM	1 credit Service Learning 2.5 credits of Electives .5 credits of Advisory Students Must Earn a CIM Students Must Earn 4 AP credits Students Must Complete 2 AP Exams
Total 24 credits	Total 26 credits	Total 28 credits

Corbett School District 39

Code: IKFB
Adopted: 1/17/18
Orig. Code: IKFB

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the administration.

The district's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a high school diploma, or qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, **including a student with disabilities receiving a document certifying successful completion of program requirements, may shall have the option to** participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by the branch of the U.S. Armed Forces if the student:

- 1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and**
- 2. Has complete basic training for, and is an active member of, a branch of the U.S. Armed Forces.**

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.105](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)
[OAR 581-021-0071](#)
[OAR 581-022-2000](#)

[OAR 581-022-2015](#)
[OAR 581-022-2010](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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).

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Corbett School District 39

Code: IKFB-AR
Revised/Reviewed: 6/24/99
Orig. Code: IKFB-AR

Graduation Participation Regulations

All students, regardless of academic standing, will be informed that diplomas will be awarded only to students who have successfully completed all the Board adopted academic requirements, ~~paid all school fees and fines and maintained good standing.~~

At the end of each school year, all students will receive a written summary of their progress toward successful completion of the courses required for graduation. Parents/Students will be notified of the graduation requirements.

Furthermore, seniors and parents/guardians will be notified at the end of their first semester as to their credit standing as pertains to the traditional academic diploma.

1. All students who have accumulated at least 21 credits will be informed in writing that they will be allowed to participate in the graduation. It is expected they will earn the remaining 4 credits by the completion of their eighth semester.
2. All students who have accumulated fewer than 21.0 credits will be informed that they will not be allowed to participate in the graduation ceremony until they have completed all the remaining requirements for graduation and made the appropriate arrangements. A diploma may be earned upon the completion of all course requirements.
3. Transfer students must meet all graduation requirements as provided by Oregon Administrative Rules (OAR).
4. Exceptions to the required 21 credits may be made due to an extreme family emergency.
5. Qualified students who are entitled to receive a modified diploma or a certificate of attendance or an honorary diploma may participate in the graduation exercise.
6. Foreign exchange students and adults who are being recognized to receive an honorary diploma are permitted to participate in the graduation exercise.
7. Students must have paid all monies owed to the district to be considered to be in good standing.

Corbett School District 39

Code: IKGA
Adopted: 2/21/07
Orig. Code: IKFA

Certificate of Initial Mastery (CIM) Proficiency Standards

A Certificate of Initial Mastery (CIM) will be awarded to students who meet or exceed all grade 10 state performance standards in the academic content areas of English, mathematics, science and social science or other areas as determined by ODE, and who demonstrate local district proficiency in a second language, the arts, including music, and physical education or other areas as determined by the district.

The district shall ensure that all students have the opportunity to demonstrate a level of proficiency in a second language, the arts and physical education. Students who fail to meet either the state performance standards in the academic content standard areas or the district standards in a second language, the arts or physical education, or who exceed all of the standards at any benchmark level, will be offered additional services or alternative public educational options. An alternative certificate specifying benchmarks and standards achieved will be awarded to students who, having received appropriate additional services and for whom alternative learning options were made available, do not meet the standards required for the CIM.

The district shall adopt criteria for granting individual students a waiver of the second language and music requirements.

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

END OF POLICY

Legal Reference(s):

[ORS 329.465](#)
[ORS 329.485](#)

[OAR 581-021-0030](#)
[OAR 581-022-1110](#)
[OAR 581-022-1111](#)

[OAR 581-022-1210](#)
[OAR 581-022-1670](#)

Corbett School District 39

Code: IKGA-AR
Revised/Reviewed: 3/14/07
Orig. Code: IKGA-AR

District Standards

Second Language

Proficiency in a second language means demonstrating an ability to listen, speak, sign, read, write and apply culturally appropriate practices to real-life situations in a language other than English at a level determined by the district.

