MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE
VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE

DOCKET OF BUSINESS
September 14, 2026
Klamath Falls City Schools Lucile O'Neill Education Center Boardroom
1336 Avalon Street
Klamath Falls, Oregon 97603
REGULAR MONTHLY MEETING AND EXECUTIVE SESSION OF THE KFCS BOARD OF EDUCATION

For questions about accessibility or accommodations for persons with disabilities, or to request a translator, interpreter, or other communication aids, please contact Tara Bosse at (541) 883-4700 ext. 7123 or bosset@kfalls.k12.or.us

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.

1. **PRELIMINARY BUSINESS**
    1. Call to Order and Pledge of Allegiance
    2. Roll Call
    3. Public Welcome & Public Comment

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Hello Board Members,

As Klamath Union's English Department, we want to raise a few concerns that could significantly affect Klamath Union's high academic standards: the elimination of advanced-level courses and increasing class sizes. Right now, we are no longer offering Advanced English 9 classes, and we may eliminate Advanced English 10 next year. My own son was not able to take this class even though he has taken advanced classes throughout Ponderosa and now here in other subject areas at Klamath Union. He is not the only one; fifty other students this year no longer have the opportunity to take an advanced-level English class. The ramifications of losing these lower-level advanced classes are significant. Currently, we offer AP English Literature and Composition junior year and Writing 121/122 senior year. These are high-level classes that students begin preparing for in the lower-level advanced classes. If we are no longer able to offer the lower-level advanced classes, then classes like AP and Writing 121/122 will end up being eliminated because students will not be prepared to be successful in the more rigorous college-level courses.

The most significant reason we can not offer these classes is because of staffing. Last year, we had four full-time English teachers and one part-time English teacher. Currently, we have three full-time English teachers and one part-time English teacher. While some might believe and state that we do not have the enrollment to support the same number of teachers as last year, this is simply not true in the English department. Our class sizes have increased significantly. Some of our English classes have up to thirty-eight students. Having that many students in a class is not viable. It stalls learning and prevents a sense of belonging at all levels. We are not able to help every student, which can lead to students feeling ignored and passed along. The district has shown through adopting the Capturing Kid's Hearts program that it is a priority to develop strong connections with our students in order for them to feel valued and want to come to school. Many students have now complained about how many students are in the classes, and they do not want to come back. If the goal is truly to grow and strengthen Klamath Union, eliminating teacher positions and increasing class sizes feels like it accomplishes the exact opposite.

We are asking for help. We need at least a part-time English teacher to reoffer Advanced English 9 and to help with class sizes.

Thank you for your time,
Amanda Fanning
Liz Haugh
Sari Saluskin
Tori Hancock

4. Superintendent's Comments

2. **CONSENT AGENDA**
    1. Approval of Previous Month's Meeting Minutes (8/10/26) 4

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Minutes of Regular and Executive Board Meeting
Klamath Falls City Schools
Board of Education

A Regular and Executive Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, August 10, 2026, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

1. PRELIMINARY BUSINESS

1.1. Call to Order and Pledge of Allegiance – 6:00 PM
Presenter: Andrew Biggs, Board Chair

1.2. Roll Call
Presenter: Andrew Biggs, Board Chair

Board Members Present: Andrea Jensen, Nicole Trejo, Kathy Hewitt, Kelsey Bitzer, Andrew Biggs, and Vanessa Bennett

Absent: Trina Perez

Cabinet Members Present: Dr. Keith Brown, Daymond Monteith, Renee Clark, Fred Bartels, Brett Lemieux, and Dena Haudenshild

Others: Rod Heyen, Terry Bennett, Lisa Danskin, Maureen Lundy, Chelsea Woods, Chandler Pogue, Meagan Barnhart-Pogue, Carly Lynch, Del Mallory, and Tony Swan

Zoom: Gretchen Knutson, Sara Johnson, Kendra Fields, John Hackworth, Caleb Adkisson, Jeff Haudenshild, and Heidi Biggs

1.3. Welcome & Public Comment
Presenter: Andrew Biggs, Board Chair

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments electronically or submitted their requests to speak prior to the start of this meeting which will be read into the official record.

No public comment

1.4. Superintendent's Comments
Presenter: Dr. Keith Brown, Superintendent

The Superintendent kept his comments brief, expressing excitement about the upcoming school year and the positive activities taking place throughout the district. He noted the administrative in-service all-day event scheduled for the following day. He thanked board member, Andrea

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Jensen for her service and contributions to the district during her time with KFCS and that she would be greatly missed.

1.5. Gifts to the District
Presenter: Andrew Biggs, Board Chair

The Trejo family donated a cello to Roosevelt Elementary to support the school's orchestra program. Thank you to anyone who contributes and donates to the district.

2. BOARD ORGANIZATION
Presenter: Andrew Biggs, Board Chair

2.1. Nominations & Elections of the 2026-2027 KFCS Board of Education Chair
Presenter: Andrew Biggs, Board Chair

It was noted that Vice Chair Ms. Perez was absent and had indicated that she was not interested in serving as Chair or Vice Chair for the upcoming year.

MOTION: Kelsey Bitzer made a motion to nominate Andrew Biggs as board chair, Kathy Hewitt seconded the motion. Andrew Biggs accepted the nomination.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote. With no additional nominations or discussion, the Board voted and unanimously re-elected Andrew as Chair of the Board of Education.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. **The motion carried.**

2.2. Nominations & Elections of the 2026-2027 KFCS Board of Education Vice Chair
Presenter: Andrew Biggs, Board Chair

MOTION: Andrea Jensen made a motion to nominate Kathy Hewitt as board vice chair, Kathy Hewitt declined. Nicole Trejo made a motion to nominate Vanessa Bennett as board chair, Vanessa Bennett declined. Vanessa Bennett made a motion to nominate Kelsey Bitzer as board vice chair, Kathy Hewitt seconded the motion. Kelsey Bitzer accepted the nomination but noted she did not want to run any official board meetings.

The Board opened nominations for the position of Vice Chair for the 2026–2027 school year. Following discussion among Board members regarding potential nominees, Kelsey Bitzer was nominated and the nomination was seconded. Ms. Bitzer accepted the nomination.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

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VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Kelsey Bitzer, Vanessa Bennett and Kathy Hewitt voted in the affirmative. **The motion carried.**

2.3. Approval of Resolution #27-01, Legislative Service Year 2026-2027
Presenter: Andrew Biggs, Board Chair

MOTION: Vanessa Bennett made a motion approve Resolution #27-01, Legislative Service Year 2026-2027, Nicole Trejo seconded the motion.

Andrew stated "I reviewed it, and the information is fairly straightforward and clear."

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. **The motion carried.**

2.4. Approval and Adoption of the 2026-2027 Board Operating Agreement
Presenter: Andrew Biggs, Board Chair

MOTION: Kelsey Bitzer made a motion to approve and adopt the 2026-2027 Board Operating Agreement as presented, Vanessa Bennett seconded the motion.

The Board discussed the proposed 2026–2027 Board Operating Agreement. During discussion, concerns were raised regarding language requiring Board members to follow the Carver Policy Governance Model. It was noted that the model generally places the Board in a high-level policy and oversight role and may limit the level of engagement Board members have in reviewing and investigating district operations. Board members discussed whether this approach accurately reflects the way the current Board functions.

Several members commented that they were unfamiliar with the Carver Policy Governance Model and questioned whether it was necessary to include language requiring future Boards to follow that specific governance structure. Members also noted that future Boards would retain the ability to amend the operating agreement as needed.

MOTION: Andrew Biggs made a motion to strike/amend the language "Carver's Policy Governance model from Collaborative Governance Agreements section #3, Kathy Hewitt seconded the motion.

Following the amendment, a motion was made and seconded to approve the 2026–2027 Board Operating Agreement as amended. With no further discussion, the motion passed unanimously.

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MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Board Operating Agreement with the language "Carver's Policy Governance model "stricken/amended from the Collaborative Governance Agreements section #3,Vanessa Bennett seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. There were no dissentions. **The motion carried.**

3. CONSENT AGENDA

Presenter: Andrew Biggs, Board Chair

3.1. Approval of the Previous Month's Regular and Executive Session Meeting Minutes (6/8/26)

3.2. Approval of the WQS Work Session Meeting Minutes (6/8/26)

3.3. Approval of the Current Agenda

3.4. Approval of the Personnel Agenda

MOTION: Nicole Trejo made a motion approve the consent agenda as presented, Andrea Jensen seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrea Jensen, Andrew Biggs, Nicole Trejo, Vanessa Bennett, Kathy Hewitt and Kelsey Bitzer voted in the affirmative. There were no dissentions. **The motion carried.**

4. REPORTS

Presenter: Andrew Biggs, Board Chair

4.1. 2025-2026 Integrated Application Annual Report

Presenter: Fred Bartels, Executive Director of School Improvement

The Board received the 2025–2026 Integrated Application Annual Report, which is required by the Oregon Department of Education and reflects the District's progress toward its academic goals. Prior to presenting the report, Mr. Bartels provided an update on the summer implementation of KFCNES at Mills Elementary and Ponderosa Middle School and recognized the many staff members and departments involved in preparing for the initiative. The update emphasized the extensive work completed in curriculum development, staffing, transportation, technology, facilities, special education, communication, and operational readiness.

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The report addressed four state-funded programs: the Early Literacy Grant, Early Indicator and Intervention Systems Grant, Student Investment Account Grant, and Measure 98/High School Success Grant. KFCS received approximately $7.9 million across the biennium through these four grants. Staff reported progress in several areas, including improvements in high school ELA and math achievement, middle school math achievement, ninth-grade on-track rates, graduation rates, and elementary regular attendance. The District will continue to use state and local data to refine implementation and focus resources where the greatest needs exist.

Mr. Bartels also discussed ongoing barriers, particularly student attendance, poverty-related challenges, inconsistent implementation of instructional systems across schools, and the need for continued support in areas such as PLCs, MTSS, instructional coaching, data systems, staffing, and evidence-based attendance strategies.

During Board discussion, a member shared an example from another district that had improved attendance through a school-based attendance team that personally contacted families after early absences. Staff noted that similar personal outreach has contributed to gains at the elementary level and that the District continues to work on strengthening those approaches at the secondary level.

The Board also asked why implementation was not equally developed across all schools. Mr. Bartels explained that schools are at different stages of implementation and indicated that goals and benchmarks would be established with school teams to support continued progress.

A Board member expressed appreciation for the report and noted that connecting the Integrated Application work with the KFCNES initiative helped demonstrate how current efforts are building on the District's existing improvement strategies. It was clarified that the Integrated Application Annual Report was presented for informational purposes and did not require Board approval.

5. NEW BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

5.1. Approval of the OSBA policy updates issued in April 2026 that affect sections A/B, C, D, and E.

Presenter: Daymond Monteith, Executive Director of Operations

MOTION: Kathy Hewitt made a motion to approve the OSBA policy updates as presented, Nicole Trejo seconded the motion.

The Board reviewed (18) OSBA-recommended policy updates affecting various policy sections. Administration explained that the updates resulted primarily from legislative and procedural changes and were not considered substantive revisions. The Board had previously completed an

extensive policy rewrite process with guidance from OSBA and adopted the recommended policies during the prior year.

A Board member stated that the updates appeared largely procedural and moved to approve the policies as presented. The motion was seconded.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

5.2. Approval of "On Hold" policy in Section C: policy CHCA- Handbooks
Presenter: Daymond Monteith, Executive Director of Operations

The Board considered an OSBA-recommended policy change that would remove the requirement for student handbooks to receive Board approval. Administration explained that under the recommended language, student handbooks would be approved by the Superintendent and provided to the Board for review. It was clarified that there is no statutory or regulatory requirement for the Board to approve student handbooks and that the District's current practice is to bring the handbooks to the Board for review and approval.

MOTION: Kelsey Bitzer made a motion approve the policy change as presented, Vanessa Bennett seconded the motion

A motion was made and seconded to approve the recommended policy change. During discussion, Board members expressed support for maintaining the current practice, noting that Board review of the handbooks has resulted in valuable discussion and identification of important issues in previous years. Administration indicated there was no strong preference for changing the existing practice.

The Board clarified that a vote in favor would remove the Board approval requirement, while a vote against the motion would retain the existing policy. Following discussion, the Board voted against the proposed change.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted against the policy change. **The motion failed and the existing policy requiring Board approval of student handbooks will remain in effect.**

5.3. First Reading of OSBA policy rewrite Section I
Presenter: Daymond Monteith, Executive Director of Operations

The Board reviewed Section I of the OSBA policy rewrite. Administration clarified that the item included the entire Section I policy series and represented the first reading of those policies as part of the District's comprehensive OSBA policy rewrite process.

Administration noted that, consistent with the Board's previous practice for reviewing larger policy sections, the first reading could be moved forward to allow Board members additional time to review the materials before a second reading and potential approval the following month.

A Board member asked whether there were specific policies that warranted additional attention. Administration recommended focusing particularly on policies containing extensive revisions, as those were more likely to represent substantive changes to current District practices.

MOTION: Kathy Hewitt made a motion to move OSBA Section I to a second reading, Kelsey Bitzer seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

5.4. Approval of the 2026-2027 Code of Conduct
Presenter: Renee Clark, Executive Director of Human Resources

Administration presented the 2026–2027 Student Code of Conduct for Board approval. It was noted that while there were few substantive changes to the content, the document had been significantly reformatted and revised to make it more accessible and family-friendly.

MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Code of Conduct as presented, Nicole Trejo seconded the motion.

During discussion, a Board member commented that the revised document was easier to understand, with clearer descriptions and less legalistic language. Administration acknowledged the staff members responsible for the revisions.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

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5.5. Approval of the 2026-2027 Elementary, Middle and High School Handbooks
Presenter: Fred Bartels, Executive Director of School Improvement

Administration presented the 2026–2027 student handbooks for Board approval and outlined several substantial revisions made in response to feedback from the previous year. The District has consolidated its handbooks into three documents: one elementary handbook covering all elementary schools, one handbook for Ponderosa Middle School, and one high school handbook covering the District's three high schools, with sections addressing school-specific information.

All three handbooks now follow a common format and section order, as previously requested by the Board. They were also revised for clarity, readability, consistency, and greater accessibility for students and families. References to prior years and early-release Wednesdays were removed or updated. School schedules will be added once they are finalized.

Administration also highlighted the addition of an Equity, Belonging, and Student Safety section, which was requested by the District Equity Committee. The elementary and Ponderosa Middle School handbooks also include information regarding KFCNES.

MOTION: Kelsey Bitzer made a motion to approve the 2026-2027 Elementary, Middle and High School Handbooks as presented, Vanessa Bennett seconded the motion.

Board members expressed appreciation for the revisions and for incorporating feedback provided during previous Board discussions.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

5.6. Approval of the Human Kinetics as the district's Middle School Health Curriculum
Presenter: Fred Bartels, Executive Director of School Improvement

The Board reconsidered the adoption of Human Kinetics as the District's middle school health curriculum after previously postponing action to allow additional time for Board and community review. Administration explained that Ponderosa Middle School currently lacks a comprehensive health curriculum and that adopting a prepared curriculum would allow teachers to focus more effectively on instruction rather than developing materials themselves. Administration also reported that no concerns were received during the public feedback period and confirmed that the curriculum meets Oregon legal requirements.

Board members discussed parental notification and the ability for families to opt students out of specific lessons. Particular attention was given to Lesson 8.4. Administration agreed that, if the

curriculum were adopted, families would receive specific advance notification regarding Lesson 8.4. The Board also discussed providing families with a syllabus or advance information about upcoming health topics so parents have sufficient time to review the material and make decisions regarding their student's participation.

The Board then discussed the length of the curriculum adoption. Administration recommended a seven-year adoption, noting the significant time involved in the curriculum adoption process. Board members considered whether a one-year adoption would provide an opportunity to evaluate the curriculum after implementation. Administration clarified that a one-year adoption would require the curriculum to return to the Board for renewal, while a longer adoption would not prevent the Board from reviewing or reconsidering the curriculum if concerns arose.

The Board also discussed the financial implications of the adoption period. Administration explained that a seven-year license for the online components would be more cost-effective than purchasing annual licenses and that the District would already be making a significant investment in physical textbooks.

Following discussion, a motion was made to approve Human Kinetics as the District's middle school health curriculum for seven years, with the request that the Board revisit the curriculum in May 2027 to review the District's experience with its implementation. The motion also included a request for parent notification regarding Lesson 8.4 and appropriate advance notification of health curriculum topics.

MOTION: Kathy Hewitt made a motion to approve Human Kinetics as the districts middle school health curriculum for 7 years as presented, Vanessa Bennett seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

5.7. Accept Resignation of Board Member
Presenter: Andrew Biggs, Board Chair

The Board considered the resignation of Board Member Andrea Jensen, whose resignation would become effective August 11.

MOTION: Nicole Trejo made a motion to accept Andrea Jensen's resignation as the Zone 1-Roosevelt board member, Kathy Hewitt seconded the motion.

During discussion, Ms. Jensen shared that she was resigning due to her husband's job relocation. She reflected on her more than three years of service on the Board and expressed appreciation for the community, Board members, administration, faculty, and staff. She thanked District

leadership for their support during her tenure and encouraged the District to continue keeping students and personnel at the center of its decision-making. Mrs. Jensen expressed optimism regarding the positive changes occurring throughout the District and noted that she was saddened to leave the Board and community.

The Board then reviewed the process for filling the resulting vacancy in accordance with Board policy. The vacancy will be advertised for 20 days, during which eligible residents may submit applications through the Board Secretary. Applicants must be legally registered voters, have resided within the District for at least one year immediately preceding the appointment, and reside within the applicable Board zone.

A committee will review applications and provide recommendations to the Board. The Board anticipates appointing a new member at its September 14 meeting. The appointed member will be sworn in and seated immediately and will serve the remainder of Ms. Jensen's term through June 30. The Board also briefly discussed Board member participation in the application review process and noted that those details would be determined administratively.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

6. OLD BUSINESS/ACTION ITEMS

Presenter: Andrew Biggs, Board Chair

6.1. Meadowlark Charter School Approval

Presenter: Daymond Monteith, Executive Director of Operations

The Board considered the application for the proposed Meadowlark School, a District-sponsored charter school. Administration reminded the Board that the application had previously been presented and deemed complete, beginning the 60-day review period in which the Board was required to approve or deny the application.

Administration reported that there were no identified concerns that would warrant denial of the application. Meadowlark proposes a nature-based educational model and intends to begin on a small scale with a kindergarten cohort before potentially expanding to additional grade levels.

Board members asked how future growth and expansion would be addressed. Administration explained that approval of the application would initiate formal contract negotiations between the District and Meadowlark School. The resulting contract could establish specific expectations regarding grade levels, enrollment growth, timelines, and other operational

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requirements. The contract would also incorporate applicable legal requirements and be reviewed by legal counsel before being presented to the Board.

During discussion, a Board member shared information regarding charter school participation nationally and commented on the potential benefits of offering additional educational options within a public school system.

Administration will proceed with formal contract negotiations with Meadowlark School.

MOTION: Nicole Trejo made a motion to approve the Meadowlark Charter School application as presented, Kathy Hewitt seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

7. BOARD MEMBER COMMENTS

Presenters: 2026-2027 Board Members

Board Member Kathy expressed appreciation to Fred for his informative and helpful update on KFCNES. She thanked him for his leadership and also recognized District staff and families for their involvement, patience, and support as the initiative moves forward.

Board Member Vanessa thanked Andrea for her service to the Board and acknowledged the time and commitment required to serve. She expressed appreciation for Andrea's contributions to the positive changes within the District and noted that her service helped position the District for continued progress. Vanessa also welcomed teachers and staff back for the new school year, thanked them for their work over the summer, and expressed excitement for the year ahead.

8. CLOSING COMMENTS FROM BOARD CHAIR

Presenter: Andrew Biggs, Board Chair

Board Chair Andrew thanked District staff and administration for their work over the summer, noting that their efforts and progress were evident and inspiring. He welcomed staff back for the new school year and expressed appreciation for their continued dedication. He also thanked Andrea for her service to the Board and District, recognizing her insight, engagement, commitment, and contributions to students, families, and the community. On behalf of the Board and District, he expressed gratitude for her service and wished her well.

9. ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

At the conclusion of regular business, the board moved into Executive Session at 7:21 PM pursuant to **ORS 192.660(2)(b)** To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. Media representatives were allowed to attend but instructed not to report on confidential discussions. The board noted that no decisions would be made during Executive Session and that open session would reconvene afterward.

Board Chair called for a brief recess at 7:21 p.m.

10. EXECUTIVE SESSION

Presenter: Andrew Biggs, Board Chair

10.1. Level III Grievance (Ross Last Chance Agreement)

Presenter: Renee Clark, Director of Human Resources

The Board convened in Executive Session to discuss the Ross Last Chance Agreement at 7:26 PM.

The Board met in executive session to discuss a grievance related to the District's use of last chance agreements and the union's request for a memorandum of understanding. Discussion addressed employee and union rights, the District's authority and flexibility in disciplinary matters, whether last chance agreements should include expiration periods, and their relationship to the collective bargaining agreement. The Board also reviewed the timeliness of the grievance and emphasized balancing due process and union representation with the District's responsibility to address serious or repeated employee conduct and protect student safety.

11. ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING

Presenter: Andrew Biggs, Board Chair

Andrew adjourned the executive session at 8:28 PM and reopened to public session.

11.1. Board Decision regarding Level III Grievance (Ross Last Chance Agreement)

Presenter: Andrew Biggs, Board Chair

MOTION: Kathy Hewitt made a motion uphold the determination that the grievance was untimely, uphold the Level Two decision, and deny the requested memorandum of understanding, Kelsey Bitzer seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Nicole Trejo, Kelsey Bitzer, Andrea Jensen, Vanessa Bennett, Kathy Hewitt, Andrew Biggs voted in the affirmative. There were no dissentions. **The motion carried.**

12. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair

Adjournment Time: 8:29 PM

Approved by: _____ Date: _____

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2. Approval of Special Meeting Minutes (8/31/26) 18

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Minutes of Special Board Meeting
Klamath Falls City Schools
Board of Education

A Special Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, August 31, 2026, at 5:00 PM virtually via Zoom.

1. PRELIMINARY BUSINESS

1.1. Call to Order – 5:00 PM
Presenter: Andrew Biggs, Board Chair

1.2. Roll Call
Presenter: Andrew Biggs, Board Chair

In Attendance~ Board Members: Trina Perez, Kelsey Bitzer, Kathy Hewitt, and Andrew Biggs

Cabinet Members: Keith Brown, Renee Clark

Absent: Vanessa Bennett, Nicole Trejo

2. CONSENT AGENDA

2.1. Approval of Personnel Agenda
Presenter: Renee Clark

The only agenda item was 2.1 – Approval of the Personnel Agenda, allowing the district to proceed with hiring teachers and other staff.

MOTION: Kelsey Bitzer made a motion to approve the consent agenda as presented, Kathy Hewitt seconded the motion.

DISCUSSION: Andrew Biggs recognizing the motion and second called for discussion, seeing none he called for the vote.

VOTE: Andrew Biggs, Kelsey Bitzer, Trina Perez and Kathy Hewitt voted in the affirmative. There were no dissentions. **The motion carried.**

Additional Discussion / Good of the Order

- Administration reminded board members about the event at the Ross Ragland the following day and invited board members to attend.
- A board member asked whether there were still positions that needed to be filled.
- Administration reported:
  - A half-time position at Conger remained open and may be difficult to fill.