A district second language committee appointed by the superintendent will convene to determine the district's expected level of proficiency in the following areas:

1. Oral/Signed communication: The use of spoken or sign language to communicate the content of a message to others and to comprehend the content of messages received;
2. Reading: The ability to comprehend general meanings and specific details contained in written or video texts;
3. Writing: The ability to convey content through legible and comprehensible text;
4. Culture: The ability to demonstrate and recognize cultural products and perspectives appropriate to the cultures studied.

The Arts

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and other areas deemed appropriate by the district.

A district arts committee appointed by the superintendent will convene to determine the district's expected level of proficiency in the following areas:

1. Aesthetics and Art Criticism: The ability to respond to, explain and analyze works of art based on technical, organizational and aesthetic elements;
2. Historical and Cultural Perspectives: Understanding how works of art relate to the time periods and cultures in which they were created and how certain works of art from various periods and cultures are related;
3. Create, Present and Perform: Demonstrate ideas, skills and techniques in the arts.

Physical Education

Proficiency in physical education means demonstrating expressive and efficient movement, lifetime fitness and appropriate self-management and responsible social behavior.

A district physical education committee appointed by the superintendent will convene to determine the district's expected level of proficiency in the following areas:

1. **Motor Skill Competency:** Demonstration of competency in a variety of physical activities and motor skill proficiency in one physical activity;
2. **Movement Concepts and Principles:** Application of movement concepts and principles to the development of motor skills;
3. **Rules and Strategies:** Application of appropriate rules and strategies to physical activities, games and sports;
4. **Lifestyle:** Providing evidence of engaging in a physically active lifestyle;
5. **Physical Fitness:** Demonstrating ways to achieve and maintain a health-enhancing level of physical fitness; and
6. **Individual Differences:** Demonstrating responsible behavior and respect for differences among people during physical activities.

Assessment

Methods of proficiency assessment may include, but are not limited to:

1. Tests;
2. Challenge tests;
3. Work samples;
4. Out-of-school experiences;
5. Individual teacher evaluations;
6. Portfolios;
7. Interviews; or
8. Others, as deemed appropriate.

Waivers

Students wishing a waiver of the second language or the arts Certificate of Initial Mastery requirements may do so by submitting a request in writing to the superintendent. The request must detail the rationale for the waiver of the requirement. Examples of reasonable requests include, out-of-district, out-of-state student transfers and others, as deemed appropriate by the superintendent.

Corbett School District 39

Code: IKH
Adopted: 10/21/15
Orig. Code: 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) 581-022-1210;
2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or
5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

The Board directs the superintendent to ~~develop an administrative regulation that~~ establishes criteria for granting proficiency credit.

END OF POLICY

Legal Reference(s):

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

[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2025](#)

[OAR 581-022-2310](#)
[OAR 581-022-2505](#)
[OAR 581-023-0008](#)

Corbett School District 39

Code: IKI
Adopted: 3/15/17
Orig. Code: IKI

Academic Integrity

The Board ~~desires to encourage~~s the development of critical thinking skills in students, to show them the benefits of setting and accomplishing goals and to help the student realize the satisfaction and reward of learning.

Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

Students are encouraged to converse with others and assist other students except when it is inconsistent with testing or assignment instructions. This dialogue or exchange of ideas both inside and outside the classroom helps facilitate learning by everyone. Assisting others is prohibited when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aides or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of this policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense. Discipline may involve the district prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion¹.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

¹ Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

Corbett School District 39

Code: IL
Adopted: 6/15/16
Orig. Code: 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. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
4. Assessments by individual teachers;
5. Optional schoolwide and grade levelwide 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 IA moneys that have been identified 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, 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 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 district shall provide the required notice and necessary forms to the student. 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 notices¹ 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 district shall establish conduct and discipline consequences for student-initiated test impropriety. “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.