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- Some special education positions were still open.
- Because of difficulty filling SPED positions, the district was moving forward with contractors for some of those needs.

3. ADJOURNMENT

Presenter: Andrew Biggs, Board Chair
Adjournment Time: 5:04 PM

Approved by_____ Date of Approval_____

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3. Approval of Current Agenda
4. Approval of the Personnel Agenda 21

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Personnel

Month: **9/14/2026**

Administration recommends approval of the following Certified hires for the 2023-2024 School Year

Name	School	FTE	Hire Date	Contract	Position
Jeff Haudenshild	KFCS District Office	1	9/15/2026	1st year prob. Admin	Admin-Student Support & Grant Programs

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2023-2024 School Year

Name	School	FTE	Resignation Date	Position

3. **REPORTS**
    1. School Improvement Report 23

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

SUMMER LEARNING SUCCESS

STUDENTS TODAY. STRONGER TOMORROWS.

ENGAGE | SUPPORT | RECOVER | SUCCEED



SUMMER LEARNING BY THE NUMBERS

STRONG PARTICIPATION. REAL IMPACT.

605
UNIQUE STUDENTS SERVED
Across summer school programs districtwide



OF PROJECTED CAPACITY
More than 80% of the total maximum number of students in our summer school program

ELEMENTARY SUMMER PROGRAMS

EXCEEDED ATTENDANCE EXPECTATIONS

- Grade school programs exceeded their attendance numbers.
- Strong student participation across all elementary sites.
- High engagement and positive feedback from students, families, and staff.
- A solid foundation for continued growth.



KLAMATH UNION HIGH SCHOOL

CREDIT RECOVERY THAT CHANGES LIVES

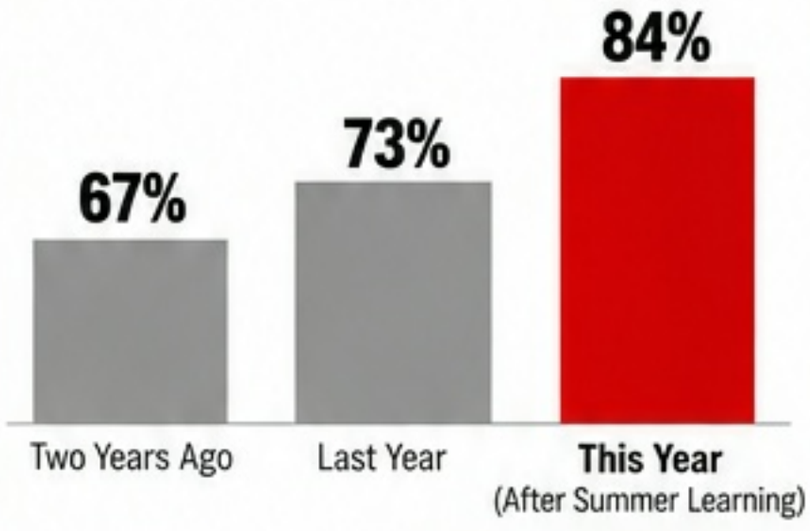
40
NINTH GRADERS PARTICIPATED
Students who were behind in credits or not on track to graduate

38 of 40
PASSED THEIR SUMMER CLASSES
95% success rate

20
STUDENTS RETURNED FULLY ON TRACK
Earned enough credit to be back on track for graduation.

NINTH-GRADE ON-TRACK RATE

SIGNIFICANT IMPROVEMENT IN JUST TWO YEARS



Our ninth-grade on-track rate **increased by 17 percentage points over two years.**

Ninth-grade on-track status is one of the strongest indicators of whether a student will graduate.

WHY WE ARE SUCCESSFUL

TWO KEY PRINCIPLES

1 If You Build It, They Will Come

- Create learning experiences around students' interests.
- Maintain rigorous academic expectations.
- Connect hands-on experiences to real-world skills and credit recovery.
- Help students find a reason to attend — and keep attending.

2 The Pygmalion Effect

- Higher expectations lead to better performance.
- We believe our students can and will succeed.
- We identify and remove barriers (academic, economic, personal, transportation, attendance, etc.).
- Exceptional teachers make the difference.

LOOKING AHEAD

EXPAND THE IMPACT



- We are producing a short documentary to share student and teacher experiences.
- We welcome the opportunity to present our results to the Oregon State Legislature.
- If we can achieve this in a district with significant challenges, Oregon can improve statewide.
- With continued investment, we can move Oregon from the bottom to the top in national education rankings.

REAL PROGRAMS. REAL IMPACT. REAL RESULTS.

ALL PART OF SUMMER LEARNING.

ENGAGE | SUPPORT | RECOVER | SUCCEED

SUMMER LEARNING 2026

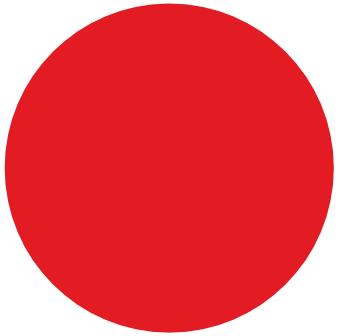
Real Programs. Real Impact. Real Results.

Klamath Falls City Schools

A three-minute story of attendance, engagement, credit recovery and students getting back on track.

SUMMER LEARNING BY THE NUMBERS

Strong participation. Real impact.



605

UNIQUE STUDENTS SERVED

Across summer school programs districtwide



OF PROJECTED CAPACITY

More than 80% of the total maximum number of students in our summer school program

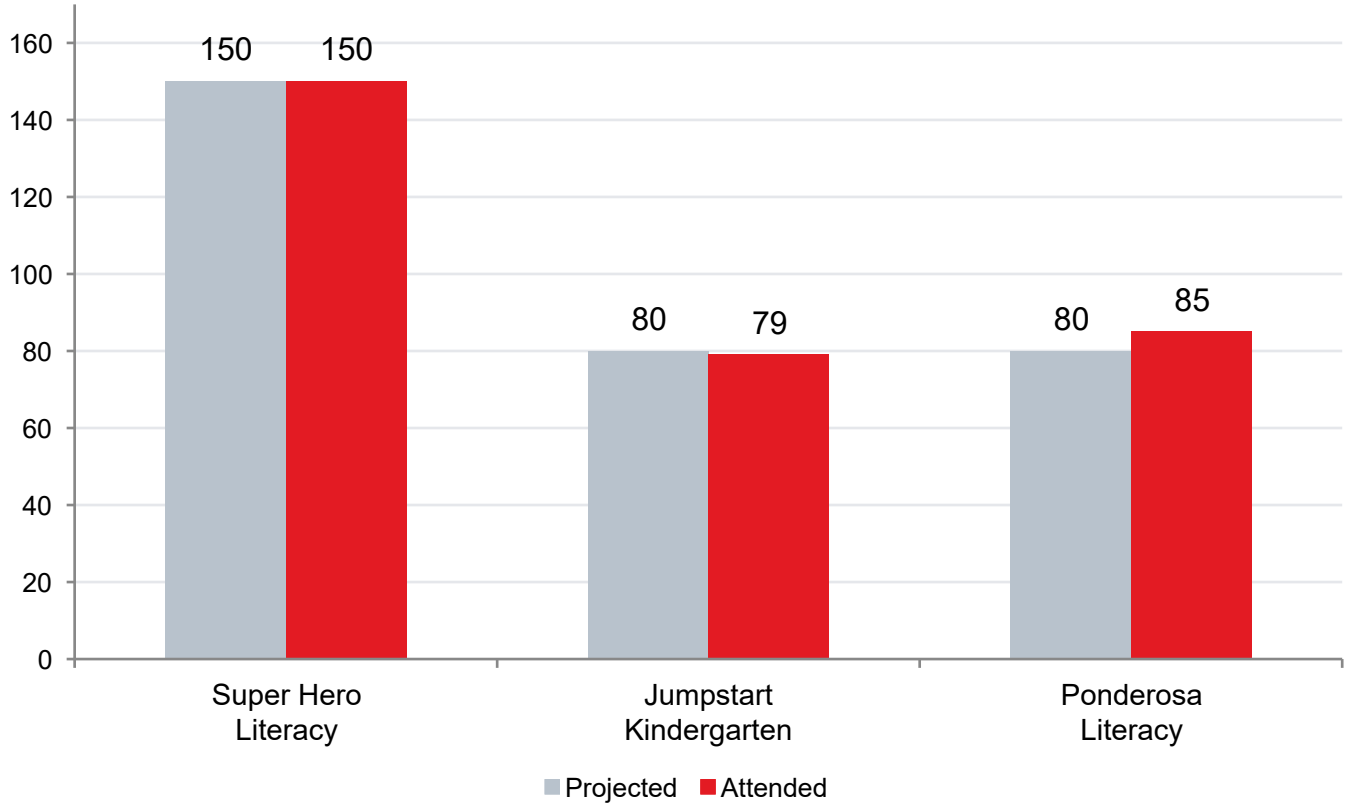
25

INVESTING IN STUDENTS. STRENGTHENING OUR COMMUNITY.

Source: Summer 26 Program Results workbook — Overall sheet.

Elementary attendance exceeded expectations

The strongest message: when programming is engaging, families choose to participate.



85

students attended Ponderosa literacy programming

Projected: 80

106% of target

26

Source: Summer 26 Program Results workbook — Overall and elementary program data.

High school: students recovered credits — and momentum

Summer learning changed graduation trajectories, not just transcripts.

40	38	20
freshmen entered summer behind	passed their summer classes	returned fully on track

95% SUCCESS RATE

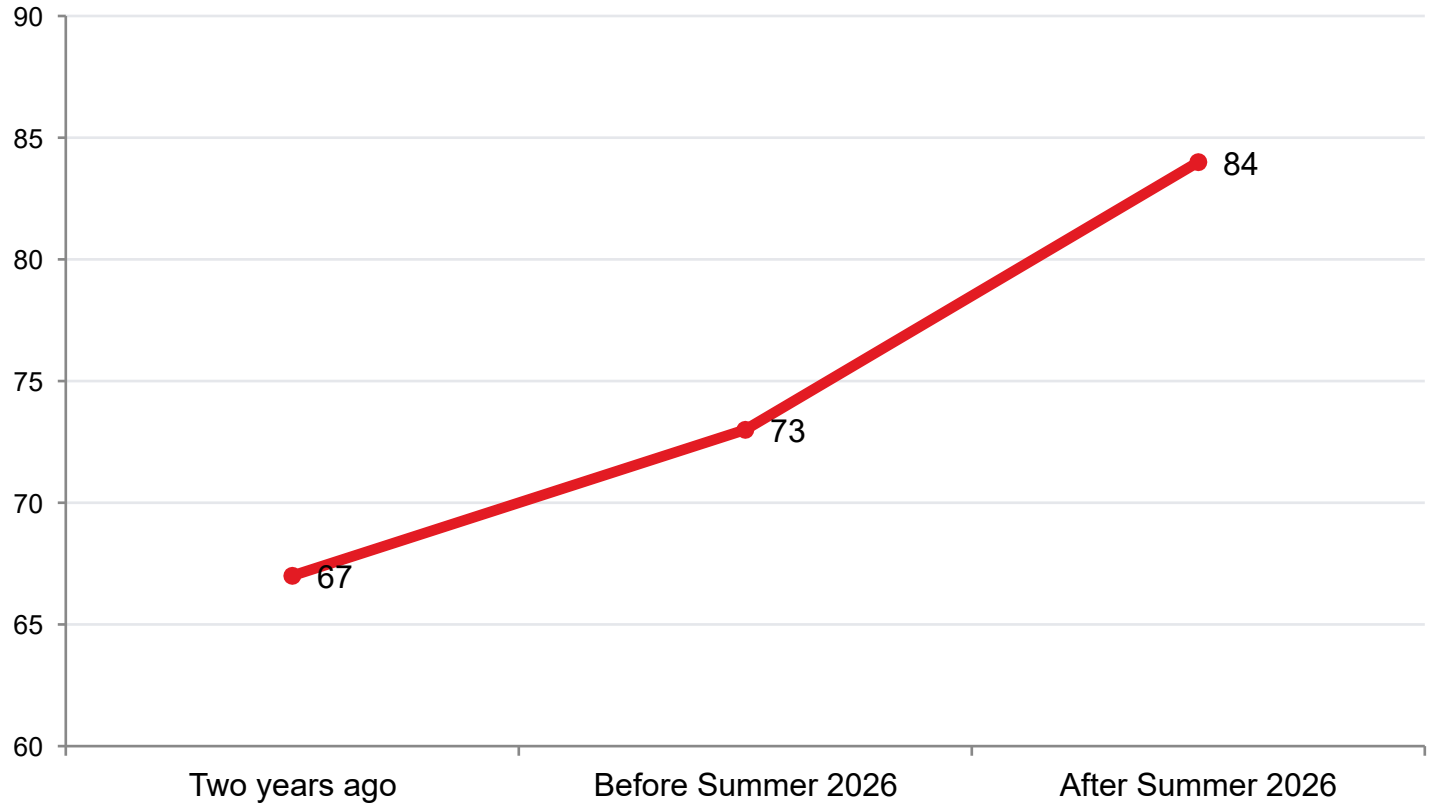
27

38 of 40 participating freshmen successfully passed their summer classes.

Source: KU Success document, Aug. 27, 2026.

A 17-point improvement in two summers

Ninth-grade on-track performance moved from 67% to 84%.



+17

percentage points

in two summers

28

Source: KU Success document, Aug. 27, 2026.

Why it worked

Two principles guided the design of the program.

1 If You Build It, They Will Come

Build learning around student interests while maintaining rigorous academic expectations.

Engagement → attendance → learning → credit → graduation

2 The Pygmalion Effect

Start with the belief that students can succeed — then provide the relationships, structure and support to make it possible.

High expectations + exceptional teachers = results

29

Source: KU Success document — program principles and instructional approach.

THIS IS WHAT SUMMER LEARNING CAN DO.

605 students served

Elementary targets met or exceeded

95% freshman summer success

17-point on-track gain in two summers

All Part of Summer Learning.

REAL PROGRAMS.

REAL IMPACT.

REAL RESULTS.

30

2. Monthly Financial Report 32

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

KLAMATH FALLS CITY SCHOOLS
Keith A. Brown Superintendent

Corrective Action Plan

Klamath Falls City Schools
Audit Period Ending: June 30, 2025 *(Note: Standardized to match Finding 2025-01)*

Deficiency #1

- **Finding Reference:** 2025-01
- **Prior Year Finding Reference:** 2024 Audit
- **Criteria:** Oregon Revised Statute (**ORS 279**) requires municipal governments to perform strict procurement procedures based on specified spending thresholds for purchase and service agreements.
- **Condition and Context:** For the fiscal year ended June 30, 2023, the District did not perform the mandatory competitive bidding or request for proposal (RFP) procedures prior to purchasing products and awarding contracts. The largest agreement awarded during this period was a master agreement for HVAC construction across four school locations. This agreement omitted a specific total contract amount, though the projected costs are estimated to be between **$7,000,000 and $9,000,000**. Because related contract transactions continued into the 2025 fiscal year, this finding persists on the current audit report.
- **Department's Response:** We concur with the finding.
- **Views of Responsible Officials & Corrective Action:**
  In **July 2024**, the District took immediate action to ensure total alignment with established procurement policies. The following corrective measures have been implemented:
  - **Standard Operating Procedures:** Created and implemented a formal, step-by-step procurement procedure document (attached).
  - **Visual Workflows:** Developed and distributed procurement flowcharts to help staff easily identify when explicit bidding or RFP procedures are legally required.
  - **Staff Training:** Conducted comprehensive training sessions for relevant personnel on the updated workflows and legislative requirements to prevent future oversight.
- **Name of Responsible Person:** Daymond Monteith, Director of Operations
- **Name of Department Contacts:**
  - Daymond Monteith, Director of Operations
  - Charity VanWinkle, Business Manager

Governing Body Chair, Print Name	Signature
Superintendent, Print Name	Signature
Director of Operations, Print Name	Signature

1336 Avalon Street Klamath Falls, OR 97603 541•883•4700 Phone 541•850•2766 Fax www.kfalls.k12.or.us

Board of Education: Andrea Jensen, Zone 1 |Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

"Every student, every day, whatever it takes!" "¡Cada estudiante, todos los días, lo que sea necesario!"

Klamath Falls City Schools

Code: DJC
Adopted: 1/12/26

Bidding Requirements

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

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

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

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

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

Goods and Services

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

1. Small Procurement. For purchases of goods and services with a contract price not exceeding $10,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.

2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding $25,000, but not exceeding $250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. Regular Procurement. For purchases exceeding $250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.

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

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

4. Emergency Procurements. In situations of emergency[3], the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.

5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:

   a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
   b. That the goods or services required to exchange software or data with other public or private agencies ae available from only one source;
   c. That the goods or services are for use in a pilot or experimental project; or
   d. Other findings that support the conclusion that the goods or services are available from only one source.[4]

6. Special Procurements. "Special procurement" means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, and this policy and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.

7. Personal Services Contracts. "Personal services contract," as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.[5] Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and

---

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

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

[5] This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19)). Also includes architectural, engineering, photogrammatic mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.[6]

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

Public Improvements

"Public improvement" means a project for construction, reconstruction or major renovation on real property by or for the district.[7] The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than $25,000 are exempt from competitive bidding.

2. Intermediate Procurements. For public improvement contracts not exceeding $100,000, the district may utilize three quotes[8]:

   a. The request for the quotes shall be in writing (unless not reasonably practicable)[9]; 35
   b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

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

3. Regular Procurements. For purchases exceeding $100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.

4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.

5. Community Benefit Contracts. "Community benefit contract" means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:

---

[6] See ORS 670.600 and OAR 459-005-0020.

[7] Public improvement does not include:
1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

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

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

a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
c. Provide employer -paid family health insurance; and
d. Meet any other requirements that the LCRB sets forth.

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

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

END OF POLICY

Legal Reference(s):

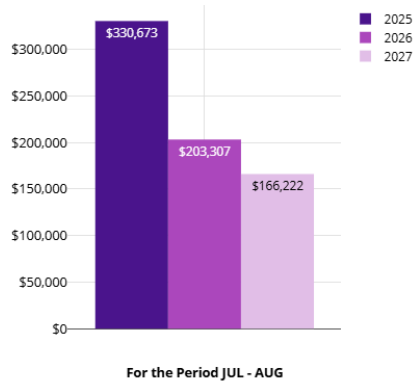
ORS Chapter 279
ORS Chapter 279A
ORS Chapter 279B
ORS Chapter 279C
ORS 670.600
OAR Chapter 125, Divisions 246 - 249
OAR Chapter 137, Divisions 045 - 049
OAR 459-005-0020

OREGON PROCUREMENT MANUAL, Oregon Department of Administrative Services.

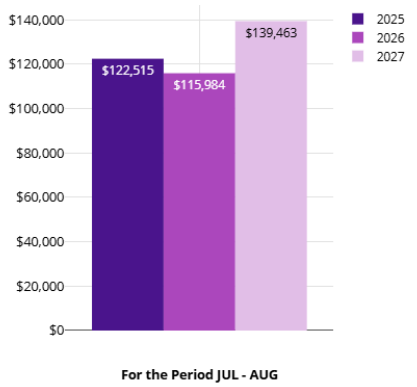
2026-2027 Klamath Falls City Schools
General Fund
YTD Overview - Revenue August 2026

YTD Local Sources	YTD State Sources	YTD All Sources (except 5400s)
1.76% of Budget	25.38% of Budget	19.30% of Budget
Prior Year YTD: 2.37% of Actuals	Prior Year YTD: 26.19% of Actuals	Prior Year YTD: 19.35% of Actuals

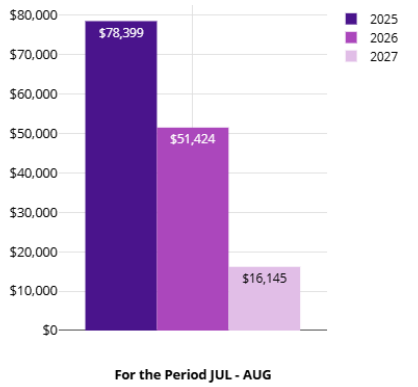
Local Sources (1000s)



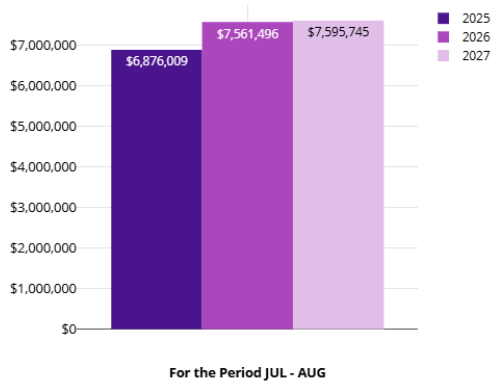
Property Taxes (1100s)



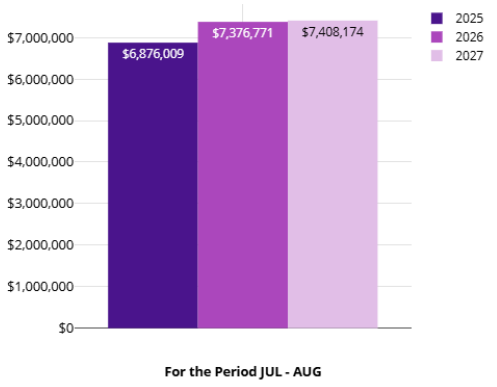
Interest Earnings (1500s)



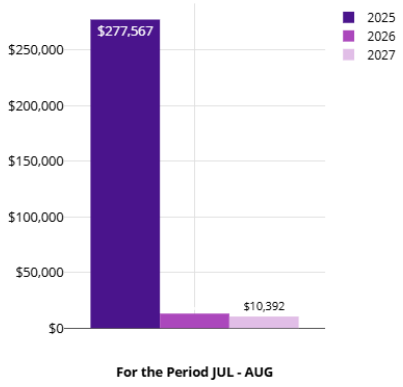
State Sources (3000s)



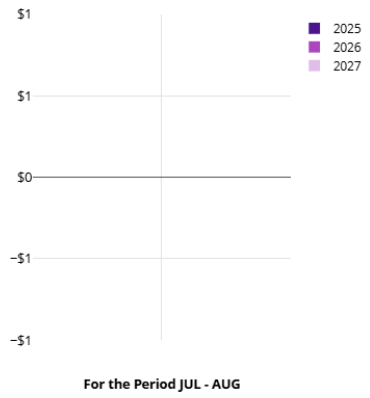
State School Fund (3101)



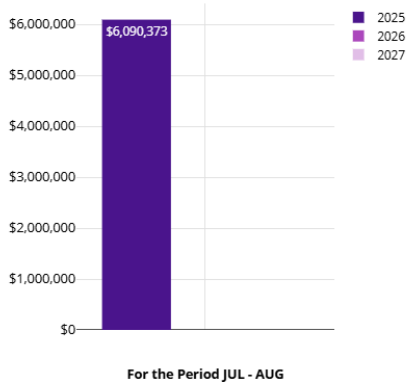
Intermediate Sources (2000s)



Federal Sources (4000s)



Other Sources (5000s)



frontline Analytics

2026-2027 Klamath Falls City Schools
General Fund
YTD Overview - Expense August 2026