The superintendent shall ensure a periodic review and evaluation of the district’s assessment program is conducted.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)

[ORS 659.870](#)
[OAR 581-021-0030](#)
[OAR 581-022-1910](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)

[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)
[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

¹ 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. The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.

Corbett School District 39

Code: ILBB
Adopted: 7/18/01
Orig. Code: ILBB

Juried Assessments

The Board recognizes that some students may be able to demonstrate mastery of statewide required content standards through different means than the standard state assessment format. Accordingly, to ensure that all students are provided an equal chance to earn a Certificate of Initial Mastery (CIM), the district shall develop a process for reviewing information and pursuing requests from students in grades 9 through 12 who may request an exception to the statewide CIM benchmark assessment procedures through a “juried” assessment or alternative evaluation of student performance conducted by the Oregon Department of Education (ODE).

A student or his/her parent may request an exception when the student has mastered the standards for one or more content areas of the CIM but is unable to demonstrate mastery through related statewide assessments. All requests will be submitted to the building principal who shall ensure that the merits of each case are reviewed and appropriate recommendations are made prior to submission by the district, on behalf of the student, of material to be evaluated by the ODE.

The district will adhere to ODE-suggested procedures for reviewing requests and the process to be followed when submitting material to the ODE for evaluation or develop comparable district procedures.

A request for a juried assessment to the ODE shall include:

1. A body of student work that demonstrates the student’s mastery of the content and performance standards;
2. Two individual teacher evaluations of the student work that confirm that the work demonstrates mastery;
3. A letter from the superintendent or designee to the ODE requesting an impartial review panel to consider the request.

The costs for the review panel, with the exception of ODE staff, shall be the responsibility of the district.

If the request is denied, the parent and student may appeal the decision to the State Superintendent of Public Instruction, whose decision will be final. A request accepted as meeting state content and performance standards through the juried assessment process will be applied by the district towards the student’s individual CIM requirements.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 329.075](#)
[ORS 329.465](#)
[ORS 329.485](#)

[OAR 581-022-1111](#)

Corbett School District 39

Code: IM
Adopted: 12/17/98
Orig. Code: IM

Instructional Program Renewal

(OSBA has removed this policy from its samples)

The district is dedicated to a continuous system of instructional program renewal. This renewal process shall include identification of school and district needs for improvement of student achievement at the school and district levels. To this end, the district shall conduct self-evaluations that consider a review of test results and other evaluative information including, but not limited to, demographics, other student performance data, student access to and utilization of educational opportunities and staff characteristics.

The input of staff, students, parents and the local community will be encouraged.

A written district improvement plan shall be developed and implemented based on the district's self-evaluation and consistent with applicable Oregon Revised Statutes and Oregon Administrative Rules. Such plan, where appropriate, shall include, but not be limited to:

1. Continuous short-term and long-term staff development;
2. Programs and policies to achieve a safe educational environment;
3. Local efficiencies and efforts to make better use of resources.

The district's plan shall be revised and updated on a biennial basis. The superintendent will ensure that test results and district improvement plan progress are reviewed annually and reported to the community.

A copy of the district's plan will be maintained as a public record available for public inspection and submitted to the Oregon Department of Education upon request.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.155](#)

[OAR 581-022-0606](#)
[OAR 581-022-1020](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)

Corbett School District 39

Code: IMB
Adopted: 2/21/07
Orig. Code: IMB

Student Achievement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include, but not be limited to, improved assessment results, increased student attendance and reduced drop out rates, Certificate of Initial Mastery (CIM) and diploma attainment.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, and prioritize, allocate and realign resources as necessary.

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

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[OAR 581-022-2000](#)
[OAR 581-022-2010](#)

[OAR 581-022-2250](#)

Corbett School District 39

Code: INB
Adopted: 9/17/98
Orig. Code: INB

Controversial Issues

The presentation and discussion of controversial issues in the classroom must be on an informative basis. 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 their personal opinions on sectarian or political questions or any other controversial issues until in order for the students have had the opportunity to:

1. Find, collect and assemble factual material on the subject;
2. To interpret the data without prejudice;
3. To 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 is encouraging the students to search after the 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.