YTD Salary and Benefits

5.97% of Budget

Prior Year YTD: 5.44% of Actuals

YTD Purchased Services

11.08% of Budget

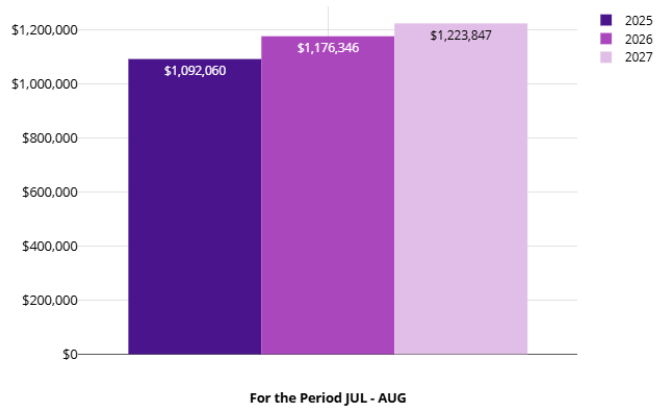
Prior Year YTD: 11.89% of Actuals

YTD Other Expenses

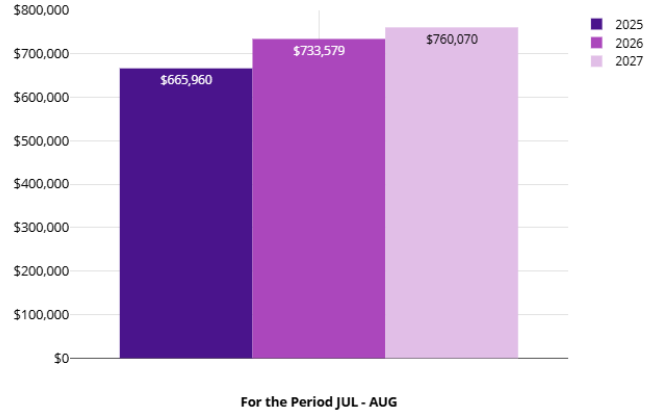
20.94% of Budget

Prior Year YTD: 49.85% of Actuals

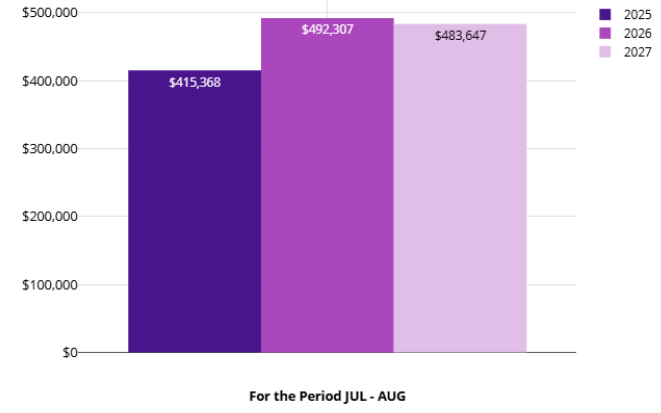
Salaries (100s)



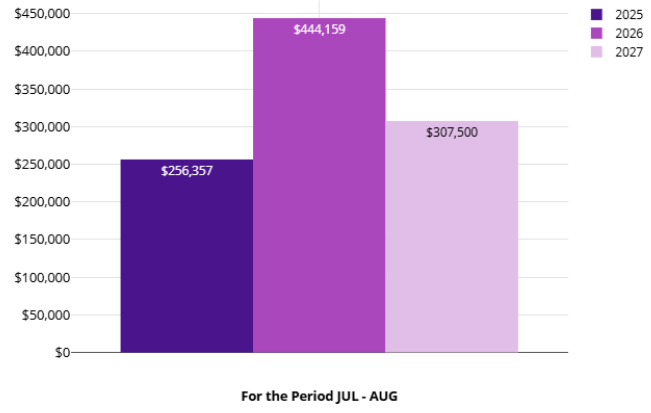
Benefits (200s)



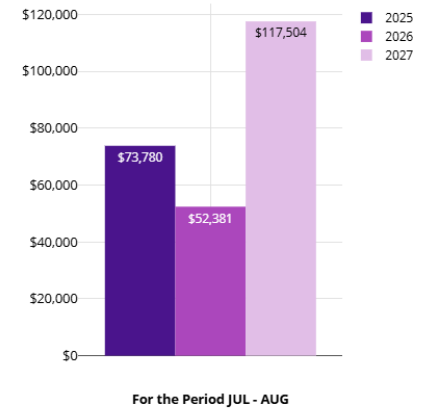
Purchased Services (300s)



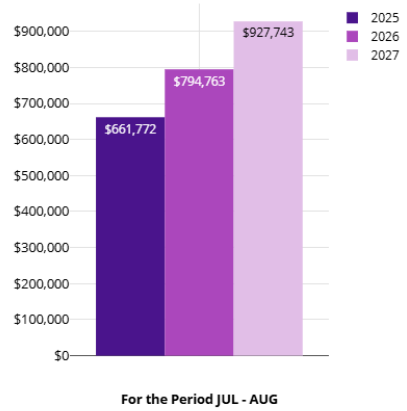
Supplies (400s)



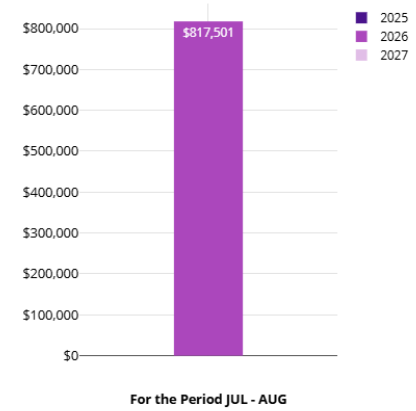
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



100 General fund | Revenue & Expense Summary
Fiscal Year 2026 - 2027
For the Period Ending August 31, 2026

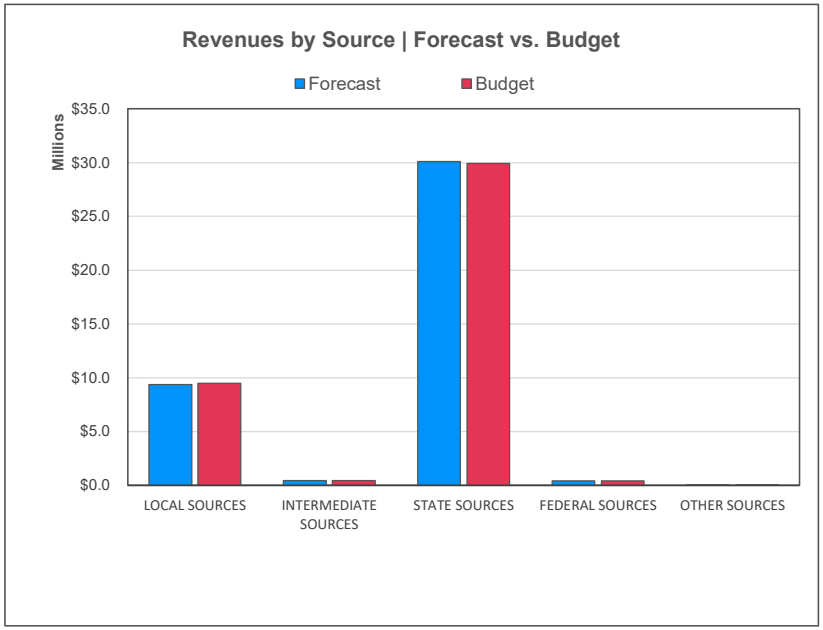
REVENUES	Period 1 Actual Jul '26	Period 2 Actual Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected Mar '27	Period 10 Projected Apr '27	Period 11 Projected May '27	Period 12 Projected Jun '27	Projected 2026-27 Totals		Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals
STATE SCHOOL FUND FORMULA:																
Local Taxes	89,941	49,508	48,059	16,170	6,386,732	880,105	146,641	101,107	114,299	67,647	43,462	166,775	8,110,445		8,125,000	139,449
County School Funds	-	10,392	526	-	431	65	6,263	10,315	7,767	426	928	26,309	63,423		58,372	10,392
State School Fund	4,940,149	2,468,025	2,419,494	2,418,894	2,415,110	2,417,069	1,438,719	1,955,819	3,579,920	2,513,430	2,975,262	72,958	29,614,850		29,545,691	7,408,174
Common School Fund	187,571	-	31,477	31,469	31,420	31,445	18,717	25,445	46,574	32,699	38,707	949	476,474		384,382	187,571
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
SSF Formula Total	**5,217,661**	**2,527,925**	**2,499,556**	**2,466,533**	**8,833,692**	**3,328,685**	**1,610,340**	**2,092,685**	**3,748,560**	**2,614,203**	**3,058,360**	**266,991**	**38,265,192**		**38,113,445**	**7,745,586**
Local Sources (1000)	17,523	9,250	201,355	33,980	60,824	138,096	75,799	100,031	181,415	80,700	97,958	253,651	1,250,581		1,342,777	26,773
Intermediate Sources (2000)	-	-	3,605	-	2,954	443	42,917	70,684	53,225	2,922	6,361	180,284	363,395		400,000	-
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Federal Sources (4000)	-	-	-	5,548	142,406	14,452	-	-	49,643	53,153	154,798	-	420,000		420,000	-
Other Sources (5000)	-	-	-	-	219	-	-	-	-	-	2,281	-	2,500		2,500	-
Total Operating Revenue	**5,235,184**	**2,537,175**	**2,704,516**	**2,506,061**	**9,040,095**	**3,481,675**	**1,729,056**	**2,263,401**	**4,032,844**	**2,750,978**	**3,319,758**	**700,926**	**40,301,669**		**40,278,722**	**7,772,359**
Beginning Fund Balance (5400)	3,755,611	-	-	-	-	-	-	-	-	-	-				3,755,611	-
Total Monthly Revenues	**8,990,795**	**2,537,175**	**2,704,516**	**2,506,061**	**9,040,095**	**3,481,675**	**1,729,056**	**2,263,401**	**4,032,844**	**2,750,978**	**3,319,758**	**700,926**	**40,301,669**		**44,034,333**	**7,772,359**
CUMULATIVE RESOURCES	**8,990,795**	**11,527,970**	**14,232,486**	**16,738,547**	**25,778,642**	**29,260,318**	**30,989,374**	**33,252,774**	**37,285,618**	**40,036,596**	**43,356,354**	**44,057,280**				
EXPENDITURES BY OBJECT																
Salaries (100)	627,374	596,474	1,796,027	1,961,715	1,950,953	2,042,686	1,998,432	1,469,501	1,880,250	1,849,867	2,028,804	3,652,274	21,854,355		21,816,978	1,223,847
Employee Benefits (200)	385,368	374,701	931,809	1,001,225	1,050,825	1,024,333	1,023,086	754,887	954,295	961,627	1,018,557	1,986,747	11,467,460		11,393,284	760,070
Purchased Services (300)	345,594	138,053	343,017	385,588	351,076	349,019	358,069	383,607	361,136	382,550	357,021	523,281	4,278,010		4,364,909	483,647
Supplies & Materials (400)	169,655	137,845	189,677	177,966	130,046	91,358	101,529	132,179	116,799	158,846	137,844	105,828	1,649,572		1,702,810	307,500
Capital Outlay (500)	-	117,504	47,829	48,035	1,413,233	149,898	26,677	392,545	96,560	304,090	247,907	(1,884,532)	959,746		890,000	117,504
Insurance/Other (600)	202,297	725,446	34,228	31,319	12,714	27,066	14,169	6,698	19,131	15,898	49,623	20,609	1,159,198		1,366,352	927,743
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	2,524	2,391	2,342,688	2,347,603		2,500,000	-
Total Operating Expenditures	**1,730,288**	**2,090,023**	**3,342,587**	**3,605,847**	**4,908,846**	**3,684,360**	**3,521,960**	**3,139,418**	**3,428,171**	**3,675,401**	**3,842,146**	**6,746,895**	**43,715,943**		**44,034,333**	**3,820,311**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Total Monthly Expenditures	**1,730,288**	**2,090,023**	**3,342,587**	**3,605,847**	**4,908,846**	**3,684,360**	**3,521,960**	**3,139,418**	**3,428,171**	**3,675,401**	**3,842,146**	**6,746,895**	**43,715,943**		**44,034,333**	**3,820,311**
CUMULATIVE EXPENDITURES	**1,730,288**	**3,820,311**	**7,162,898**	**10,768,745**	**15,677,591**	**19,361,951**	**22,883,911**	**26,023,329**	**29,451,500**	**33,126,902**	**36,969,048**	**43,715,943**				
Month-end Fund Balance	**7,260,507**	**7,707,660**	**7,069,588**	**5,969,802**	**10,101,051**	**9,898,367**	**8,105,462**	**7,229,445**	**7,834,118**	**6,909,695**	**6,387,307**	**341,337**				**3,952,049**

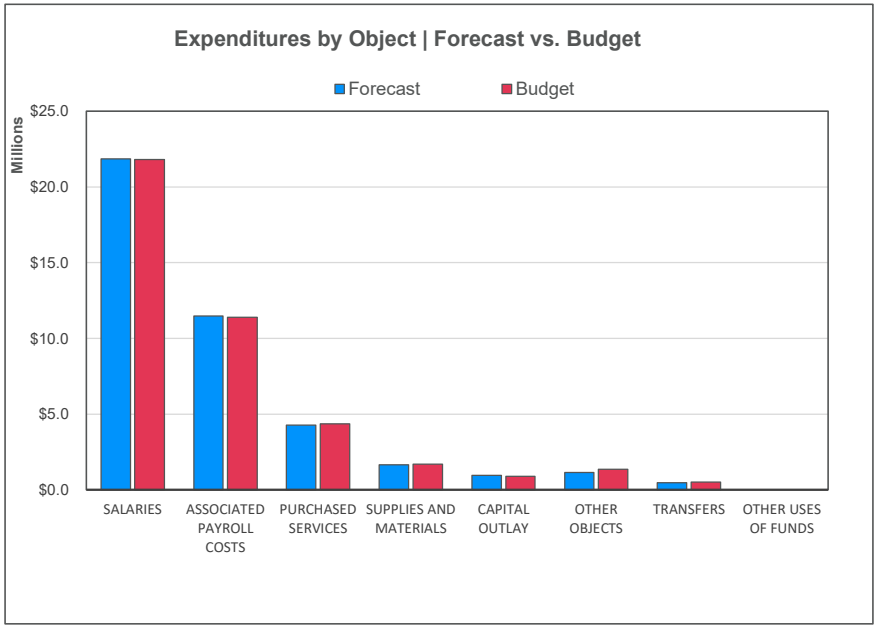
Budget Management Analytics formerly 5Cast Plus

General Fund | Financial Projection

For the Period Ending August 31, 2026

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	$0	$0		$3,755,611	$3,755,611	$0
REVENUES						
Local Sources	$203,307	$166,222	$9,194,805	$9,361,027	$9,467,777	($106,750)
Intermediate Sources	13,042	10,392	416,426	426,818	458,372	(31,554)
State Sources	7,561,496	7,595,745	22,495,579	30,091,325	29,930,073	161,252
Federal Sources	0	0	420,000	420,000	420,000	0
Other Sources	0	0	2,500	2,500	2,500	0
TOTAL REVENUE	**$7,777,845**	**$7,772,359**	**$32,529,310**	**$44,057,280**	**$44,034,333**	**$22,947**
EXPENDITURES						
Salaries	$1,176,346	$1,223,847	$20,630,508	$21,854,355	$21,816,978	($37,377)
Associated Payroll Costs	733,579	760,070	10,707,390	11,467,460	11,393,284	(74,176)
Purchased Services	492,307	483,647	3,794,363	4,278,010	4,364,909	86,899
Supplies and Materials	444,159	307,500	1,342,072	1,649,572	1,702,810	53,238
Capital Outlay	52,381	117,504	842,242	959,746	890,000	(69,746)
Other Objects	794,763	927,743	231,455	1,159,198	1,366,352	207,154
Transfers	817,501	0	469,521	469,521	500,000	30,479
Other Uses of Funds	0	0	0	0	0	0
Contingencies	0	0	1,878,082	1,878,082	2,000,000	121,918
Unappropriated Ending Fund Balance	0	0	0	0	0	0
TOTAL EXPENDITURES	**$4,511,036**	**$3,820,311**	**$39,895,632**	**$43,715,943**	**$44,034,333**	**$318,389**
SURPLUS / (DEFICIT)	**$3,266,810**	**$3,952,049**		**$341,337**	**$0**	**$341,336**
Ending Fund Balance	**$6,979,996**	**$4,364,170**			**$3,755,611**	





3. CTE Program Report 42

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Union High School

PROFESSIONAL SKILLS RUBRIC

COMMUNICATION	TEAMWORK	LEADERSHIP	PROBLEM SOLVING
Measuring the individual's ability and willingness to exchange information using a variety of methods	**A measure of an individual's ability and willingness to collaborate with others to achieve a common goal**	**A measure of an individual's ability and willingness to lead and inspire others to achieve a common goal**	**A measure of an individual's ability and willingness to apply logic and analytical skills to find answers to complex issues.**
EXPERT **Inspires others to have a voice** ☐ Takes the lead in facilitating and presenting ideas with diverse audiences	**EXPERT** **Empowers Teams to Thrive** ☐ Encourages all team members to employ their strengths, develop their weaknesses and take risks ☐ Creates a positive culture by motivating others to grow personally and professionally	**EXPERT** **Leads with Vision and Purpose** ☐ Takes ownership for long term vision, growth and impact ☐ Leads with emotional maturity, inclusiveness and flexibility to handle unforeseen circumstances	**EXPERT** **Turns Challenges Into Opportunities** ☐ Seeks and accepts feedback, self- reflects and adapts accordingly ☐ Creates processes that proactively address current and future problems
Proficient ☐ Utilizes a responsible and respectful approach in verbal and non verbal, written and digital communication ☐ Communicates appropriately using technical vocabulary and concepts accurately ☐ Actively listens, shares and asks questions to engage others with empathy and understanding	**Proficient** ☐ Coordinates essential project needs and team resources to achieve a shared goal ☐ Respects personal and professional boundaries and values the strengths and talents of all team members ☐ Contributes fresh ideas with confidence and enthusiasm	**Proficient** ☐ Communicates a clear, consistent vision creates buy-in, and reports outcomes efficiently ☐ Delegates and adjusts responsibility to self and others based on the strengths and capacities of each team member ☐ Serves as a role model by taking ownership of the entire project and desired goals	**Proficient** ☐ Anticipates, defines and addresses problems, solutions and outcomes with persistence ☐ Develops effective strategies using expanded and appropriate resources ☐ Evaluates and communicates outcomes
Approaching Proficiency ☐ Strives to utilize a responsible and respectful approach in verbal, non verbal, written and digital communication ☐ Communication using technical vocabulary and concepts ☐ Listens, shares, and asks questions to engage others	**Approaching Proficiency** ☐ Identifies essential project needs and team resources ☐ Recognizes personal and professional boundaries and strives to value the strengths and talents of all team members ☐ Contributes ideas	**Approaching Proficiency** ☐ Communicates a vision and creates some buy-in and reports outcomes ☐ Delegates responsibilities to self and others ☐ Strives to take ownership of the entire project and desired goals	**Approaching Proficiency** ☐ Defines problems and potential solutions- uses appropriate strategies and provided resources ☐ Recognizes and communicates outcomes
Novice ☐ Developing verbal, non verbal written and digital communication skills.	**Novice** ☐ Developing the ability to collaborate with others to achieve a common goal	**Novice** ☐ Developing the ability to lead and inspire others to achieve a common goal	**Novice** ☐ Developing the ability to identify problems and solutions

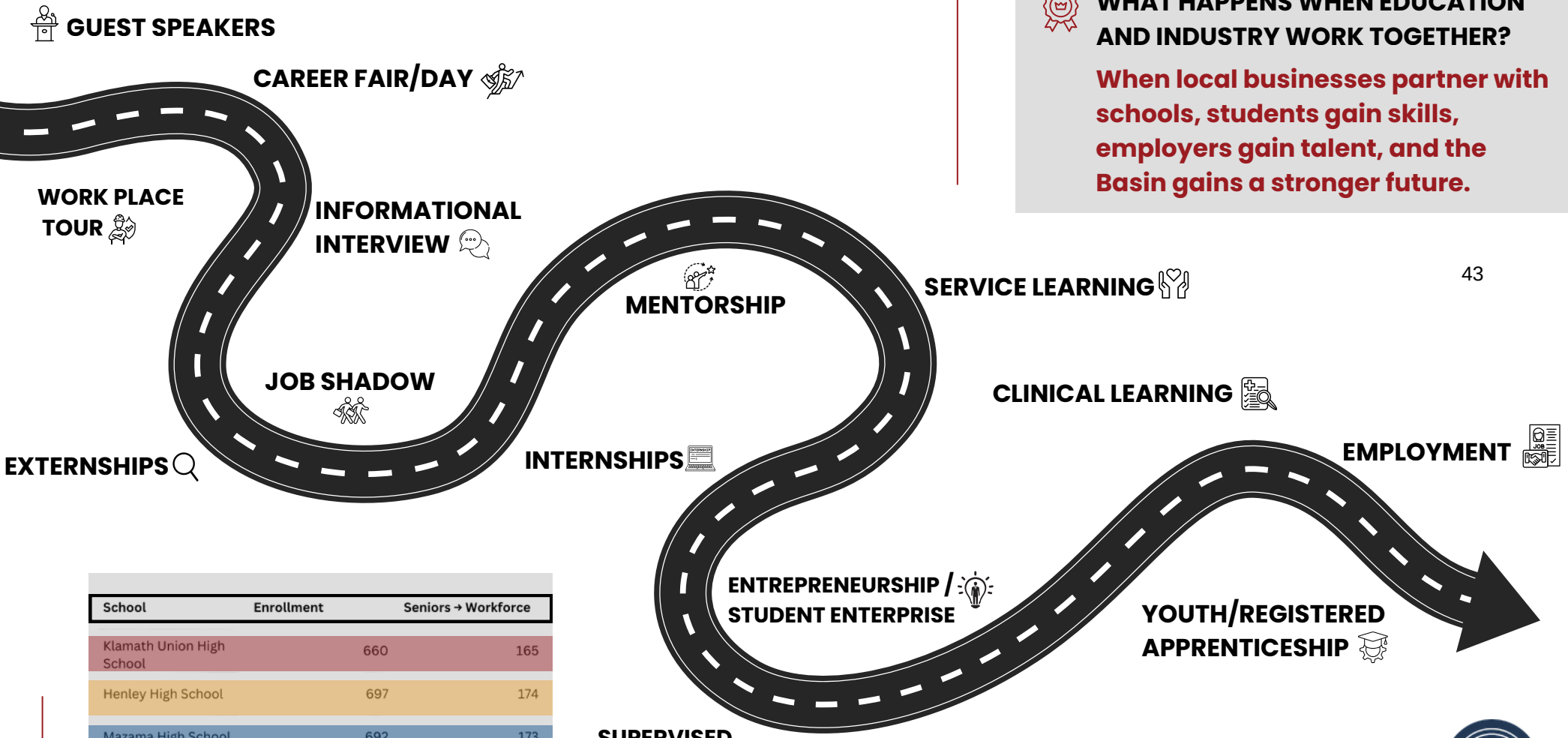
WORK-BASED LEARNING

GOAL

Preparing the next generation to thrive in the Greater Klamath Basin — where education meets opportunity and real experience builds tomorrow's workforce.

WHAT HAPPENS WHEN EDUCATION AND INDUSTRY WORK TOGETHER?

When local businesses partner with schools, students gain skills, employers gain talent, and the Basin gains a stronger future.



School	Enrollment	Seniors → Workforce
Klamath Union High School	660	165
Henley High School	697	174
Mazama High School	692	173
Eagle Ridge High School	129	32
Bonanza Jr./Sr. High (9–12 est.)	128	32
TOTAL	2,306	576

SKY LAKES

DOWNTOWN KLAMATH FALLS, OR

DISCOVER Klamath oregon under blue skies

CTE WORKFORCE DEVELOPMENT

3 YEAR GROWTH

Carly Lynch
Rural Health Transformation Program Administrator
lynchc@kfalls.k12.or.us

HEALTH OCCUPATIONS PROGRAM

YEAR 1
2024 – 2025

KU CAMPUS

BUILDING THE FOUNDATION

Introduction to Health Occupations

Part-Time Teacher
0.5 FTE
Semester 1 & 2

Students explore the world of healthcare and discover their future opportunities.

YEAR 2
2025 – 2026

KU CAMPUS

EXPANDING AT KU

Introduction to Health Occupations

0.5 Teacher
Semester 1

Sports Medicine
0.5 Teacher
Semester 2

SKY LAKES CAMPUS CTE REGIONAL CENTER

EXPANDING OPPORTUNITIES AT SKY LAKES

Students are BUSSED to the CTE Regional Center at Sky Lakes for advanced health education classes.

CNA Pathway | MA Pathway | Patient Care Class

YEAR 3
2026 – 2027

KU CAMPUS

GROWING OUR PROGRAM AT KU

Adding a 1.0 FTE Health Occupations Teacher

Introduction to Health Occupations

Survey of EMS

SKY LAKES CAMPUS CTE REGIONAL CENTER

CONTINUING ADVANCED LEARNING AT SKY LAKES

Students continue to be BUSSED to Sky Lakes for advanced pathway courses and clinical learning.

STUDENT IMPACT & PROGRAM GROWTH

YEAR 1
2024 – 2025

90 STUDENTS ON KU CAMPUS
Introduction to Health Occupations

YEAR 2
2025 – 2026

90 STUDENTS ON KU CAMPUS
Introduction to Health Occupations + Sports Medicine

90 STUDENTS ON CTE REGIONAL CAMPUS
Advanced Health Education Classes

YEAR 3
2026 – 2027

180 STUDENTS ON KU CAMPUS
90 – Introduction to Health Occupations
90 – Survey of EMS

100 STUDENTS ON CTE REGIONAL CAMPUS
Advanced Health Education Classes

RURAL HEALTH TRANSFORMATION GRANT SUMMARY

The Rural Health Transformation Grant (RHTP) supports rural communities in building and expanding healthcare education and workforce pathways.

$22 MILLION

CAME TO KLAMATH COUNTY ALONE WITH RHTP

KLAMATH FALLS CITY SCHOOL DISTRICT IS THE ONLY SCHOOL DISTRICT TO HAVE RECEIVED MONEY IN THE STATE OF OREGON.

TOTAL RHTP GRANT AWARD

$5.2 MILLION

One Grant | Three Partners | A Stronger Rural Future

KLAMATH UNION HIGH SCHOOL
Portion of $5.2M (Projects 2 & 3)

KLAMATH COMMUNITY COLLEGE
$1.3 MILLION
of the $5.2M

SKY LAKES MEDICAL CENTER
$1.8 MILLION
of the $5.2M

CREATING OPPORTUNITIES. BUILDING COMMUNITY.

4. 2025-2026 Integrated Plan Report (includes SIA and M98 Grants) 46

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath County JDEP 2025-26 Integrated Programs Annual Report Template

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	**Context/Guidance**
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	Outcome C: Strengthened Cross-Agency Collaboration and Transition Planning is one outcome area where we have made progress in implementation this past year. The level of systems work between both school districts, detention staff and community agencies has firmed up considerably. The entities engaged in collaboration on developing transition systems include Klamath Works, Parole and Probation, Detention, school sites, and KBBH (Klamath Basin Behavioral Health) our other LTCT site. Our collaboration methods are complex, as we are a county-wide facility and have students from both Klamath Falls City Schools as well as Klamath County School District. Unfortunately, the rate of recidivism is relatively high. Often, we have multiple agencies working with the same student and family members. But the networking system has strengthened over the last year with staff and community partners attending hearings and providing updates. We have worked to formalize the communication system, and it has evolved as stated in Strategy C3: Formalize communication systems between KFCS, detention staff, and community agencies to share timely information and coordinate re-enrollment and service provision. This outcome was probably the most successful of the three we proposed. When students leave our site to return to the traditional school setting, there is a plan in place for a smooth reentry into both districts. It wasn't just one way communication where the detention team communicated with the education school

	team it was both ways; if there was a recurrence, the school's education team would then communicate with our detention team. It was our intention to keep moving the students' education forward without delving too deeply into the criminality factors but rather sticking to their academic progress. By working together, we want to inspire these students to truly believe that knowledge is power, and getting a better education is a path toward a brighter future.
2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	Outcome B Improved Post-Secondary & Workforce Readiness for Justice-Involved Youth is the area we are experiencing some challenges to progress. This is primarily due to the heavy lift this outcome describes for the population being served. Our facility only has a youth for approximately 2 days; it doesn't make sense for them to be working or begin working on a FAFSA in that short of a timeframe. When a youth leaves, we currently don't continue to track their progress, they are handed off to their home school. The only data we receive is if they reoffend. One possible way to overcome this barrier is strengthen the 2-way communication, learn what their goals & dreams are and help the students accomplish them. Then intentionally track the data, follow the student, communicate with the school on who's working on the reintegration into their home school and the next steps to personal goals. As we strive to strengthen this outcome and strategies, the need to never lose sight of these youth. The development of a system that continues to track data on their success, how to continue to support them as a focal group of the school population, connect youth from the JDEP that are having success in the school setting with those youth transitioning into the school as a support system. This is our goal to support youth reaching their hopes and dreams.

4. **NEW BUSINESS/ACTION ITEMS**
    1. First Reading of Policy KNA — Immigration Enforcement on District Property 49

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

OREGON SCHOOL BOARDS ASSOCIATION
Inspire • Inform • Involve

Policy Update

August 2026 Vol. 73 No. 1 sch

80th Annual Convention
Nov. 12-14, 2026
Portland Marriott Downtown Waterfront, Portland, OR

Policy Update is a subscription publication of the Oregon School Boards Association

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If you have questions regarding this publication or OSBA, please call our offices:
503-588-2800 or 800-578-6722

CONTENTS

KNA – Immigration Enforcement on District Property, Required, *New*
KNA-AR(1) – Interactions with Immigration Enforcement, Highly Recommended, *New*
KNA-AR(2) – Federal Immigration Enforcement Request Log, Optional, *New*

IMMIGRATION ENFORCEMENT

Summary

In 2026, the Oregon Legislature adopted three bills related to federal immigration enforcement in schools: Senate Bill (SB) 1538, SB 1594, and House Bill (HB) 4079). These new laws require the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools, which are available here. Districts must provide these model AG policies to employees, and must adopt a policy that is consistent the AG model policies by September 30, 2026.

The district-adopted policy must:

- Designate an individual to be the primary contact for immigration enforcement;
- Include requirements for notifying students, parents, staff and the community when federal immigration officials are confirmed to be on district property for enforcement purposes;
- Include training requirements for designated individuals;
- Be included in the student handbook and in culturally appropriate languages on the district's website; and
- Include any other requirements provided by law.

OSBA is releasing a new sample policy to help meet these requirements and two new administrative regulations to assist in the implementation of this policy.

Collective Bargaining Impact

None

Local District Responsibility

Review the policy and administrative regulations listed below and adopt a policy by September 30, 2026.

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

Policy(ies) and ARs Impacted by these Revisions

KNA – Immigration Enforcement on District Property, Required, *New*
KNA-AR(1) – Interactions with Immigration Enforcement, Highly Recommended, *New*
KNA-AR(2) – Federal Immigration Enforcement Request Log, Optional, *New*

ABOUT *POLICY UPDATE*

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

TRY OUR ONLINE POLICY DEMO

OSBA's online policy service has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally located policy manual updated electronically, you have instant access to current district policies.

Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to "adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement." This policy must be "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district's website[2]. [The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{[4]}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The [alternate position] shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

[3] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [7] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{Districts may include resources available to those impacted by immigration enforcement actions.}]

3. Notice must not disclose:

a. Personally identifiable information;
b. Other information that may not be legally disclosed; or
c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using [insert communication methods the district will use] [existing methods used for providing electronic communications].

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

[Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;

2. Workplace or hours of work;

3. School or school hours;

4. Contact information, including telephone number, electronic mail address or social media account information;

5. Known associates or relatives; and

6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[6] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

[6] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.**]**

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

[{[7]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

PROPOSED

[7] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

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).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

PROPOSED

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The [position] is designated as the "immigration liaison."

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

    a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:

        (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
        (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        (3) Allow access to non-public areas of the district's facilities or property;
        (4) Sign documents presented by federal immigration authorities; or
        (5) Give consent to any immigration enforcement action.

    b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
    c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
    d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
    e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
    f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
    g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

        (1) The name, badge number, and agency of the law enforcement officer making the request;
        (2) The number of officers present;

(3) Time, date, and location of the request;
(4) The nature of the request;
(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies[1].

b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. [School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.]

5. [School Transportation/Buses

PROPOSED

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

PROPOSED

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

   ☐ Request to enter school property
   ☐ Request to access school facilities or buildings
   ☐ Request to interview a student
   ☐ Request to interview staff member
   ☐ Request to locate a student
   ☐ Request to obtain student records
   ☐ Request to detain or take custody of an individual
   ☐ Other (describe): _____

5. Source of Authority for the request

   Authority cited by officer(s):

   ☐ Administrative Warrant
   ☐ Administrative Subpoena
   ☐ Judicial Warrant
   ☐ Judicial Subpoena
   ☐ Court Order
   ☐ Other Authority (describe): _____

   Document Presented? ☐ Yes ☐ No

   If yes, identify the document and any identifying numbers: _____

   Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
Name	Title or Role	Contact Information
Name	Title or Role	Contact Information

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Other (describe): _____
☐ Referred to School Administrator
☐ Officers left without further action

PROPOSED

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

PROPOSED

OSBA Model Sample Policy

Code: KNA
Adopted: New date

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement.

Designation of Primary Point of Contact

The Safety and Compliance Officer is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district.

The Safety and Compliance Officer's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the Safety and Compliance Officer shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Safety and Compliance Officer at the district office.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority.

3. Notice must not disclose:

    a. Personally identifiable information;
    b. Other information that may not be legally disclosed; or
    c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

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).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

DRAFT

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed: New date

Interactions with Immigration Enforcement

The Safety and Compliance Officer is the designated point of contact.

1. Staff shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

   a. Unless expressly authorized by the superintendent or designee, or by the Safety and Compliance officer on behalf of the superintendent or designee, staff shall not:

      (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
      (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
      (3) Allow access to non-public areas of the district's facilities or property;
      (4) Sign documents presented by federal immigration authorities; or
      (5) Give consent to any immigration enforcement action.

   b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the Safety and Compliance Officer if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
   c. Staff who receive a request related to immigration enforcement must immediately notify the Safety and Compliance officer. The Safety and Compliance officer is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
   d. The Safety and Compliance officer should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
   e. The Safety and Compliance officer shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The Safety and Compliance officer should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
   f. The Safety and Compliance officer should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
   g. The Safety and Compliance officer must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

      (1) The name, badge number, and agency of the law enforcement officer making the request;
      (2) The number of officers present;

(3) Time, date, and location of the request;
(4) The nature of the request;
(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The Safety and Compliance officer shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies[1].

b. The Safety and Compliance officer shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The Safety and Compliance officer should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

   a. The Safety and Compliance officer shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

   b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the Safety and Compliance officer to decline the request.

      Upon direction of the superintendent or designee, the Safety and Compliance officer shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

      The Safety and Compliance officer shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

   c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

      The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

   d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the Safety and Compliance officer to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

DRAFT

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

   ☐ Request to enter school property
   ☐ Request to access school facilities or buildings
   ☐ Request to interview a student
   ☐ Request to interview staff member
   ☐ Request to locate a student
   ☐ Request to obtain student records
   ☐ Request to detain or take custody of an individual
   ☐ Other (describe): _____

5. Source of Authority for the request

   Authority cited by officer(s):

   ☐ Administrative Warrant
   ☐ Administrative Subpoena
   ☐ Judicial Warrant
   ☐ Judicial Subpoena
   ☐ Court Order
   ☐ Other Authority (describe): _____

   Document Presented? ☐ Yes ☐ No

   If yes, identify the document and any identifying numbers: _____

   Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

DRAFT

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
Name	Title or Role	Contact Information
Name	Title or Role	Contact Information

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Other (describe): _____
☐ Referred to School Administrator
☐ Officers left without further action

DRAFT

Detailed summary of outcome:

_____

_____

_____

_____

_____

_____

Additional notes:

_____

_____

_____

_____

Follow-Up Actions

☐ Legal counsel notified
☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

DRAFT

5. **OLD BUSINESS/ACTION ITEMS**
    1. Approval of OSBA policy rewrite section I 72

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7

Klamath Falls City Schools

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The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Klamath Falls City Schools

Code: IA
Adopted: 3/14/22
Orig. Code(s): 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 through such means as 21st Century Schools Councils, local school committees and advisory committees.

The district is committed to a continual process of collaborative decision making and goal setting that supports 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, gender, 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. Supports the physical and cognitive growth and development of students;

5. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;

6. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;

7. Provides for rigorous academic content standards and instruction in mathematics, science, language arts, history, geography, economics, civics, physical education, health, the arts and world languages;

8. 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;

9. 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;

10. Provides students with the knowledge and skills that lead to an active, healthy lifestyle;

11. Provides students with the knowledge and skills to take responsibility for their decisions and choices;

12. Provides opportunities for students to learn through a variety of teaching strategies;

13. Emphasizes involvement of parents and community in the total education of students;

14. Transports students safely to and from school;

15. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;

16. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;

17. Provides for a safe, educational environment;

18. Provides increased learning time;

19. Provides each student an education experience that supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of challenging and aspirational individual goals; and

20. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 329.125
ORS 336.067
OAR 581-022-2030
OAR 581-022-2315

House Bill 2056 (2021).

Reviewed 2/09/26

Klamath Falls City Schools

Code: IB
Adopted: 3/06/17
Readopted: 3/14/22
Orig. Code(s): IB

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires~~,~~ ~~however,~~ that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.

2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation or gender identity. Each student organization must have a staff advisor 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~~subject to administrative review,~~ restrictedor prohibited~~, however,~~ 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.,~~for example,~~ 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~~districts~~.

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 ofcharge 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-sponsoredmedia;

4. Constitutes an unwarranted invasion of privacy;

5. Violates federal or state law or regulation; or

6. So incites students as to create a clear and present danger of:

    a. The commission of unlawful acts on or off school premises;
    b. The violation of district policies or school 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, includingpast experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

~~Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.~~

~~If the complainant is not satisfied with the decision of the superintendent, the complainant may appeal to the Board under established district procedures.~~

Appeals

Modifications or removal of items may be appealed in writing to the principal. The principal 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 principal. The principal will issue a decision within three school days of the conclusion of the meeting.

An appeal of the principal's decision may be submitted in writing to the superintendent within three school days of receipt of the principal's decision. The superintendent will review the decision and at the superintendent's discretion, may call a meeting and include the parties involved. At the superintendent's discretion, the district's legal counsel may also attend a meeting. The superintendent shall make a decision within three school days of the completed review or within three school days of a meeting, whichever occurs first. The superintendent's decision shall be final and binding on all parties.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 329.025
ORS 332.072
ORS 332.107
ORS 336.477
ORS 339.880
ORS 339.885
ORS 659.850
OAR 581-021-0050
OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.

Corrected 2/09/26; Corrected 3/09/26

Klamath Falls City Schools

Code: IC/ICA
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IC/ICA

School Year/School Calendar

The Board will approve the school year calendar for the following year no later than ~~at~~ its April 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 superintendent or designee will develop a school calendar that satisfies the requirements of Oregon Administrative Rule 581-022-2320. The calendar will include the number of student days/hours, number of workdays~~work days~~ for staff and holidays. The calendar will meet or exceed state requirements..

Any instructional hours/~~D~~days lost ~~will~~ may be made up to ensure that the state-required number of days/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

Corrected 2/09/26

Klamath Falls City Schools

Code: ID
Adopted: 10/11/93
Readopted: 10/09/06; 3/06/17
Orig. Code(s): ID

School Day

(merged into IC/ICA)

The number of days of instruction and number of hours of instruction will be determined by the superintendent with final approval by the Board. 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
ORS 332.107

OAR 581-022-1620

Corrected 2/09/26

DELETE

Klamath Falls City Schools

Code: IE
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IE

Organization of Instruction

(OSBA does not have a sample for this any longer)

The district is organized on a K-12 grade-level.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.075
ORS 332.107
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~~

Corrected 2/09/26

Klamath Falls City Schools

Code: IF
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IF

Curriculum Development

Senate Bill 1098
The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge, and to assure the full, rounded and continuing development of 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 needed curriculum changes.

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

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

Reviewed 2/09/26; Corrected 5/07/26; Corrected 5/11/26

Klamath Falls City Schools

Code: IFCA
Adopted:

21st Century Schools Councils**

The Board directs the superintendent to encourage community involvement in shared decision making and to foster the collaborative efforts of district personnel, students, parents and community members through 21st Century Schools Councils, i.e., site council, 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 a 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

Added 2/09/26

PROPOSED

Klamath Falls City Schools

Code: IFD
Adopted: 10/11/93
Readopted: 10/09/06; 3/06/17
Orig. Code(s): IFD

~~Curriculum Adoption~~Course Approval

Recommendations to add or delete courses resulting in a deviation from state standards shall be approved by the Board.

Recommendations to add or delete courses within state standards shall require principal approval with review by the superintendent or designee and may be reported to the Board, but will not require Board approval.

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

Corrected 2/09/26

Klamath Falls City Schools

Code: IFE
Adopted:

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

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

Added 2/09/26

PROPOSED

Klamath Falls City Schools

Code: IGAC
Adopted: 3/06/17
Readopted: 4/09/18
Orig. Code(s): IGAC

Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

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., 142 S. Ct. 2407 (2022).

Reviewed 2/09/26

Klamath Falls City Schools

Code: IGAC-AR
Revised/Reviewed:

Recognition of Religious Beliefs and Customs

Observances of Religious Holidays

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;

2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;

3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;

5. The district's calendar should be prepared to minimize conflicts with religious holidays.

Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.

2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.

3. Curriculum and instruction includes theories, views and precepts.

4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

PROPOSED

The practice of the district shall be as follows:

1. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.

2. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

Added 2/09/26

PROPOSED

Klamath Falls City Schools

Code: IGAI
Adopted: 12/11/23
Readopted: 1/08/24
Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age- appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral~~internal~~ part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department~~department's~~ 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~~update~~ 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~~AID~~/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

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

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, ~~and~~ 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~~through~~ 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~~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~~skill~~-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~~Contender~~ 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~~tactic~~.

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.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.474

ORS 339.370 - 339.400

OAR 581-021-0009
OAR 581-021-0593

OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

Corrected 3/09/26

Klamath Falls City Schools

Code: IGB
Adopted: 10/11/93
Readopted: 10/09/06; 3/06/17
Orig. Code(s): IGB

Special Instructional Programs**

The Board recognizes that the educational goals of the district may be attained through diverse instructional approaches and endorses the development of a variety of special instructional programs through the cooperative effort of education, parents and students.

A special instructional program is defined as a complete educational program for the student which provides a distinctive learning environment as a means of achieving the educational goals of the district. Special instructional programs may differ from one another in terms of instruction, methodology, specific curriculum content, time and place for learning, interpersonal relationships of students and adults, methods of evaluation and relative priorities placed on educational goals. Special instructional programs may be available to students, teachers and parents by choice.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.092 - 336.183
ORS 336.505 - 336.525

OAR 581-021-0071
OAR 581-022-1020

OAR 581-022-1210
OAR 581-022-1350

Corrected 3/09/26

DELETE

Klamath Falls City Schools

Code: IGBA
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBA

Students with Disabilities - Child Identification Procedures**

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. ~~(EI/ECSE).~~ For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency Early Childhood Intervention (ECI) is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;

2. Wards of the state;

3. Native American[1] ~~Indian~~ preschool children living on reservations;

4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and~~ are advancing from grade to grade;

5. Home schooled;

6. Resident and nonresident students, including residents of other states, attending a ~~Attending~~ private school (religious or secular) ~~school~~ located within the boundaries of the district;

7. Attending a public charter school located in the district;

8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and ~~; or~~

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 ~~by~~ 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.

[1] The Individuals with Disabilities Education Act uses the term "Indian."

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

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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBA-AR
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBA-AR

Students with Disabilities – Child Identification Procedures**

1. The district's child find~~Child Find~~ efforts include:

    a. Public awareness. District child find~~fund~~ 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, local or regional correctional facilities~~county jails~~, hospitals, medical offices~~officer~~ and other facilities that serve children birth to 21 years of age~~old~~.
        (2) The district provides information about~~ab out~~ 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, that are 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 Individuals with Disabilities Education Act (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-Sschooled Students with Disabilities:

a. The district collaborates with the education service district 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 homeschooled student has a disability, the district will obtain parent consent for initial evaluation.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAB/JO
Adopted: 9/10/12
Readopted: 3/06/17
Orig. Code(s): 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 primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.~~

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

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

The district 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.

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

The district 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 an emancipated student and the general public.

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

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 326.580
ORS 339.270
ORS 343.177(3)
OAR 166-400-0010 to -166-400-0065
OAR 581-021-0220 to -0430
OAR 581-022-2260
OAR 581-022-2270

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAB/JO-AR
Adopted: 11/04/13
Readopted: 3/06/17
Orig. Code(s): IGBAB/JO-AR

Education Records/Records of Students with Disabilities Management

Corrected

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, which~~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 a~~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 the individual~~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's birth date ~~and place of birth~~;
d. Name of parents/guardians;

e. Date of entry into thein 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; and
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 an 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[1];
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 an 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.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

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 theirhis/her expense, choosehave those records reviewed by a physician or other appropriate professional and have those records reviewed.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) 192.345501(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 needs to review an educational record in order to fulfill theirhis 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 ensure 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 comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. 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;
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information.);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
n. 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;

o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

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 an 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, the student or parent(s)~~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 a~~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, choose~~be assisted or represented by~~ one or more individuals to assist or represent them~~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 a 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 there is disagreement~~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 a 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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAC
Adopted: 9/11/17
Readopted: 10/09/17
Orig. Code(s): IGBAC

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retain personnel who are appropriately licensed and endorsed by TSPC, 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).