The policy can best be described by listing three basic rights and responsibilities of the student:

1. The right to study and discuss controversial issues and problems which have political, economic or social significance in a class atmosphere devoid of partisanship and bias;
2. The right to an explanation by the teacher if an issue is not to be studied;
3. Students have a responsibility to undertake the study of all sides of an issue, to listen to other viewpoints with an open mind and to evaluate issues on an intellectual, rather than an emotional, basis.

Emotional criticism or the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be that of the true scholar which is truth seeking, open minded and tolerant.

END OF POLICY

Legal Reference(s):

[ORS 336.067](#)

[OAR 581-021-0009](#)

U.S. CONST. amend. I.

OR. CONST., art. I.

Corbett School District 39

Code: INDB
Adopted: 12/16/99
Orig. Code: INDB

Flag Displays and Salutes

A United States flag and an Oregon 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 as the Board deems proper.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the United States flag at least once each week by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and 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 336.067](#)

[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

Corbett School District 39

Code: ING
Adopted: 9/17/98
Orig. Code: ING

Animals in the District

~~Permission is to be obtained from the principal before animals are brought into the school.~~

~~Animals may not be transported on a school bus.~~

~~Animals must be adequately housed and cared for in secure cages. Only the teacher or students designated by the teacher are to handle the animals. Animals serving the disabled would be an exception to this policy.~~

Only service animals¹ serving persons with a disability and animals approved by the [human resource director] [superintendent] that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 659A.400](#)

[OAR 581-053-0010](#)
[OAR 581-053-0230\(9\)\(j\)](#)
[OAR 581-053-0330\(1\)\(q\)](#)

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

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.

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.

Corbett School District 39

Code: ING-AR
Revised/Reviewed: 3/10/10
Orig. Code: ING-AR

Animals in District Facilities (Version 1)

(see current AR)

The following information is required for student/staff to have a service animal accompany him/her to school/work.

1. Parent/Staff and/or emergency contact information: _____

2. Type of service animal (breed, age, and history): _____

3. Insurance company insuring the service animal: _____

Attached proof of insurance: Received Not Received

4. Agent name and address: _____

5. Phone number: _____

6. Proof of current and proper vaccinations: Received Not Received

7. Documentation of Public Access Test (PAT): Received Not Received

8. Name of trainer or organization who administered the PAT: _____

9. Address of trainer or organization: _____

10. Phone number of trainer or organization: _____

11. List and attach any letters or other documentation from medical providers or other service providers regarding the student's/staff's need for the service animal: _____
 Received Not Received

12. Has the student/staff member requesting use of the animal been trained as the animal's handler? Yes No
If no, who will act as the trained handler for the animal during the school/work day? _____

13. Is the student/staff able to independently care for the service animal's needs (i.e., bathroom, feeding, cleaning up messes, hygiene, etc.) Yes No

14. Describe the manner in which the service animal will meet the student's/staff's individual needs:

D

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Corbett School District 39

Code: ING-AR
Revised/Reviewed:

Animals in District Facilities (Version 2)

If the animal is a service animal¹, please answer the following questions:

1. Is the service animal required due to a disability? _____

2. What work or task has the service animal been trained to perform²? _____

If an animal is not a service animal, the district staff may request emergency contact information.

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.

² The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.

Corbett School District 39

Code: INI
Adopted: 2/15/06
Orig. Code: INI

Animal Dissection

District students in grades K through 12 may refuse to dissect any vertebrate or invertebrate animal. In addition, the student's parents may refuse to allow the student to dissect the animal.

The district shall allow the student to participate in an alternative dissection exercise to demonstrate competency in the coursework. This exercise may include videos, DVDs, CD-Roms, films, computer programs, models, books, clay modeling or transparencies.

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise.

The district shall notify students who have dissection as part of their coursework and the parents of those students about the provisions of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)