Reviewed 3/09/26

Klamath Falls City Schools

Code: IGBAE
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBAE

Special Education - Participation in Regular Education Programs

The district ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students 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 581-015-2040
OAR 581-015-2045
OAR 581-015-2050
OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2065

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

Reviewed 3/09/26

Klamath Falls City Schools

Code: IGBAE-AR
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBAE-AR

Special Education - Participation in Regular Education Programs**

1. Placement Decisions ~~of~~ for 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 the student~~he/she~~ would attend if nondisabled unless the services identified in the IEP cannot feasibly~~feasible~~ be provided~~proved~~ 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 IEP 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 in 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 the student~~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 a free appropriate public education (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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAF
Adopted: 7/11/23
Readopted: 7/08/24
Orig. Code(s): 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 years of age, 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 343.068
ORS 343.151
ORS 343.155
ORS 343.321 - 343.333

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

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

Reviewed 3/09/26

Klamath Falls City Schools

Code: IGBAF-AR
Adopted: 8/14/23
Readopted: 7/08/24
Orig. Code(s): 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). This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
   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.

   b. 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.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

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 their 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;
(5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
(6) 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 first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), 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.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(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.

e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

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 FAPE. 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 FAPE 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 FAPE 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 the OARs.
       (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.

12. Abbreviated School Day

    "Abbreviated school day" means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student's resident school district.

    "Abbreviated school day program" means an education program:

    a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
    b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.[1]

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

Corrected 3/09/26

[1] See ORS 343.324.

Klamath Falls City Schools

Code: IGBAG
Adopted: 3/06/17
Readopted: 7/08/24
Orig. Code(s): IGBAG

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;

2. Parent and adult student participation in special education decisions;

3. Transfer of rights to students who have reached the age of majority;

4. Prior written notice of proposed district actions;

5. Consent for evaluation and for initial placement in special education[1];

6. Independent educational evaluation;

7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;

8. Discipline procedures and protections for students with disabilities, including placements related to discipline;

9. Placement of students during the pendency of due process hearings;

10. Placement of students by their parents in private schools;

11. Civil actions; and

12. Attorney's fees.

[1] If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) 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

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.

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.

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.165
ORS 343.173
ORS 343.177
ORS 343.181

OAR 581-001-0005
OAR 581-015-2000
OAR 581-015-2030
OAR 581-015-2090
OAR 581-015-2095
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2305
OAR 581-015-2310
OAR 581-015-2325
OAR 581-015-2330
OAR 581-015-2345
OAR 581-015-2360
OAR 581-015-2385

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

Reviewed 3/09/26

Klamath Falls City Schools

Code: IGBAG-AR
Adopted: 11/05/18
Readopted: 3/14/22
Orig. Code(s): 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 uponlearning that the student is ~~considered~~ 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 their 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 SafeguardsNotice* published by ~~the~~ 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 anopportunity 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 ~~school~~ 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 ~~the~~ 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 ~~a~~ 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 ~~school~~ 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) willtransfer at the age of majority. This notice is provided at an IEP meeting and documented onthe 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 teamdetermines that earlier notice will aid transition; or
(3) Upon actual knowledge that within a year the student will likely marry or becomeemancipated 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 orlocal 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.

g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

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 ofthe 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 thoseoptions 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. Consent[1] – 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 ~~school~~ 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

[1] "Consent" means that the parent or adult student: a) has been fully informed, in their 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 their 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).

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~~– Reevaluation~~

   a. The district obtains informed parent consent before conducting any re-evaluation~~reevaluation~~ of a child with~~a~~ disability, except:

      (1) The district does not need written consent for a re-evaluation~~reevaluation,~~ if the parent does not respond~~,~~ after reasonable efforts~~to~~ obtain informed consent~~, the parent does not respond~~. 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~~reevaluation~~, the district may, but is not required to,~~pursue~~ the re-evaluation~~reevaluation~~ by using mediation or due process hearing procedures.

   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~~reevaluation~~, 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~~reevaluation~~;
(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)~~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 judgein 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) determinesthat the evaluation or re-evaluation~~reevaluation~~ is necessary to ensure that the student is provided with a FAPE.

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 ~~school~~ 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~~independent educational evaluation~~ that does not meet thedistrict's criteria.

(3) A parent may be ~~to~~ 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~~independent educational evaluation~~ 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 FAPE 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 ~~school~~ 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 anon-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 mayseek 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 FAPE 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 FAPE 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 agreeto 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 ~~the~~ ODE for costs related to conducting the hearing, includingpre-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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAH
Adopted: 3/06/17
Readopted: 11/05/18
Orig. Code(s): IGBAH

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 years of age residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as children in a migrant environment or experiencing houselessness~~migrant and homeless children~~;

2. Wards of the state;

3. Native American[1]~~Indian~~ preschool children living on reservations;

4. Suspected of having a disability even though they are advancing~~advance~~ from grade to grade;

5. Home schooled;

6. Resident and nonresident students, including residents of other states, attending.~~Attending~~ private school (religious or secular)~~ school~~ located within the boundaries of the district;

7. Attending a public charter school located in the district;

8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and

9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

[1] The Individuals with Disabilities Education Act uses the term "Indian".

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for EI/ECSE services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation~~reevaluation~~, 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~~Are selected~~ and administered so as not to be racially or culturally discriminatory;

2. Provided~~Are 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~~Are used~~ for purposes for which assessments or measures are valid and reliable;

4. Administered~~Are administered~~ by trained and knowledgeable personnel; and

5. Administered~~Are 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~~services~~ 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~~reevaluation~~ 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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAH-AR
Adopted: 3/06/17
Revised/Readopted: 6/29/20
Orig. Code(s): IGBAH-AR

Special Education - Evaluation and Eligibility Procedures**

1. Request~~Requirements~~ 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~~reevaluation~~ more than once a year~~,~~ unless the parent and district agree otherwise.

5. Evaluation Planning

a. 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 existing 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;
(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, early intervention/early childhood special education (EI/ECSE) or special education and related services; and
(4) For re-evaluation~~reevaluation~~, 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 thathis 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 ~~into~~ more than one disability category, but the team needs to find the child eligible under 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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAI
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBAI

Special Education - Private Schools

Individuals with Disabilities Education Act (IDEA) requires special education services for two different groups of private school students: ~~;~~ those referred or placed by the district and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the district to implement differentiated procedures and services for these groups~~districts~~.

The district shall ensure that a student with a disability who is placed in or referred to a private school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available ~~to 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).

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Klamath Falls City Schools

Code: IGBAI-AR
Adopted: 4/04/08
Readopted: 3/06/17
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Special Education - Private Schools

Approved Private Schools

1. Obligations of the district:~~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 (ODE) to provide such education in conformance with an individualized education program (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 ODE 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/individualized family service plan (IFSP) development and placement when determining whether to placeplaced the child in an approved private preschool~~school~~ 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 (FAPE) 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 early intervention/early childhood special education (EI/ECSE) or special education services.
      (2) The district initiates and conducts an IEP 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~~ ODE 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~~ FAPE 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~~ 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~~IEP~~;
(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~~ODE~~, 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~~Affirmation~~ and complaint~~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 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 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~~decision~~ with respect to the services to be provided to eligible private school students.

5. Child Find~~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 within 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 Individuals with Disabilities Education Act (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.

Provisions for serving students placed by their parents in private schools:~~Serving Students Placed by Their Parent 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~~neural~~ 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.

6. 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 ~~the~~ 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~~ FAPE 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.

7. Services Plan

   a. If a student with a disability is enrolled by a parent in a private school the district offers a services~~service~~ 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.

8. 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 removeswill remove 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.

9. Separate Classes Prohibited

The district doeswill 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.

10. 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.

11. 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 their~~his/her~~ regular hours of duty; and
(2) The employee performs the services under public supervision and control.

12. 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 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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAJ
Adopted: 3/06/17
Readopted: 11/05/18
Orig. Code(s): IGBAJ

Special Education - Free Appropriate Public Education (FAPE)

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:

    a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they ~~have not failed or have not been retained in a course or grade or~~ 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 age 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~~limited~~ 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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAJ-AR
Adopted: 3/06/17
Readopted: 11/05/18
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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 ~~with disabilities who are~~ 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~~, the students~~:

(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~~does~~ 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)~~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~~on site~~ 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 IEP 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~~located~~ 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 schools; 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.**

c. 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 consent[1] that:

(1) States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
(2) States the purpose of the disclosure (e.g. billing for services under IDEA);
(3) Names the agency to which the disclosure may be made (e.g. Medicaid);
(4) 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;
(5) 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
(6) Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:

(a) Decrease available lifetime coverage of any other insured benefit;
(b) 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;
(c) Increase premiums or lead to the discontinuation of insurance; or
(d) 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~~ESY~~ as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

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

Corrected 3/09/26

[1] "Consent" means that the parent or adult student a) has been fully informed, in their~~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 their~~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).

Klamath Falls City Schools

Code: IGBAK
Adopted: 9/11/17
Readopted: 10/09/17
Orig. Code(s): 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~~comments~~.

1. In complying with this requirement the district does not release or make public personally identifiable information.

2. Information available for public review includes, but is not limited to:

   a. How the district implements policies, procedures and programs for special education, consistent with state and federal requirements;
   b. Performance of students with disabilities on statewide assessments;
   c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
   d. District achievement of performance targets established in the State Performance Plan (SPP);
   e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:

      (1) Identifying the excess costs of educating students with disabilities;
      (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort (MOE));~~ and~~
      (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act~~ of 2015~~ (ESSA);
      (4) Documenting the annual district application of 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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAL
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGBAL

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

If the district receives notice that a parent intends to home-school a student with a disability, the district will offer an opportunity for an individualized education program (IEP) meeting to consider providing special education and related services in conjunction with home-schooling and will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district.

This notice shall be provided annually as long as:

1. The student remains eligible for special education; and

2. The student is exempt from compulsory education as a home-schooled student; and

3. The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s):

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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBAL-AR
Adopted: 4/14/08
Readopted: 3/06/17
Orig. Code(s): IGBAL-AR

Special Education - Services for Home-~~S~~schooled Students with Disabilities**

1. Home Schooling for Students with Disabilities

   a. As soon as~~at~~ 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 (FAPE) 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. The district provides an annual written notice that it stands ready to provide ~~a free appropriate public education~~FAPE 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~~FAPE 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 re-evaluated 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 without disabilities, 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.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBB
Adopted: 3/14/22
Readopted: 8/14/23
Orig. Code(s): IGBB

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA- Talented and Gifted Students - Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law.

The district shall submit such plan to the Oregon Department of Education (ODE) as directed, and annually notify ODE of the name and contact information of the district's TAG coordinator.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music, or art.

Complaints regarding programs and/or services can be filed in accordance with Board ~~policy~~ administrative regulation KL-AR(1) - Public Complaints, beginning at ~~(~~Step 2~~)~~. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.407 - 343.413

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBBA
Adopted: 3/06/17
Readopted: 10/24/23
Orig. Code(s): IGBBA

Talented and Gifted Students - Identification**

In order to serve talented and gifted ("TAG") students in grades K-12, the district directs the superintendent or the superintendent's designee, ~~(~~after due consideration of the input of staff, parents, and the community~~)~~, to establish an identification process.

The process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

    a. Students who are racially/ethnically diverse;
    b. Students experiencing disability;
    c. Students who are culturally and/or linguistically diverse;
    d. Students experiencing poverty; and
    e. Students experiencing high mobility.

4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

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

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

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

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

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints.

After exhausting the district's appeal procedure and receiving the district's~~a~~ final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-~~00~~2075-0001 – 581-~~00~~2075-~~00~~230045. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBC
Adopted: 9/11/17
Readopted: 10/09/17
Orig. Code(s): IGBC

Title IA/Parental and Family Involvement**

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the district's parental and family engagement policy, Title IA district and schools~~schools~~ plans and the school-parent compacts.

Parental and Family Engagement Policy

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

1. Involvement of parents and family members in the joint development of the district's overall Title IA 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~~parental~~ and family engagement strategies with appropriate programs as provided by law.~~;~~

5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.~~;~~

6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.~~;~~

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.~~;~~

8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The~~This~~ district's Title IA plan shall ensure that all children receive a high-quality education and to close the achievement gaps~~gabs~~ 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~~school~~, parents, family and the community, and that promotes~~promote~~ the improvement of student achievement.

The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.

2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

3. How the district will use effective parental involvement practices.

4. The poverty criteria to select school attendance areas for participation.

5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).

6. The services provided to ~~homeless~~ children and youth experiencing houselessness.

7. Effective parent and family engagement strategies used by the district.

8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.

9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.

10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.

11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.

13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.

2. Involves parents and family members in the planning, review and improvement of programs under Title IA.

3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's~~state's~~ academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.

4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

6. Shall, to the extent feasible and appropriate, 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 ~~in a~~ language the parents can understand.

8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.

9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.

10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).

11. May train and support parents to enhance the involvement of other parents.

12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.

14. May develop appropriate roles for community-based organizations and businesses in parent~~parental~~ involvement activities.

15. May adopt and implement model approaches to improving parental involvement.

16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's ~~student~~ 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 experiencing houselessness and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

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

END OF POLICY

Legal Reference(s):

ORS 343.650 ORS 343.660 OAR 581-037-0005 to -0025

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

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBG
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGBG

Homebound Instruction

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

It shall be the responsibility of the director of ~~special education~~alternative education to develop and implement procedures to provide alternative educational services to students temporarily disabled or for other medical reasons unable to attend school.

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

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
OAR 581-021-0071
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2505

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHA
Adopted: 3/06/17
Readopted: 3/14/22
Orig. Code(s): 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) 581-022-2505~~1350~~. The superintendent will develop administrative regulations as necessary to evaluate the district's alternative education programs.~~implement this requirement.~~

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

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student's educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The 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. When contracting with a private alternative education program, the district's contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.485 ORS 332.072 ORS 336.014

ORS 336.175 ORS 336.615 - 336.665 ORS 339.030 ORS 339.250	OAR 581-021-0045 OAR 581-021-0065 OAR 581-021-0070 OAR 581-021-0071 OAR 581-022-2320	OAR 581-022-2505 OAR 581-023-0006 OAR 581-023-0008

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHA-AR(1)
Adopted: 3/06/17
Readopted: 3/14/22
Orig. Code(s): IGBHA-AR(1)

Evaluation of Alternative Education Programs

(For use by the alternative education program coordinator)

Date: _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505~~1350~~, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the Klamath Falls City Schools' district office at 1336 Avalon Street, Klamath Falls, OR 97603-4423, no later than the date specified in the memorandum of understanding/~~C~~contract. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

1. Have criminal records checks requirements been met?

* Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

Curriculum

1. Are students receiving instruction in the state academic content standards and earning~~to earn~~ 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.

2. Are Oregon statewide assessments administered and the results reported annually to students, parents and the district?

* Attach copy of summary report and sample of information reported to student, parents and the district.

3. Are students receiving, at least annually, a report of academic progress?

* Attach copy of report used.

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? (Program does not discriminate based on age, disability, national origin, sexual orientation, gender identity, 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 ODE?

* Attach copy of the approval ~~form~~ from ODE (including the institution 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, healthy and safe schools plan, radon testing plan, such as staff/student handbooks, in-service agenda, plans, 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 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~~district~~ 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 or designee _____ Dated _____

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

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHA-AR(2)
Revised/Reviewed: 3/06/17
Orig. Code(s): IGBHA-AR(2)

Evaluation of Alternative Education Programs - District Summary

(for district use only)

The district's alternative education program(s) evaluator should complete the following and file with materials submitted by the alternative education 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 (Private alternative education programs only)

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

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Advertising

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

_____

District Evaluator Signature Date

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHB
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGBHB

Establishment of Alternative Education Programs

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

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;

2. For students who have not met or who have exceeded all of Oregon's academic content standards;

3. When necessary to meet a student's educational needs and interests;

4. To assist students in achieving district and state academic content standards;

5. When a public or private alternative education program is not readily available or accessible.

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

The examples~~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~~Career Technical Education;

10. Cooperative work experience and/or supervised work experience in accordance with the student's educational goals;

11. Instructional activities provided by institutions accredited by the Northwest ~~Accreditation~~ Commission on Colleges and Universities;

12. Supervised community service activities performed as part of the instructional program; ~~and~~

13. Supervised independent study in accordance with a student's educational goals; and

14. The district's Expanded Options Program.

The superintendent will develop 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

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHB-AR
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGBHB-AR

Establishment of Alternative Education Programs

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

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests~~,~~ and assist students int~~o~~ achieving the academic content standards of the district and the state.

Proposals for alternative education programs shall include the following:

1. Goals;

2. Criteria for enrollment;

3. Proposed budget;

4. Staffing;

5. Location;

6. Assurance of nondiscrimination.

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

The superintendent or ~~his/her~~ designee will establish an evaluation committee to review proposals based on district criteria. The committee shall provide a written report to the superintendent ~~or his/her~~ designee by February 1 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 April 15. The superintendent will provide notification of the Board's final decision.

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHC
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGBHC

Alternative Education Notification**

General notification of the alternative education program law and ~~,~~ the availability of existing ~~programs and the procedures to request the establishment of new~~ alternative education programs, shall be included~~contained~~ in the student/parent handbook and distributed each year and published on the district's website.

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.~~;~~

A written~~Individual~~ 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~~Notification~~ shall include, but is not limited to:

1. The student's action which is the basis for consideration of alternative education;

2. A list of the alternative education programs for this student;

3. The program recommendations for the student based on~~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):

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

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHC-AR
Revised/Reviewed: 3/06/17
Orig. Code(s): IGBHC-AR

Alternative Education Notification

DATE: _____

TO: Parent of _____

FROM: _____

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~~Procedures~~ for enrolling your student in the recommended program are as follows:

_____
_____
_____
_____

_____
Director of Alternative Education Date

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHD
Adopted: 3/06/17
Readopted: 7/10/23
Orig. Code(s): IGBHD

Program Exemptions**

The district may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the teacher or principal.

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

Legal Reference(s):

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

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGBHE
Adopted:

Expanded Options Program**

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

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 an 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 student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;

2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;

4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and

6. District timelines affecting student eligibility and duplicate course determinations.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school 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 or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

PROPOSED

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 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 superintendent.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction[1] if compliance with the EOP would adversely impact the finances of the district **or** if all conditions identified in ORS 340.083(1)(b)[2] exist.

PROPOSED

[1] Oregon Department of Education

[2] The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian 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.

PROPOSED

2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
   a. All at-risk students who are eligible students to participate in the programs;
   b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
   c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 - 336.665
ORS Chapter 340

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Corrected 3/09/26

PROPOSED

Klamath Falls City Schools

Code: IGBHE-AR(1)
Revised/Reviewed:

Annual Expanded Options Program Notification

Klamath Falls City Schools
1336 Avalon Street
Klamath Falls, OR 97603
Phone: 541-883-4700

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 the student 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 an 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 first enrolled, they 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 is taking a post-secondary course, they 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

Corrected 3/09/26

PROPOSED

Klamath Falls City Schools

Code: IGBHE-AR(2)
Revised/Reviewed:

Expanded Options Program Checklist

Each school year, the district will ensure that the following protocol is followed:

☐ Review and make any updates to the letter that each high school principal will send at the end of the year by _____.
(Date)

☐ Review and enter into any agreements with eligible institutions by _____.
(Date)

☐ Compile list of all resident students who have dropped out and eligible for EOP and confirm their last known address by _____.
(Date)

☐ Send notification letter to all "eligible students," and to students who have dropped out at their last known address by _____, but no later than February 15th.
(Date)

☐ Review all student notifications submitted before May 15th.

☐ Review all notices of acceptance from post-secondary institutions sent to district.

Confirm the following by _____:
(Date)

1. Whether student is "eligible" ☐ Yes ☐ No
2. Whether post-secondary institution is "eligible" ☐ Yes ☐ No
3. Whether post-secondary course is "eligible" ☐ Yes ☐ No
4. Whether post-secondary institution has accepted the student ☐ Yes ☐ No

(Must be all "yes" to proceed. If not, student may initiate appeal process.)

☐ Confirm that district has agreement with post-secondary institution for each accepted student

(If no agreement on file, enter into agreement with post-secondary institution immediately. If agreement on file, proceed to next step.)

☐ Schedule meeting with student's advisory support team

☐ Confirm that advisory support team met with student

Klamath Falls City Schools

Code: IGBI
Adopted: 10/09/17
Readopted: 3/14/22
Orig. Code(s): 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 and other educational activities.

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

END OF POLICY

Legal Reference(s):

ORS 336.079 OAR 581-021-0046 OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGCA
Adopted: 9/11/17
Readopted: 10/09/17
Orig. Code(s): 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: been in grades 9 through 12 for more than a total of four school years; and satisfied the requirements for a high school diploma as provided by law.

The Post-Graduate Scholar program may allow post-graduate scholars to: 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; 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 in the district; and 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.

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 community college academic advisors and 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 80 percent; and

2. Increasing the percent of students from the district attending a postsecondary education institute.

The district will monitor program information at the end of each grading term and measure results at the end of each year. These results will be presented to the Board.

The district approves courses that are part of a certification program or will meet diploma requirements.

Other District Requirements

The district will enter 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 a modified diploma, 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 postgraduate 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

DELETE

Legal Reference(s):

ORS 327.006 - 327.133
ORS 329.451
ORS 332.405
ORS 339.250
OAR 581-021-0576 – 0579

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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDA
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGDA

Student Organizations

Student organizations will be encouraged when they meet the criteria of contributing to learning. Such organizations will operate within the framework of the law, Board policy, administrative ~~rules~~ regulations and the parameters of the learning program. When such organizations contribute to the learning environment, their establishment and operation will be facilitated by district staff and through the use of district resources.

The district may also support student organizations which are not directly curriculum related.

The principal will develop general guidelines for student organizations consistent with district policies and procedures. Among other provisions, such guidelines will require the assignment of at least one ~~faculty~~ staff advisor to each student organization.

Voluntary student-organized clubs not directly related to the instructional program may meet on school premises during non-instructional time pursuant to the provisions of the Equal Access Act and to the terms of this policy. If the content of such a club's meetings is religious in nature, school staff may attend only in a non-participatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

Equal Access

Voluntary student groups not directly related to the instructional program may meet in the school building during non-instructional time under the following conditions:

1. The meeting is voluntary and student initiated;

2. No outside school person can be in regular attendance, control or direct activities of the organization; and that person must schedule ~~his/her~~their appearance in the building with the principal;

3. Student groups must request the use of a specific classroom on ~~a~~the district's Building Use Request ~~F~~form.

Student groups, with the specific approval of the principal, may use bulletin boards or the daily bulletin for announcements regarding specific youth groups.

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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDA-AR
Revised/Reviewed:

Student Organizations

(Are there any established district guidelines or school rules on use of district-sponsored social media by groups for announcements/communications?)

All members of the school community including staff, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of district facilities that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district property before or after the regular student school day under the following conditions:

1. The meeting shall be scheduled in advance following Board policy KG - Community Use of District Facilities;

2. All meetings must be approved by the principal or designee;

3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the requirements of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;

2. The meeting shall not incite hazard to person or property;

3. No group which encourages or advocates the violation of federal laws, state laws or school rules shall be granted use of district facilities;

4. No speaker who encourages or advocates breaking the law shall be invited to speak.

If a crowd is anticipated, a crowd control plan shall be filed in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;

2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum related or voluntary student-initiated clubs that are not curriculum related.

PROPOSED

"Curriculum-related" student organizations must meet one of the following:

1. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;
2. Group's subject matter concerns the body of courses as a whole; or
3. Participation in the group is required for a particular course or results in academic credit.

"Voluntary student-initiated clubs" must:

1. Be voluntary and student initiated;
2. Not be sponsored by the school, the government or its agents or employees;
3. Not materially and substantially interfere with the orderly conduct of educational activities within the school;
4. Not be directed, controlled, conducted or regularly attended by "nonschool" persons.

Definitions

1. "Non-instructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;
2. "Sponsorship" means an act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for **custodial** purposes does not constitute sponsorship of the meeting.

The Equal Access Act preserves the authority of the school, its agents and employees to maintain order and discipline on district premises, to protect the well-being of students and staff and to assure that their attendance at meetings is voluntary.

Schools may prohibit meetings which would materially and substantially interfere with the orderly conduct of educational activities within the school.

In a "limited open forum" situation, schools may not deny equal access of fair opportunity to, or discriminate against student-initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the school may not influence the form of any religious activity.

Added 3/09/26

PROPOSED

Klamath Falls City Schools

Code: IGDB
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGDB

Student Publications

(Grades K-8 only)

District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Staff advisors will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative 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 to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities, or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific rules setting forth the time, manner and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution rules will be granted procedural due process rights.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
ORS 339.880
OAR 581-021-0050
OAR 581-021-0055

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDB-AR
Revised/Reviewed:

Student Publications

(Grades K-8 Only)

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

1. School sponsored (i.e., 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.

Appeals

Modifications or removal of items may be appealed in writing to the principal. The principal 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 principal. The principal will issue a decision within three school days of the conclusion of the meeting.

An appeal of the principal's decision may be submitted in writing to the superintendent within three school days of receipt of the principal's decision. The superintendent will review the decision and at the superintendent's discretion, may call a meeting and include the parties involved. At the superintendent's discretion, the district's legal counsel may also attend a meeting. The superintendent shall make a decision within three school days of the completed review or within three school days of a meeting, whichever occurs first. The superintendent's decision shall be final and binding on all parties.

Added 3/09/26

PROPOSED

Klamath Falls City Schools

Code: IGDF
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGDF

Student Fund-Raising Activities

Students may carry out fund-raising activities in which no outside fund-raising agency or contract utilized, with permission of the principal and under the direct supervision of the appropriate adviser. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval from the superintendent or designee.

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

A student or staff member may not solicit funds in the name of a school in the district or in the name of the district through the use of internet-based or crowd-funding types of fund raising, without the approval of the superintendent or designee.

~~Fund-raising guidelines will be established by the superintendent or his/her designee.~~

Fund-raising projects involving the sale of products must also be approved by the activity sponsor, if assigned, and by the principal, before the activity is initiated. Solicitation of cash donations is expressly prohibited without the superintendent's approval.

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).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDF-AR
Revised/Reviewed: 3/06/17
Orig. Code(s): IGDF-AR

Student Fund-Raising Activity Request and Verification

Please fill out all sections and return to the principal or designee 30 days prior to initiating the fund-raising activity.

Date: _____

Name of individual, group or activity making this fund-raising activity request: _____

_____

Reason for the fund raiser (please be specific): _____

_____

Description of fund raiser[1] (i.e., what is the product, when will it be sold, where will it be sold, who will it be sold to, etc.): _____

_____

Start and end dates for the fund raiser: _____

Anticipated revenue: _____

If this is a joint fund raiser, write down the name(s) of the partner(s): _____

_____

_____ _____
Signature of Individual Signature - Representative of Organization

☐ Approved – Date: _____
☐ Not Approved – Date: _____

Reason for Denial: _____

_____

_____ _____
Signature of Principal or Designee Date

_____ _____
Signature of Superintendent Date

[1] 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. (ORS 336.423)

Klamath Falls City Schools

Student Fund-Raising Activity Verification Form

Date: _____

To Whom it May Concern:

The Klamath Falls City Schools District does hereby authorize:

_____
(Name of Individual or Group Receiving Authorization)

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

for the purpose of raising funds for _____,
(Funds to be Used for)

from (dates) _____ to _____.

_____ _____
Signature of Person Authorizing Sales Date

_____ _____
Signature of Fund-Raising Coordinator Date

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

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDG
Adopted: 10/11/93
Readopted: 10/09/06; 3/06/17
Orig. Code(s): IGDG

Student Activity Funds

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

Student activity fund monies shall be collected and expended for the purpose of supporting the school's cocurricular/extracurricular activities program.

Cocurricular/Extracurricular~~extracurricular~~ activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups or in large groups ~~—~~, at school events, public events or combination of these ~~—~~, for motivation, enjoyment and/or improvement of skills.

The principal and the person in charge of the student activities program shall be responsible for administration of the building's student activity funds in compliance with district fiscal policies and procedures.

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 funds.

All student activity funds will~~fund monies shall~~ be receipted and deposited into a checking account administered by the business office and using acceptable accounting procedures. All activity accounts will be audited.

All expenditures from the general account of student activity funds shall be expended to benefit the student body as a whole and must also be approved by the school-recognized student government organization and its adviser, if such organization exists.

All expenditures from a specific account of student activity funds related to other school-recognized student groups shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures must be approved by the members of that organization and their staff adviser.

The student activity fund expenditures must be approved by the building principal.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565 ORS 328.441 to -328.470 OAR 581-022-2260(2)

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDJ
Adopted: 3/14/22
Revised/Readopted: 8/14/23
Orig. Code(s): IGDJ

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's ~~high school~~ activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules~~,~~ and regulations of the district and any associated voluntary organization[2]. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:

    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.~~;~~

2. Maintains a transparent complaint process that:~~;~~

    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.~~;~~

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

[2] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program[3] that reside in the district, and students who reside in the district and attend~~attending~~ a public charter school which~~that~~ does not provide interscholastic activities ~~that reside in the district~~, the opportunity 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, advisors and coaches are each responsible for ensuring student participants meet all district eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations, e.g., recruitment of student athletes, or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations ~~will~~may be required to remunerate the district in the event fines are assessed 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.

[3] "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 - 339.460

OAR 581-015-2255
OAR 581-021-0045 – 0049
OAR 581-022-2308(2)
OAR 581-026-0005

OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Corrected 3/09/26

Klamath Falls City Schools

Code: IGDK
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IGDK

Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

The district ~~may~~ does not sponsor, endorse or financially contribute to outside-sponsored study and athletic tours/trips/competitions available to students ~~with the approval of the Board~~.

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance~~auspice~~ and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise monies for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using~~not permitted to use~~ their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. ~~without approval of the superintendent. Summer or other holiday travel must meet the criteria for travel services for students as outlined in policy KI – Public Solicitation in District Facilities. School s~~Staff will not advise parents regarding selection of such trips or tours for their children. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their children.~~sons and daughters.~~ Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS 332.107
ORS 339.880
OAR 581-021-0045

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985).

Corrected 3/09/26

Klamath Falls City Schools

Code: IHB
Adopted:

Class Size

The Board directs the superintendent to determine class size guidelines for the district consistent with the district's instructional program.

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).

Added 3/09/26

PROPOSED

Klamath Falls City Schools

Code: IHGA
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IHGA

Alternative Instructional Programs

(See IGBHB)

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. Others approved by the Board.

END OF POLICY

Legal Reference(s):

ORS 329.860
ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 336.800
ORS 339.141 to -339.147

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 581-023-0006
OAR 581-023-0008

Corrected 3/09/26

Klamath Falls City Schools

Code: IIA
Adopted: 11/08/93
Readopted: 10/09/06; 8/09/10; 11/20/14; 3/06/17; 3/14/22
Orig. Code(s): IIA

Instructional Resources/Instructional Materials
(Version 1)

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 regulations 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 resources and materials will be free of racial, color national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will 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, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will 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.

END OF POLICY

Legal Reference(s):

ORS 174.100 ORS 332.107 ORS 336.035

ORS 336.082	ORS 337.511	OAR 581-021-0046
ORS 336.840	ORS 339.155	OAR 581-022-2310
ORS 337.120	ORS 659.850	OAR 581-022-2340
ORS 337.141		OAR 581-022-2350
ORS 337.150	OAR 581-011-0050 - 0117	OAR 581-022-2355
ORS 337.260	OAR 581-021-0045	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

DELETE

Klamath Falls City Schools

Code: IIA
Adopted:
Orig. Code(s): IIA

Instructional Materials**
(Version 2)

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term "instructional material" includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

"Core instructional material,"[1] sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such

[1] This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

"Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

"Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

"School library" means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

"Classroom library" means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience. All requests for

reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional and Library Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional and Library Materials.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional and Library Materials.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAR 581-011-0050 - 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 (2024).
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Added 5/11/26

PROPOSED

Klamath Falls City Schools

Code: IIA-AR
Adopted: 11/19/92
Readopted: 10/09/06; 8/09/10; 3/06/17
Orig. Code(s): IIA-AR

Instructional Materials Selection

(Version 1)

(See new policy and ARs)

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 or employee 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. 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 materials.
(2) 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) In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the questions may be referred to someone designated by the principal. If, after private counseling, the complainant desires to file a formal complaint, the principal will provide the complainant with a "Citizen's Request for Reconsideration of Educational Material" form.

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 nine members:

(a) One teacher designed annually by the superintendent;
(b) One media specialist designated annually by the superintendent;
(c) One member of the administrative staff as designated by the superintendent;
(d) Five members from the community appointed annually by the superintendent;
(e) One student selected annually by the student council.

(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 designed 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 spokesperson 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 or designee 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 _____ Producer (if known) _____

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, call the superintendent's office at _____

Signature _____ Date _____

References:

DELETE

Klamath Falls City Schools

Code: IIA-AR(1)
Revised/Reviewed:
Orig. Code(s): IIA-AR

Instructional Materials
(Version 2)

Core Instructional Materials[1]

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use. [2]The meetings of a selection committee for core instructional materials will follow Public Meetings Law.

Supplemental Instructional Materials[3]

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

[1] "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

[2] Depending on the structure of the committee and who the committee reports to, Public Meetings Law may apply to the committee meetings.

[3] "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.

2. Recommendations for selection may be solicited from staff and may include students.

3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials

1. When making decisions on selection or retention of materials for the school library[4] or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels. The librarian or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

2. Recommendations for selection may be solicited from staff and students.

3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials[5]

1. When selecting or retaining materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. The teacher or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against

[4] "School library" means any collection of library materials (as defined in policy), made available to students at school, either at a central location of the school, at a common area for one or more grades of school, or through an online remove education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

[5] "Classroom library" means any collection of library materials (as defined in policy) made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

2. Donated materials will be evaluated and may be accepted or rejected by the teacher.

3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

Added 5/11/26

PROPOSED

Klamath Falls City Schools

Code: IIA-AR(2)
Revised/Reviewed:

Reconsideration of Core Instructional Materials

The Board, a staff member of the district or a parent or guardian of a student of a school of the district may raise concern about core instructional materials[1] used in the district's educational program. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

    a. Concerns about core instructional materials should be submitted to the principal. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the principal.
    b. Any concern made to the principal about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
    c. The principal will arrange to meet with the person(s) with the concern and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.

        (1) The principal initially receiving a concern will explain to the person the district's selection procedure.
        (2) The principal initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

    d. The principal will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

[1] "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

2. Request for Reconsideration

a. A staff member of the district or a parent or guardian of a student of a school of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
b. Only requests for reconsideration from the Board, committee or administrator responsible for the adoption of textbooks or instructional materials, a staff member of the district or a parent or guardian of a student of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request, and must be submitted to the superintendent. All school offices will make forms available.
c. Upon receipt of a written request for reconsideration, the superintendent or designee will appoint a reconsideration committee.
d. The reconsideration committee will be made up of at least five members which may include:

(1) Teacher(s) designated annually by the superintendent or designee;
(2) An administrator designated annually by the superintendent or designee;
(3) Two members from the community appointed annually by the Board.

The reconsideration committee may include other designated district personnel in discussions about complaints which relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified.

e. The use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Procedures for the Reconsideration Committee

a. The procedures for the reconsideration committee are as follows:

(1) Select a chair and a secretary;
(2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; adhering to established policies, procedures and guidelines; and preparing and representing the recommendations to the superintendent;
(3) Establish a calendar for review of the material;
(4) Review copies of the request for reconsideration;
(5) Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;
(6) Review copies of material being reconsidered, as available;
(7) Consider the material's suitability in the context of the original use and the context in which the request for reconsideration was made;

(8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:

(a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
(b) The material's level of difficulty; and
(c) The age group(s) with which it was used.

b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.

c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.

d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.

e. Review and discuss possible options for decision, including:

(1) Continued use of the material as used, with no restrictions;
(2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
(3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

f. Procedures for voting:

(1) A quorum[2] will be present to act upon any business to come before the committee.
(2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).

[2] A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

(3) Only votes of the members present at the time of the vote will be recorded[3].
(4) A vote in the affirmative from a majority of those present is required for a motion to pass.

The committee's recommendation will be issued within 45 days of receipt of the request by the district.

The written recommendation and its justification[4] from the committee will be forwarded by the superintendent or designee to the person who requested the reconsideration and to the Board within five days of the recommendation.

4. Board Review

The Board will review the committee's recommendation and make a final decision at a Board meeting within 30 days of receipt of the committee's recommendation. The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any, and a written explanation of the decision. The district will provide a copy of the Board's decision to the person who requested the reconsideration, and it will be made available to the public. The committee's recommendation and explanation will be made available to the public prior to any removal.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least two calendar years following issuance of a decision on said material.

Corrected/Added 5/11/26

[3] Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

[4] Includes an explanation supporting the recommendation.

Klamath Falls City Schools

Code: IIA-AR(3)
Revised/Reviewed:

Reconsideration of Supplemental Instructional and Library Materials

A staff member of the district or a parent or guardian of a student of a school of their district may raise concern about supplemental instructional materials[1] or library materials[2] in a school or classroom library used in the district's educational program. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

1. Concern

    a. Any concern made regarding supplemental instructional or library materials by any staff member, student or their parent or guardian will be made known to the principal.
    b. The principal will arrange to meet with the person(s) with the concern and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.

        The principal or staff member will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
    c. The principal will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

    a. A staff member of the district or parent or guardian of a student of a school of the district wishing to file a request for reconsideration of supplemental instructional or library materials must complete Step 1 above prior to filing a request for reconsideration.

[1] "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

[2] "Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" do not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.

c. Upon receipt of a written reconsideration request, the principal will appoint a reconsideration committee.

d. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.

e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Reconsideration Committee

a. The reconsideration committee shall be established by the superintendent or designee of not less than three members which may be composed of any of the following:

(1) A school employee;
(2) A librarian;
(3) An administrator; or
(4) A community member.

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.

Committee members directly associated with the selection of the material under reconsideration will be excused from the committee. The principal may appoint a replacement for the excused committee member, but such replacement will be of the same general qualifications as the person excused.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified.

4. Procedures for the Reconsideration Committee

a. Designate a committee member to keep minutes of the committee.
b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
c. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
d. Be responsible for documenting all proceedings; adhering to established policies, procedures and guidelines; and preparing and presenting the recommendations to the principal.
e. Establish a calendar for review of the material.
f. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:

(1) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
(2) The alignment of the material with the standards and curriculum;
(3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
(4) The suitability of the material for the students it was used with; and
(5) Professional review sources for the title/material, when available.

g. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.

h. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.

i. Review and discuss possible options for decision, including:

(1) Continued use of the material as used, with no restrictions;
(2) Restricted or modified use of the material in terms of subject area, grade level, districtwide, related to the specific request;
(3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

j. Procedures for voting:

(1) A quorum[3] will be present to act upon any business to come before the committee.
(2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
(3) Only votes of the members present at the time of the vote will be recorded[4].

[3] A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee if four.

[4] Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

(4) A vote in the affirmative from a majority of those present is required for a motion to pass.

The recommendation from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The recommendation will be in writing and include the committee's justification. The recommendation will be provided to the involved parties, including the principal.

5. The committee's recommendation will be provided to the superintendent for a final decision of the district. All materials from the reconsideration committee meetings will be made available to the superintendent. The superintendent or designee will issue a written decision to the involved parties within 30 days of receipt of the committee's recommendation. The final decision of the superintendent is final.

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

Corrected 5/07/26; Corrected/Added 5/11/26

PROPOSED

Klamath Falls City Schools

Code: IIA-AR(4)
Revised/Reviewed:
Orig. Code(s): IIA-AR

Request for Reconsideration of Instructional or Library Materials Form

(Submit to Principal)

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2) - Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3) - Reconsideration of Supplemental Instructional or Library Materials

People who wish to file a request for reconsideration of supplemental and/or school or classroom library materials must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: Click or tap here to enter text._____ Phone: Click or tap here to enter text._

Address: Click or tap here to enter text._____ City/Zip: Click or tap here to enter text._____

Email: Click or tap here to enter text._____

Book or other material:

Title: Click or tap here to enter text._____ Author: Click or tap here to enter text._____

Publisher: Click or tap here to enter text._____ Publication Date: Click or tap here to enter text._____

Type of material: ☐ Article ☐ Audio recording ☐ Book ☐ Textbook ☐ Video ☐ Website
☐ Other: Click or tap here to enter text._____

Producer/Source (if known): Click or tap here to enter text._____

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff? ☐ Yes ☐ No

   If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

   If yes, on what date? Click or tap here to enter text._____

Please provide a summary of the conversation: Click or tap here to enter text.

What is the name of the staff member(s)? Click or tap here to enter text.

2. Did you review the entire material? ☐ Yes ☐ No

   If not, what sections did you review? Click or tap here to enter text.

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

   Click or tap here to enter text.

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

   Click or tap here to enter text.

5. What material do you recommend in its place which would provide information on the subject?

   Click or tap here to enter text.

6. What action are you requesting the reconsideration committee consider?

   Click or tap here to enter text.

7. Do you wish to provide oral or written testimony to the reconsideration committee?
   ☐ Yes, oral testimony ☐ Yes, written testimony ☐ No

   If yes, please call the principal's office.

Signature — Click or tap here to enter text. Date

Received by principal: — Click or tap here to enter text. Date

References:

Klamath Falls City Schools

Code: IIABB
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IIABB

Use of Feature Films~~/~~, Videos and Other Media**

The Board recognizes the showing of commercially produced and rated feature films and videos, or other media may have a legitimate purpose in a school's educational program. Since the content of these feature films, videos or other media are customarily ~~is~~ designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of ~~a~~ particular films, videos and other media ~~film is~~are consistent with the educational values espoused by the district.

The Board directs administrative regulations be developed to accomplish this objective, including the provision that parents or guardians have the opportunity to preview a recording when practicably possible and that parents or guardians must give prior consent before their student views a film rated G, PG, PG-13 or R as outlined in IIABB-AR – Use of Feature Films, Videos and Other Media. All films, ~~or~~ videos and other media shall be age appropriate.

All copyright laws must be followed.

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

Clips from any feature films and follow the guidelines in policy...*complete language to align with policy/AR*

No feature film will be shown in its entirety.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 5/11/26

Klamath Falls City Schools

Code: IIABB-AR
Adopted: 12/17/14
Readopted: 3/06/17
Revised/Reviewed:
Orig. Code(s): IIABB-AR

Use of Feature Films~~/~~, Videos and Other Media~~in the School~~**

Prior to showing ~~a~~ feature films, videos and other media~~film/video~~ in a school, the instructor must seek the written approval of the principal. At least seven days prior to the showing, the instructor shall submit to the principal, in writing, the following information on the particular films, videos or other media:~~film:~~

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 will be notified, ~~or~~ and if necessary, ~~grant consent~~give permission;
6. Audience rating (G, PG, PG-13, R).

Kindergarten – Grade 5

Films~~/~~ or videos rated G or PG may be shown as part of the K-5 school program. PG films at grades K-5 may be shown with the approval of the principal and ~~the~~ permission from a parent ~~giving consent~~ for ~~his/her~~their student to view the ~~film~~recording. A parent may have the opportunity to preview the film when possible. A clip should not be longer than 20 minutes in duration..

Parent notification letters and ~~parental~~ consent ~~letters~~ forms will be written by the teacher and forwarded to parents at least five days prior to the date of showing and summarize the following information:

1. Title and brief description;
2. Purpose of the showing;
3. Proposed date of showing;
4. Audience rating (PG).

Grades 6-8

Films~~/~~ or videos rated G, PG or PG-13, and other media may be shown as part of the grade 6-8 school program. ~~At~~ In grades 6-8 the showing of all feature films~~/~~ and videos with a PG rating requires principal approval and parent notification. PG-13 films and other media may be shown with the approval of the

Commented [LF1]: Add this as an overall guideline or be sure to add it to each section of grade level guidelines

Commented [LF2R1]: Does not need to be part of the parent permission requirement; just teacher directive

principal and the parent giving consent for ~~his/her~~their student to view the film. A parent may have the opportunity to preview the film when possible.

Parents may be notified at the beginning of the term/semester in writing by the teacher with a list of feature films, ~~and~~ videos and other media to be shown during the term/semester or notified at least five days prior to each individual showing of a feature film, ~~or~~ video or other media with the approximate date of showing, purpose and audience rating, ~~(~~e.g. PG~~)~~, if available.

Parent consent letters for PG-13 rated feature films~~/~~ and videos or other media will be written by the teacher and forwarded to parents at least five days prior to the showing and will summarize the following:

1. Title and brief description;
2. Purpose of the showing;
3. Proposed date of showing; and
4. Audience rating (PG-13) or other media.

Grades 9-12

~~At~~ In grades 9-12 the showing of all feature films and videos with a PG-13 rating or other media requires principal approval and parent notification. R-rated films may be shown with the approval of the principal and ~~the~~ permission from a parent ~~giving consent~~ for ~~his/her~~their student to view the ~~film~~recording. A parent may have the opportunity to preview the film when possible.

Parents may be notified at the beginning of the term/semester in writing by the teacher with a list of feature films and videos or other media to be shown during the term/semester or notified at least five days prior to each individual showing of ~~a feature film or video~~same with the approximate date of showing, purpose and audience rating, ~~(~~e.g. PG-13~~)~~, if available.

Parent consent letters for R-rated feature films~~/~~ and videos will be written by the teacher and forwarded to parents at least five days prior to the showing and will summarize the following:

1. Title and brief description;
2. Purpose of the showing;
3. Proposed date of showing; and
4. Audience rating (R).

Edited, unrated or foreign films~~/~~ and videos will be shown with the approval of the building administrator.

No student shall be required to participate in the viewing of a feature film~~/~~ or video or other media. A written objection by parents will excuse the student with no disciplinary consequences.

Instructors are required to preview all ~~feature~~ films, ~~/~~videos and other media before showing to students.

Feature Film~~/~~, Video and Other Media Presentation Approval

Date of request: _____ Date of presentation: _____

Teacher:_____ Course or grade: _____

Film/Video Title: _____

Audience Rating: ☐ G ☐ PG ☐ PG-13 ☐ R ☐ Other media

Brief description of ~~video/film~~recording:

Purpose for presentation:

Course objectives supported by presentation:

When and how will parents be notified (notification, prior consent)?

Showing the above film/video is: ☐ Approved ☐ Refused

_____ _____

Principal's Signature Date

Corrected 5/11/26

Klamath Falls City Schools

Code: IIAD
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IIAD

Special Interest Materials

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

Printed materials from nonschool 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 nonschool materials to the homes without the superintendent's approval.

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

Corrected 5/11/26

Klamath Falls City Schools

Code: IIBG
Adopted: 11/08/93
Readopted: 10/09/06; 3/06/17
Orig. Code(s): IIBG

Computer Technology

In addition to instructional materials and audiovisual materials, in increasing field of technological aids and equipment are becoming integral parts of the districts' instructional programs. Computers, telecommunications equipment and laser technology all have a variety of applications across the curricula.

To ensure that both staff and students have access to appropriate and up-to-date technology, the Board may create and/or appoint a computer/technology planning committee (the instructional materials planning committee may serve the same purpose if additional personnel are not available). Such a committee shall assess the technological needs of the instructional program, research and review materials and equipment and make recommendations to the Board and/or the superintendent.

Any such committee should develop training procedures and programs for both staff and students. Such programs should emphasize classroom applications of the specific technology(ies) and provide all staff and students with equal access to the materials/equipment. The committee should also monitor and evaluate the actual usage of all instructional technology.

In all its technological purchases, training programs and applications, the district should seek to further its basic instructional goals.

END OF POLICY

Legal Reference(s):

OAR 581-022-1030

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

Corrected 5/11/26

Klamath Falls City Schools

Code: IIBGA
Adopted: 3/06/17
Readopted: 5/10/21
Orig. Code(s): IIBGA

Electronic Communications System

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

The superintendent will establish administrative regulations for the use of the district's electronic communications~~communication~~ system includingcompliance 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, applications and other forms of direct electronic communications;

6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and

8. Installing measures designed to restrict minors' access to materials harmful to minors.

Administrative regulations developed shall ensure~~insure~~ compliance with privacy rights under applicable federal and state laws and regulations, including but notlimited 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 InsurancePortability and Accountability Act of 1996 (HIPPA).

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 EthicsCommission, copyright law and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications~~communication~~ system mayresult in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may ~~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 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C.§§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Corrected 5/11/26

Klamath Falls City Schools

Code: IIBGA-AR
Adopted: 3/06/17
Readopted: 5/10/21
Orig. Code(s): 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," has the meaning given such~~, as that~~ term ~~is defined~~ in Section 1460 of Title 18, United States Code;
   b. "Child pornography," has the meaning given such~~, as that~~ term ~~is defined~~ 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 othervisual 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~~;~~ and 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 enrolledin district schools.

5. "Inappropriate matter," as defined by the district, means material that is inconsistent with generalpublic education purposes, and the district's vision, mission and goals as determined by the district.[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

[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.~~

to studentinformation, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.

7. "District software" is defined by the district as any commercial or staff developed software acquired using districtresources.

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 electronic communications system including copies of district policyand 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 accessdistrict proprietary information, that ensures the protections of said information in accordance with board policy. The district will provide a system for obtaining prior written agreement from staff for the recovery of district propriety information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use of the personal electronic device is no longer authorized, to ensure verification that the information downloaded has been properly removed from personal electronic device; (See Staff User Agreement)~~.~~

~~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;~~ *(appears to have been added to #3 above)*

~~5.~~4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;

~~6.~~5. Use only properly licensed software, audio or video media purchased by the district or approved foruse 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 licenseagreements;

~~7.~~6. Install and use desktop and/or server virus detection and removal software;

~~8.~~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 ~~building~~ principal may disable the technology protection measures to enable access for bona fideresearch or other lawful purposes, as deemed appropriate;

~~9.~~8. Prohibit access by minors~~, as defined by CIPA and this regulation,~~ to inappropriate matter on the Internet and World Wide Web;

~~10.~~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, applications and other forms of direct electroniccommunication;

~~11.~~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, applications and in chat rooms;

~~12.~~11. Determine which users and sites, accessible as part of the district's electronic communications system, are most applicable to thecurricular needs of the district, and may restrict user access~~,~~ accordingly;

~~13.~~12. Determine which users will be provided access to the district's electronic communications~~e-mail~~ system;

~~14.~~13. Program its computers to display a message reinforcing key elements of the district's electronic communications system~~ElectronicCommunications System~~ policy and administrative regulation when accessed for use;

~~15.~~14. 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. The district may establish a retention schedule for the removal of e-mail;
d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
e. Information and data entered or stored on the district's computers and e-mail system may be subject to disclosure 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;
~~f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase;~~
~~g.~~f. Passwords used on the district electronic communications system will be changed at ~~90~~least annually;
~~h.~~g. Transmission of any communications or materials regarding political campaigns prohibited by ORS 260.432 is not allowed.

~~16.~~15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements willbe maintained on file in the school office;

~~17.~~16. Notify users of known copyright infringing activities and deny access to or remove the material.

Electronic Communications System Access

1. Access to the district's electronic communications system is authorized to:

   Board members, district employees, and 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. A volunteer or district contractor given access to network system will acknowledge a system user agreement.

2. Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is permitted when consistent with board policy and administrative regulations and when during the school day.

   Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations when used on school property and when on own time.

   District staff and Board members may use the district's electronic communications system, district-owned computers or devices including Internet and e-mail access for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

   Volunteers, ~~and~~ district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.

General Use Prohibitions and Guidelines/Etiquette

Operation of the district's electronic communications 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 prohibitionsand guidelines which require legal, ethical and efficient use of the district's system.

1. General Use Prohibitions

   The following conduct is strictly prohibited:

   a. Attempts to use the district's electronic communications 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 dataor 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 data usage quotas;
e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, 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, bullying, menacing, threatening, or a bias incident;
(5) Constitutes ~~constitutes~~ insulting or fightingwords, the very expression of which injures or harasses others, or which includes a symbol of hate;
(6) 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;
(7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civilliability, constituting or promoting discrimination, a criminal offense or otherwiseviolates 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 thesystem coordinator or teacher and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include 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 electronic communications system, unless authorizedby the system coordinator or teacher or when consistent with school or educational related activities and with prior parent approval when necessary;
i. Attempts to represent self on behalf of the district through ~~the~~ use of the district's name in external communication forums such as social media, chat rooms,without prior district authorization;

j. Attempts to use another individual's account name or password, failure to provide the districtwith individual passwords or to access restricted information, resources or networks to whichthe user has not been granted access.

2. Guidelines/Etiquette

System users will:

a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator;
c. Take pride in communications. Check spelling and grammar;
d. Respect the privacy of others. Do not read the mail or files of others without their permission;
e. Cite all quotes, references and sources;
~~f. Adhere to guidelines for managing and composing effective e-mail messages:~~

~~(1) One subject per message – avoid covering various issues in a single e-mail message;~~
~~(2) Use a descriptive heading;~~
~~(3) Be concise – keep message short and to the point;~~
~~(4) Write short sentences;~~
~~(5) Use bulleted lists to break up complicated text;~~
~~(6) Conclude message with actions required and target dates;~~
~~(7) Remove e-mail in accordance with established guidelines;~~
~~(8) Remember, there is no expectation of privacy when using e-mail. Others may read or access mail;~~
~~(9) Always sign messages;~~
~~(10) Always acknowledge receipt of a document or file.~~

~~g.~~f. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only~~.~~;
~~h.~~g. Communicate only with such users and/or sites as may be authorized by the district;
~~i.~~h. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
~~j.~~i. Report violations of the district's policy and administrative regulation or security problems tothe supervising teacher, system coordinator or administrator, as appropriate.

Complaints

The district's established complaint procedure in Board policy ~~may be used to process complaints or concerns of policy~~ KL - Public Complaints and accompanying administrative regulation may be used to process complaints or concerns about violations of policy and administrative regulations.

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 access to the district electronic communications system access up to and including permanentloss of privileges.
    b. Violations of law may 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 may 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 Rules (OAR)~~OAR~~ 584-020-0041.
    d. Violations of ORS 244.040 may be reported to Oregon Government Ethics Commission (OGEC).

3. Others

    a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspensionof system access up to and including permanent revocation of privileges.
    b. Violations of law may be reported to law enforcement officials or other agencies, asappropriate, 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 service and/or related charges incurred by any home usage of the district's electronic communications system.

2. Any disputes or problems resulting from phone services or internet provider services for home users of the district's electronic communications system arestrictly between the system user and their internet service provider and/or phone serviceprovider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's electronic communications 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. Users of the electronic communications system may, with system coordinator approval, order services or merchandise from other vendors that may be accessed through the district's electronic communications system. These vendors 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 vendor and the electronic communications system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the vendor. 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 vendors.

4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications 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 electronic communications system and any information or software contained therein.

Sample Parent Letter

*(Does the district have a different letter it uses?)*Identify the usage agreement and insert from the district

Dear Parents:

Your student needs your permission to use the district's electronic communications system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronicinformation systems/networks.

With this educational opportunity also comes responsibility. Inappropriate system use may result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications 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 theremay 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 is an agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation. The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under General Use Prohibitions and Guidelines/Etiquette and student-related rules under Violations and Consequences.

Please review the district's Electronic Communications policy and administrative regulation, and the provisions therein, carefully with your student and return the attached agreement form to theschool office indicating your permission for your student to use the district's electronic communications system.

Sincerely,

System Coordinator/Administrator

Student Agreement for an Electronic Communications System Account

Commented [LF1]: Identify if other is available and align

Student agreement must be renewed each academic year.

Student Section

Student Name _____ Grade _____

School _____

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may 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 _____

.....

Parent/Guardian

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and the 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.

Signature of Parent/Guardian _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Email Address_____

Agreement for an Electronic Communications System Account
(Nonschool System User)

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/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 _____ Date _____

Home Address _____

Home Phone Number _____ Cell Number _____

Email Address _____ Date of Birth _____

Parent/Guardian (Required if nonschool-system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child'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 child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent/Guardian _____ Date _____

Email Address _____ Home Address _____

Home Phone Number _____ Cell Number _____

Agreement for an Electronic Communications System Account

(Staff System User)

Does this live elsewhere? Does the existing align to this?

I have received notice of, read and agree to abide by the provisions in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/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, or accessed through 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 ensure that the PED 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 _____ Date _____

Email Address _____

~~Home~~ Phone Number _____ Cell Number _____

Klamath Falls City Schools

Code: IIBGB
Adopted: 3/06/17
Readopted: 3/14/22
Orig. Code(s): IIBGB

Web Pages

The district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All web pages must comply with this policy and administrative regulation IIBGB-AR(1) - Web Page Guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet~~internet~~ privileges and/or referral to law enforcement, if appropriate.

District Website

The district's website 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 website should be directed to the webmaster. District administrators may publish web pages as part of the district's website. 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 and will be appropriately built within the confines of the district website.

The district will not approve or link to outside sites. Additionally, outside sites created for students, classrooms, et. al. will not be used for those purposes.

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's website that are primarily academic, educational and research oriented, and created as part of a class assignment or project are not limited to the using the district templates.

Student work may be published, with parent permission, only if related to a class project or assignment. Such work shall not reveal personally~~-~~ identifiable information or prohibited directory information. A permission form is attached and required.

Student-created web pages reflect the individual project or assignment and do not represent the district. Concerns about the content of any page created by a student shall be directed to the superintendent or designee.

Student web pages will be removed at the end of the school year.

Clubs and Organizations

Web pages published by district-sponsored clubs and district-sponsored organizations may provide information about extracurricular and other school-authorized activities, are not limited to the using the district templates. Such work shall not reveal personally-identifiable information or prohibited directory information.

Web pages published by district-sponsored clubs and district-sponsored organizations will only reflect the activities or announcements about the club or organization and will not represent the district. Concerns about the content of any web page created by a club or organization shall be directed to the superintendent or designee.

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).

Corrected 5/11/26

Klamath Falls City Schools

Code: IIBGB-AR(1)
Revised/Reviewed: 3/06/17; 3/14/22
Orig. Code(s): IIBGB-AR(1)

Web-Page Guidelines

All web pages must follow district guidelines and be approved by the 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. All teacher, classroom, clubs/organization must use the district templates. Student created webpages which are academic, educational and research oriented are not required to use the district template, but must following all other guidelines;

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 all 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 web page 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.

AND/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 who will provide the information to the webmaster. 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, withoutprior 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.

Reviewed 5/11/26

Klamath Falls City Schools

Code: IIBGB-AR(2)
Revised/Reviewed: 3/06/17
Orig. Code(s): IIBGB-AR(2)

Web-Page Permission Form

□ I give my permission to allow my student to construct and publish an Internet web page or have ~~his/her~~their 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 _____

Klamath Falls City Schools

Code: IICA
Adopted: 2/09/09
Readopted: 3/06/17
Orig. Code(s): IICA

Field Trips and Special Events**

The district recognizes the value of special activities in the total ~~curriculum~~ school program and agrees that students profit from carefully-planned learning experiences. "Special activities" are defined as learning experiences which extend beyond the physical boundaries of the classroom or which fall outside the normal school program/day.

Field trips and other curricular/cocurricular~~student~~ activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, ~~and~~ the safety and welfare of ~~the~~ 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 administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases 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 is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s). Submit requests for approval at minimum 30 days prior to establishing travel arrangements and/or planning.

Discretionary trips ~~for organizations~~or activities ~~that are not national affiliates~~ shall be planned during school break times and not during class time. All trips must be planned and approved by the building administration.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 to -339.250

Corrected 5/11/26

Klamath Falls City Schools

PARENT/GUARDIAN
INFORMED CONSENT FOR FIELD TRIP

Student Name_____ School _____ Date _____

General Information

The _____

is planning a trip to _____

The purpose of this trip is _____

Trip Destination _____ Phone No.(_____) _____

Address _____ Place of Lodging _____

We will leave from _____ about (time) _____ ☐ AM ☐ PM

on (date) _____ We will return to the school on (day) _____ (date) _____

at about (time) _____ ☐ AM ☐ PM ☐ Itinerary is attached ☐ List of items needed is attached

Attending: number of students _____ minimum number of adults/chaperones _____

Type of Transportation

☐ District Vehicle ☐ Commercial Transportation ☐ District Bus

☐ Other (explain) _____

Medical Information

The following special health problems should be noted and adequate precautions taken (list such items as unusually severe reaction to bee stings, other severe allergies, hemophilia, diabetes, heart disease, etc.)

_____

_____

The following medications, prescriptions or special diets are needed: _____

_____

Medical Release

In the event of an accident or illness, I understand that reasonable effort will be made to contact the parent/guardian immediately. However, if I am not available, I authorize the school district to secure emergency medical care as needed.

Does your child have Medical Insurance coverage? ☐ yes ☐ no

It is recommended that all students have medical or student accident insurance.

☐ Student accident insurance is available through _____. Contact the school office for details.

Name of Preferred Doctor _____ Phone No.(_____)_____

Name of Insurance Carrier _____ Policy No. _____

This activity provides a learning experience for the students and allows them an opportunity to apply their classroom learning. If you have questions or concerns about this activity, please contact _____ .

I understand that there is no medical or accident insurance coverage provided by Klamath Falls City Schools. I understand that I am responsible for any medical expenses that may arise from my child's participation in this event. I also understand that I may purchase insurance through the school to provide coverage for my child. I understand that there is no medical or accident insurance coverage provided by Klamath Falls City Schools.

Parent/Guardian Name _____ Day Phone (_____) _____

Home Address _____ Evening Phone (_____) _____

Emergency Contact _____ Emergency Phone (_____) _____

Signature of Parent/Guardian _____ Date _____

Parent/Guardian signature reflects their knowledge and approval of the activity described above. This form must be returned to school before the student is involved in the activity.

Board Reviewed: M/DD/YY

Klamath Falls City Schools

PADRE/MADRE/APODERADO CONSENTIMIENTO INFORMADO PARA EXCURSIONES

Por favor responda en englés

Spanish Field Trip Permission form

Nombre del alumno_____ Escuela_____ Fecha_____

Información general

La _____

está planeando un viaje a _____

El propósito de este viaje es_____

Destino del viaje _____Número telefónico (_____)_____

Dirección _____Lugar de alojamiento _____

Saldremos desde _____alrededor de las (hora) _____ ❑ AM ❑ PM

el (fecha) _____Regresaremos a la escuela el (día)_____ (fecha) _____

alrededor de las (hora) _____ ❑ AM ❑ PM ❑ Se adjunta el itinerario ❑ Se adjunta lista de artículos necesarios

Asistirán: cantidad de alumnos _____ cantidad mínima de adultos/acompañantes _____

Tipo de transporte

❑ Vehículo del distrito ❑ Transporte comercial ❑ Autobús del distrito

❑ Otro (explique) _____

Información médica

Deben tomarse en cuenta los siguientes problemas de salud especiales y llevarse a cabo las precauciones pertinentes (anote afecciones como reacciones inusualmente graves a la picadura de abejas, otras alergias graves, hemofilia, diabetes, afecciones cardíacas, etc.)

_____

_____

Se necesitan los siguientes medicamentos, recetas o dietas especiales: _____

_____

Autorización médica

En caso de un accidente o enfermedad, comprendo que se realizarán esfuerzos razonables por comunicarse inmediatamente con los padres/apoderados. Sin embargo, si no me pueden ubicar, autorizo a que el distrito escolar procure la atención médica de urgencia que sea necesaria.

¿Su hijo tiene cobertura de seguro médico? ❑ sí ❑ no

Se recomienda que todos los alumnos tengan un seguro médico o un seguro estudiantil contra accidentes.

❑ Puede obtener un seguro estudiantil contra accidentes mediante _____. Comuníquese con la oficina de la escuela para obtener mayor información.

Nombre del médico preferido _____Número telefónico (_____)_____

Nombre de compañía de seguros _____No. de póliza_____

Esta actividad proporciona una experiencia de aprendizaje a los alumnos y les permite aplicar lo que han aprendido en la sala de clases. Si tiene preguntas o dudas sobre esta actividad, comuníquese con _____ . **Entiendo que las escuelas de la ciudad de Klamath Falls no ofrecen cobertura de seguro médico o de accidentes. Entiendo que soy responsable de cualquier gasto médico que pueda surgir de la participación de mi hijo en este evento. También entiendo que puedo comprar un seguro a través de la escuela para brindar cobertura a mi hijo. Entiendo que las escuelas de la ciudad de Klamath Falls no ofrecen cobertura de seguro médico o de accidentes.**

Nombre del padre/madre/apoderado _____ Teléfono diurno (_____)_____

Dirección hogar _____ Teléfono nocturno (_____)_____

Contacto de emergencia _____ Teléfono de emergencia (_____) _____

Firma del padre/madre/apoderado _____ Fecha _____

La firma del padre/madre/apoderado indica su conocimiento y aprobación de la actividad antedicha. Este formulario debe devolverse a la escuela antes de que el alumno participe en la actividad.

Board Reviewed: M/DD/YY

Klamath Falls City Schools

Code: IICB
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): 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 students' 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. The teacher and sponsor should encourage the use of resource persons representing various approaches or points of view on a given topic to afford students a more comprehensive understanding of it;

3. An appropriate record will be made of each resource person used and general content of that person's 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.

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).

Klamath Falls City Schools

Code: IICC
Adopted: 10/14/19
Revised/Readopted: 1/13/20
Orig. Code(s): IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools'~~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.

~~A volunteer authorized by the district for service into a position shall be required to undergo a state and national criminal records check~~Volunteers are subject to requirements found in ~~(See~~ Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation). ~~A volunteer that will not likely have direct, unsupervised contact with students will not be required to undergo an in-state criminal records check.~~

~~A 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~~communication~~ with a student through contact information gained as a volunteer for the district is prohibited.

Nonexempt employees[1] may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services[2] as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.[3]

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.

[1] There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

[2] Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

[3] Districts should review the use of non-exempt employees in extracurricular activity positions such as coaching, cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.

Commented [LF1]: Review the staff language; ensure alignment between groups and position responsibilities;

Commented [LF2]: When not authorized through district procedures, a volunteer shall not text or otherwise electronically communicate with a student outside of approved procedures.

Commented [LF3R2]: Trying to avoid prohiting when it becomes part of district approved procedures for group outings when volunteers have been directed to communicate with students in their group for health and safety reasons.

Commented [LF4R2]: Approved platforms

END OF POLICY

Legal Reference(s):

ORS Chapter 243	ORS 339.372	OAR 839-020-0005
ORS 326.607		
ORS 332.107	OAR 581-021-0510 – 021-0512	

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Klamath Falls City Schools

Code: IJ
Adopted: 12/14/20
Revised/Readopted: 3/14/22
Orig. Code(s): IJ

School Counseling Program

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]

[2]The district's comprehensive school counseling program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.

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 wherehere and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or

[1] Oregon Department of Education – Comprehensive School Counseling

[2] ~~See optional associated administrative regular that includes language supporting a child development specialist program.~~

that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

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.[3]

END OF POLICY

Legal Reference(s):

ORS 40.245
[ORS 174.100]
ORS 326.565
ORS 326.575
ORS 329.603
ORS 332.107
ORS 336.187

OAR 581-021-0013
OAR 581-021-0046
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).
[House Bill 3041 (2021).]

Corrected 5/11/26

[3] See ORS 40.245

Klamath Falls City Schools

Code: IK
Adopted: 3/06/17
Readopted: 8/14/23
Orig. Code(s): IK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of 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 at least annually, 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 extended application~~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 assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;

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 show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students~~parents~~ the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

Corrected 5/11/26

Klamath Falls City Schools

Code: IKA
Adopted:

Grading and Reporting System**

The district's reporting system shall be based on Board-adopted course content and clearly show the student and parent whether the student is achieving course requirements at the student's current grade level or course content level; shall be based on the student's progress toward mastery of a continuum of academic knowledge and skills; and may be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grades.

Grades will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions.

At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

END OF POLICY

Legal Reference(s):

ORS 329.485 OAR 581-021-0022 OAR 581-022-2270

Added 5/11/26

PROPOSED

Klamath Falls City Schools

Code: IKAB
Adopted: 11/20/14
Readopted: 3/06/17
Orig. Code(s): IKAB

Student Progress Reports to Parents**

Parents may be annually informed of their student's progress toward achieving the academic content standards, including but not limited to:

1. Information on progress in each subject area to meet or exceed the academic content standards of the student's current grade level or course content level, including major goals used to determine the information;

2. 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;

3. 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;

4. 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

5. 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.

The school will report a student's progress to the student and to his/her parents. 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. The Board directs the administration to develop progress report forms or cards in accordance with this policy.

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.

END OF POLICY

Legal Reference(s):

ORS 107.154 ORS 329.485 OAR 581-022-2270

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).

Corrected 5/11/26



Klamath Falls City Schools

Code: IKAC
Adopted:

High School Classes for Pre-Grade 9 Students

The district encourages students to perform at the highest level possible in their course work. Recognizing that some middle-school age students are able to master existing high school curriculum, it is the policy of the district to allow students, who are qualified, to take designated high school classes/courses. High school credit may be granted, if students taking pregrade 9 courses, are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school classes.

The district will allow the granting of such credit to be used to reduce below the required units of credit to be completed in grades 9 through 12 for high school graduation.

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Added 5/11/26

PROPOSED

Klamath Falls City Schools

Code: IKAD
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IKAD

Grade Reduction/Credit Denial**

Grade reduction or credit denial determinations~~determination~~ may include student attendance. Student attendance may not be a sole criterion. If attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify and inform parents and students how the attendance and class participation is related to the instructional goals of the subject or course;

~~2. Parents and students will be informed;~~

~~3.~~2. The district's ~~P~~procedures 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~~Reasons~~ for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:

   a. Religious reasons;
   b. A student's disability; or
   c. An excused absence, as determined by the district's policy.

END OF POLICY

Legal Reference(s):

ORS 339.280

Corrected 5/11/26

Klamath Falls City Schools

Code: IKC
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IKC

Class Rankings

In the interest of ~~encouraging and~~ recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class from Eagle Ridge New Tech High School ("Eagle Ridge"), Klamath Union High School ("Klamath Union") and from Klamath Learning Center.

The district's valedictorian(s) and salutatorian(s) may be permitted to speak as part of the district's planned graduation program(s) at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles or privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

To be eligible for valedictorian or salutatorian honors at Eagle Ridge or Klamath Union, a student must be enrolled in the district at the respective schools prior to and continuously following the 10th school day of the student's senior year and. The eligibility requirements for valedictorian or salutatorian honors at Klamath Learning Center are outlined below.

In case of any ties for a valedictorian at designated high school, co-valedictorians will be honored.

In case of a tie for a salutatorian at designated high school, co-salutatorians will be honored.

Exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors.

Class Rankings Calculation for Eagle Ridge New Tech High School

The valedictorian and salutatorian will be selected according to the following procedures:

1. The valedictorian at Eagle Ridge will be the student with the highest weighted grade point average as computed at the end of seven semesters of high school work and who meets or exceeds the requirements for a Diploma of Distinction~~;~~.

2. The salutatorian will be the student with the second highest weighted grade point average as computed at the end of seven semesters of high school work and who meets or exceeds the requirements for a Diploma of Distinction~~;~~.

If there are no students which meet or exceed requirements for a Diploma of Distinction from Eagle Ridge, students who meet or exceed requirements for a Diploma with Honors and who hold the highest weighted grade point averages as computed at the end of seven semesters of high school work may be considered.

Class Rankings Calculation for Klamath Union High School

The valedictorian and salutatorian will be selected according to the following procedures:

1. The valedictorian at Klamath Union will be the student with the highest weighted grade point average as computed at the end of seven semesters of high school work and who meets or exceeds the requirements for a Diploma with Honors~~;~~.

2. The salutatorian at Klamath Union will be the student with the second highest weighted grade point average as computed at the end of seven semesters of high school work and who meets or exceeds the requirements for a Diploma with Honors~~;~~.

If there are no students which meet or exceed requirements for a Diploma with Honors from Klamath Union, students who meet or exceed requirements for a Diploma and who hold the highest weighted grade point averages as computed at the end of seven semesters of high school work may be considered.

Class Rankings Calculation for Klamath Learning Center

The valedictorian and salutatorian at Klamath Learning Center will be selected according to the following criteria:

1. The valedictorian at Klamath Learning Center will be the graduating senior who earns the highest cumulative weighted grade point average as computed through the end of the third quarter of senior year.

2. The salutatorian at Klamath Learning Center will be the graduating senior who earns the second highest cumulative weighted grade point average, calculated using the same formula and eligibility criteria as for the valedictorian.

3. An eligible graduating senior must also have:

    a. Completed all required graduation requirements within the first four years of high school;
    b. Completed their final six credits at Klamath Learning Center; and
    c. Earned a minimum of a 3.0 grade point average.

Moved up to page 1~~In case of a tie for valedictorian, co-valedictorians will be honored;~~

~~In case of a tie for salutatorian, co-salutatorians will be honored;~~

~~Foreign exchange students will not be considered in computing class rank; therefore, will not be eligible for any academic honors;~~

~~To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Klamath Union High School prior to and continuously following the 10th school day of the student's 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).

Corrected 6/15/26; Corrected 7/15/26; Corrected 7/30/26

Klamath Falls City Schools

Code: IKE
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): IKE

Promotion and Retention of Students**

The Board is dedicated to total and continuous development of each student enrolled. The professional staff areis ~~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.

A student who cannot demonstrate proficiency in each subject area or who are not making adequate progress toward demonstrating proficiency in their grade levels, may be considered for retention.

A student may be considered for promotion if the student has satisfied the requirements for the student's current grade level.

In the case when retention is being considered, the district will meet with the parent and share all relevant information and assessments. The district staff will make a recommendation and plan for the student. The final decision for promotion or retention will rest with school administration. ~~In the event the staff and parents are in disagreement about the recommendation and plan the parent's request will be implemented with provisions should a grade change be needed.~~

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Corrected 6/15/26

Klamath Falls City Schools

Code: IKF
Adopted: 3/14/22
Revised/Readopted: 8/14/23
Orig. Code(s): IKF

Graduation Requirements**

The Board establishes graduation requirements for ~~the~~ awarding of a high school diploma, a modified diploma, an extended diploma and a~~an alternative~~ certificate of attendance which meet or exceed state requirements at high schools in the district.

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~~In foster care~~child~~[1];

2. Experiencing houselessness[2];

~~3. Homeless;~~

~~4.~~3. A runaway;

~~5.~~4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;

~~6.~~5. A child of a migrant worker;~~ or~~

~~7.~~6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or

~~8.~~7. [3]Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program[4]~~;~~ in this~~the~~ state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

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[1] "Foster child" is~~As~~ defined in ORS 30.297.

[2] ~~{ORS 329.451(2) and OAR 581-022 use the term "homeless."}~~ See OAR 581-022-2000 for additional information.

[3] Applies to high school diplomas awarded on or after January 1, 2026.

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

DIPLOMA OPTIONS AT EAGLE RIDGE NEW TECH HIGH SCHOOL

Eagle Ridge Diploma

A high school diploma will be awarded to students enrolled at Eagle Ridge in grades 9 through 12 and who complete a minimum of 24 credits which include at least:

1. Three credits in~~of~~ mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in~~of English~~ language arts[5] (shall include the equivalent of one unit in written composition);

3. Three credits in~~of~~ science;

4. Three credits in~~of~~ social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world~~including~~ history, ~~civics~~[6]~~,~~ geography, and economics ~~and financial literacy~~);

5. One-half credit in higher education and career path skills;

6. One-half credit in ~~(including~~ personal financial education;~~finance));~~

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[7] (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for~~of~~ obtaining such credits 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~~this diploma, in addition to credit requirements outlined above~~in OAR 581-022-2000~~, a student must[8]:

~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long ~~-~~term care or treatment facility described in ORS 343.961~~962~~ or a hospital identified in ORS 343.261.

[5] "Language arts" includes reading, writing and other communications in any language, including English.

[6] ~~Civics becomes a half credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021 ORS 329.451)~~

[7] "World languages~~language~~" includes sign language, heritage languages~~language~~ and languages other than a student's primary language.

[8] ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 7144, 2021).~~

~~2.~~1. Forty hours of community service[9] (20 school service);

~~3.~~2. Senior Spotlight – Capstone;

~~4.~~3. Develop an education plan and build an education profile;

~~5.~~4. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

~~6.~~5. Participate in career-related learning experiences.

Eagle Ridge Diploma with Honors

An Eagle Ridge Diploma with Honors will be awarded to students enrolled at Eagle Ridge in grades 9 through 12 and who complete a minimum of **[10]**24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[11] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics);

5. One-half credit in higher education and career path skills;

6. One-half credit in personal financial education;

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[12] (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits 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 this diploma, in addition to credit requirements outlined above, a student must:

[9] Community service hours must be completed by the Monday following the scheduled spring break on the school calendar.

[10] Beginning with the graduating class of 2029 and any subsequent school year, the minimum credit requirement for a Diploma with Honors is 26.

[11] "Language arts" includes reading, writing and other communications in any language, including English.

[12] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

1. Sixty hours of community service[13] (30 school service);

2. Senior Spotlight – Capstone;

3. Extended learning:

    a. Twelve college units; and
    b. Forty hours of internship; or
    c. Completion of at least three CTE credits.

4. Have a cumulative GPA of 2.5 or higher;

5. Develop an education plan and build an education profile;

6. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

7. Participate in career-related learning experiences.

Eagle Ridge Diploma of Distinction

An Eagle Ridge Diploma of Distinction will be awarded to students enrolled at Eagle Ridge in grades 9 through 12 and who complete a minimum of 28 credits which include at least:

1. Four credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I and must include Math 111 or 112);

2. Four credits in language arts[14] (shall include the equivalent of one unit in written composition);

3. Four credits in science;

4. Four credits in social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics);

5. One-half credit in higher education and career path skills;

6. One-half credit in personal financial education;

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[15] (units shall be earned in any one or a combination).

[13] Community service hours must be completed by the Monday following the scheduled spring break on the school calendar.

[14] "Language arts" includes reading, writing and other communications in any language, including English.

[15] "World languages" includes sign language, heritage languages and languages other than a student's primary language. Must include at least two world language credits in the same language and be consecutive in its program.

The district shall offer students credit options provided the method for obtaining such credits 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 this diploma, in addition to credit requirements outlined above, a student must:

1. Eighty hours of community service[16] (40 school service);

2. Senior Spotlight – Capstone;

3. Extended learning:

    a. Eighteen college units; and
    b. Forty hours of internship; or
    c. Completion of at least three CTE credits.

4. Have a cumulative GPA of 3.5 or higher;

5. Develop an education plan and build an education profile;

6. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

7. Participate in career-related learning experiences.

DIPLOMA OPTIONS AT KLAMATH UNION HIGH SCHOOL

Klamath Union Diploma

A high school diploma will be awarded to students enrolled at Klamath Union in grades 9 through 12 and who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[17] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics);

5. One-half credit in higher education and career path skills;

6. One-half credit in personal financial education;

7. One credit in health education;

[16] Community service hours must be completed by the Monday following the scheduled spring break on the school calendar.

[17] "Language arts" includes reading, writing and other communications in any language, including English.

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[18] (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits 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 this diploma, in addition to credit requirements outlined above, a student must:

1. Forty hours of community service[19] (20 school service);

2. Senior Spotlight – Capstone;

3. Develop an education plan and build an education profile;

4. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

5. Participate in career-related learning experiences.

Klamath Union Diploma with Honors

A Klamath Union Diploma with Honors will be awarded to students enrolled at Klamath Union in grades 9 through 12 and who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[20] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics);

5. One-half credit in higher education and career path skills;

6. One-half credit in personal financial education;

7. One credit in health education;

8. One credit in physical education; and

[18] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

[19] Community service hours must be completed by the Monday following the scheduled spring break on the school calendar.

[20] "Language arts" includes reading, writing and other communications in any language, including English.

9. Three credits in career and technical education, the arts or world languages[21] (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits 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 this diploma, in addition to credit requirements outlined above, a student must:

1. Sixty hours of community service[22] (30 school service);

2. Senior Spotlight – Capstone;

3. Extended learning:

    a. Twelve college units; and
    b. Forty hours of internship; or
    c. Completion of at least three CTE credits.

4. Have a cumulative GPA of 2.5 or higher;

5. Develop an education plan and build an education profile;

6. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

7. Participate in career-related learning experiences.

OTHER DIPLOMA OPTIONS

Students attending Klamath Learning Center who fulfill all minimum state requirements for a diploma will be awarded a diploma in accordance with OAR 581-022-2000.

Any student enrolled at a high school in the district may work toward a modified or extended diploma or a certificate of attendance as outlined below.

Modified Diploma

A modified 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 high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3)~~.~~:

1. The student has~~Has~~ a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

[21] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

[22] Community service hours must be completed by the Monday following the scheduled spring break on the school calendar.

2. The student hasHas 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 with at least 13 of those credits towhich shall include:

1. Three credits in English language arts;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciencesscience (which may include history, civics, geography and economics (including personal finance));

5. One-half credit in personal financial education;

6. One-half credit in higher education and career path skills;

7. One credit in health education;

8. One credit in physical education; and

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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 of standards through a collection of evidence (or include evidence in existing collection(s)).

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 the achievement level, constructlearning expectations, construct, or content that is 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. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their 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 statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will 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 toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

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 high school diploma while receiving reasonable 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 6~~six~~ credits in a self-contained special education classroom, and will include:

    a. Two credits in~~of~~ mathematics;
    b. Two credits in~~of~~ language arts;
    c. Two credits in~~of~~ science;
    d. Three credits in~~of~~ history, geography, economics or civics;
    e. One credit in~~of~~ health;
    f. One credit in~~of~~ physical education; and
    g. One credit in~~of~~ the arts or a world language; and~~.~~

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~~students'~~ 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.~~

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

~~**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 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.~~

Certificate of Attendance

A certificate of attendance[23] will be awarded to students who:

1. Have maintained regular full-time attendance[24] for at least four years beginning in grade nine;

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

3. Have a documented history[25].

For students with a documented history[26], the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

[23] A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

[24] "Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

[25] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

[26] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, ~~a diploma, a~~ modified diplomas, and~~diploma, an~~ extended diplomas~~diploma, or an alternative certificate~~ at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above 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 document history~~documented history listed under the above 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 an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must~~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 a~~an alternative~~ certificate of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years~~,~~ if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete~~satisfy~~ the requirements for a modified diploma, an extended diploma or a~~an alternative~~ certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a~~an alternative~~ certificate of attendance in less than 4~~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.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a~~an alternative~~ certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a~~an alternative~~ certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When ~~and when~~ added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total

number of instructional hours that is~~are~~ required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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.

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, a~~an alternative~~ certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative~~ certificate of attendance 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 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.~~ Students may opt-out of the ~~Smarter Balanced or alternate~~ Oregon statewide assessments in language arts and/or mathematics~~Extended Assessment~~ by completing the Oregon Department of Education's Opt-out Form[27] and submitting the form to the district.

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 act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295
OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015

[27] Oregon Department of Education page for: 30 day notice and opt-out form~~.~~

OAR 581-022-2020 OAR 581-022-2030 OAR 581-022-2120
OAR 581-022-2025 OAR 581-022-2115 OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Corrected 5/07/26; Corrected 6/15/26; Corrected 7/15/26; Corrected 7/23/26

Klamath Falls City Schools District 4J

Code: IKFA
Adopted: 3/10/08
Readopted: 3/06/17
Orig. Code(s): IKFA

Early Graduation**

(content is now found in policy IKF)

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 fours years upon the student's request and if the student's parent or guardian consents, if required.

A student who wishes to graduate from high school in less than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents or guardians will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent.

END OF POLICY

Legal Reference(s):

ORS 339.030
ORS 339.115
ORS 343.295
OAR 581-022-0102(17)
OAR 581-022-1130
OAR 581-022-1210
OAR 581-022-1350

Corrected 6/15/26

DELETE

Klamath Falls City Schools District 4J

Code: IKFB
Adopted: 4/09/12
Readopted: 3/06/17
Orig. Code(s): IKFB

Graduation Exercises

TheBecause the Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or aan alternative certificate of attendance from the public schools is an achievement that improves the community as well as the individual. The, the Board wishes to recognize thisthat achievement in a publicly- celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the administration on the date selected by the Board.

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 principal or designee.

All students in good standing[1] who have successfully completed the requirements for a senior high school diploma, or qualify to receive or receive a modified diploma, an extended diploma or aan alternate certificate of attendance, including students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to may participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a 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 a certificate of attendance; and

2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear [2]"Native American items of cultural significance" or other items of cultural significance[3].

[1] A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

[2] "Native American items of cultural significance" means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

[3] The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Appeals to this policy must be submitted to the principal in writing and will be considered only in emergency situations.

END OF POLICY

Legal Reference(s):

ORS 329.451
ORS 332.107
ORS 332.112
ORS 339.505
ORS 343.295
ORS 659.850
OAR 581-021-0050
OAR 581-021-0055
OAR 581-021-0060
OAR 581-022-2000
OAR 581-022-2010
OAR 581-022-2015
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 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
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).

Corrected 6/15/26

Klamath Falls City Schools District 4J

Code: IKH
Adopted: 5/11/15
Readopted: 3/06/17
Orig. Code(s): IKH

Credit for Proficiency

~~**Purpose**~~

[The ~~purpose of this policy is to~~district will provide opportunities to students to allow them to demonstrate the full extent of their knowledge and abilities and receive appropriate credit for their efforts outside the normal classroom environment. This policy directs district schools to:

1. Offer flexibility as they meet each student's diverse needs, interests, and levels and rate of learning;

2. Create additional options for students based on Oregon's high standards and broad accountability system;

3. Empower and encourage local decision making and creativity.

Definitions

"Career-related learning experiences" are defined as structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

1. Workplace mentoring;

2. Workplace simulations;

3. School-based enterprises;

4. Structured work experiences;

5. Cooperative work and study programs;

6. On-the-job training;

7. Apprenticeship programs;

8. Service learning; and

9. Field-based investigations.

"Community partnerships" are defined as collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

"Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-~~1210~~2030, and are working under the direction and supervision of a licensed or registered teacher, licensed ~~C~~career and ~~T~~technical ~~E~~education (CTE) instructor, licensed practitioner or educational assistant who is assigned instructional related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

Instructional time shall include:

1. Time that a student spends traveling between the student's school and a CTE center, internship, work experience site or post-secondary education facility; ~~and~~

2. Time that a student spends in statewide performance assessments~~.~~; and

3. Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

Instructional time shall not include time that a student spends passing between classes, at recess, in nonacademic assemblies, on nonacademic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

"Proficiency" is defined as a student's ~~demonstrated defined~~successful demonstration of defined levels of proficiency or mastery of recognized standards, including knowledge and skills.]

~~Criteria~~

~~A high school student may receive credit towards a diploma or a modified diploma as described below.~~

[Guidelines]

The district recognizes that prior learning and work experience may provide learning that will be useful to the student's current education and future career.

1. ~~Pursuant to OAR 581-022-1131, t~~The district ~~or public charter school~~ shall grant required and elective credits toward a diploma or a modified diploma, provided~~credit to a student when~~ the method for accruing such credit is described in the student's personal education plan and the student earns the credit by ~~meeting the requirements of~~ one or more of the options ~~described in item 2.~~ below.

2. The district may grant credit to a student if the student~~that~~ 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 ~~any~~ one or more of the following options:

Commented [LF1]: Did the EO define instructional time differently?

a. Successfully completing classroom or equivalent work (e.g., supervised independent study~~student~~, career-related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-2030~~1210~~;
b. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
c. Successfully passing an appropriate exam;
d. Providing a collection of work or other assessment evidence; or~~; and~~
e. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.).

*(These last two paragraphs were flipped for organization)*The Board directs the superintendent or designee to ~~develop and maintain an administrative regulation that~~ establish~~es~~ criteria for granting proficiency.

~~[~~The Board may seek the advice of the superintendent, district staff, and the community in deciding which local programs, community partnerships and career-related learning experiences would provide valuable and comparable learning environment for students.~~]~~

END OF POLICY

Legal Reference(s):

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

Corrected 6/15/26

Klamath Falls City Schools

Code: IKI
Adopted:

Academic Integrity

The Board encourages 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 expulsion[1].

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Added 6/15/26

[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.

Klamath Falls City Schools

Code: IKJ
Adopted:

Artificial Intelligence

The Board believes that artificial intelligence (including generative artificial intelligence) is a useful tool. The Board also recognizes that generative artificial intelligence involves risk, including input and output bias, inaccuracies, and hallucinations. As such, it is critical that staff and student use is conducted responsibly.

Independent Student Use

Specific rules for the independent use of generative artificial intelligence for assigned student work may be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;[1]

2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and

3. The teacher's ability to detect usage accurately and consistently.

Failure to follow these rules may result in incomplete credit or disciplinary action.

Student Use as Part of Class

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's IT Department will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the IT Department or the teacher. Students are not allowed to share logins or passwords.

Staff Use

District staff are authorized to use generative artificial intelligence to perform various work functions. Staff are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

Staff Professional Development

The district may seek professional development opportunities for staff to learn how to use generative artificial intelligence for various work functions.

[1] For example, do all students have access to computers and internet away from school; does the age of the students affect their ability to access generative artificial intelligence?

FERPA and Confidentiality

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing personally identifiable information (PII)[2] with any generative artificial intelligence application.

Violations

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

END OF POLICY

Legal Reference(s):

ORS 332.107

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.
Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.
Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505
Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g; 34 C.F.R. § 99.
Protection of Pupil Rights, 20 U.S.C. § 1232h.

Added 6/15/26

PROPOSED

[2] See Board policy JOB – Personally Identifiable Information for additional information.

Klamath Falls City Schools District 4J

Code: IL
Adopted: 3/06/17
Readopted: 3/14/22
Orig. Code(s): IL

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills and~~ to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;

3. Assessments by individual teachers;

4. Other schoolwide and grade levelwide assessments.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards ~~and Essential Skills.~~ District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE) will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form[1] to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices[2] and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent or designee shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 329.479
ORS 329.485
ORS 336.187
ORS 659.850

OAR 581-021-0009
OAR 581-021-0030
OAR 581-022-2030
OAR 581-022-2060
OAR 581-022-2100
OAR 581-022-2110
OAR 581-022-2115

OAR 581-022-2250
OAR 581-022-2270
OAR 581-022-2310
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Corrected 6/15/26

[1] Oregon Department of Education page for: 30-day notice and opt-out form

[2] Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

Klamath Falls City Schools District 4J

Code: IM
Adopted: 12/08/97
Readopted: 10/09/06; 3/06/17
Orig. Code(s): IM

Evaluation of Instructional Programs

(See IMB)

The purposes of evaluation of instruction will be to identify school and district needs for improvement of student achievement at the district and school levels.

The Board will rely on the administration to provide continuous evaluation of the educational program and instructional processes. The input of staff, students, parents and the community will be encouraged. A self-evaluation will be conducted to include a review of test results and other evaluative information. The Board may participate in such evaluation. It may also arrange for evaluations to be conducted by outside agencies.

The self-evaluation will be used as a basis for the development and implementation of a written district improvement plan. The district self-evaluation and improvement plan will meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules and may include, but not be limited to, realignment of curriculum, staff development and reallocation of staff and other special academic programs.

Appropriate research studies will be periodically reviewed to determine recent trends and developments in self-evaluation techniques.

The district improvement plan will be revised and updated on a biennial basis. The superintendent will annually review and report test results and district improvement plan progress to the community. The plan will be made available to the public 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

Klamath Falls City Schools

Code: IMB
Adopted: 2/12/24
Orig. Code(s): IMB

District Improvement 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. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that engages the school community in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

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

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 332.107 OAR 581-022-2250

Reviewed 6/15/26

Klamath Falls City Schools

Code: IMB-AR
Revised/Reviewed: 2/12/24
Orig. Code(s): IMB-AR

District Improvement Program

The district's comprehensive continuous improvement program planning efforts will be guided by the following key actions:

1. The superintendent will convene a committee[1] once every four years and may consist of Board members, administrators, staff, parents, students and other community stakeholders with representation from the demographic groups of school population. The purpose of the committee will be to:

    a. Establish a clear vision and mission supporting student equity and achievement as the top priority of the district;
    b. Define student achievement and identify specific state and local performance benchmarks and district goals based on self-evaluation data;
    c. Conduct a self-evaluation to design, develop and update the district's continuous improvement plan;
    d. Develop an action plan linked to specific benchmarks and goals for improving student achievement and growth. The plan will be reflected in school and district improvement plans;
    e. Develop strategies for annually monitoring, reviewing and revising the action plan and school and district improvement plans as necessary.

2. The committee will complete a review of self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans; compiled and disaggregated annually at the district and building level. Data may include, and may not be limited to:

    a. Numbers of district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance;
    b. Academic outcomes on statewide and local and other assessment, including the Scholastic Aptitude Test (SAT), American College Test (ACT), etc.;
    c. Grade point average (GPA) results by class, socioeconomic status, demographics, grade level and school;
    d. Percentage of students enrolled in, and completion rates, for advanced courses at the elementary, middle and high school levels and among diverse populations;
    e. Completion rates by building, grade level, class and district, including diverse populations;
    f. Post-secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments, if known;
    g. Student, teacher, administration and community demographics;
    h. Student behavioral/disciplinary referral/attendance data, mobility data and participation in cocurricular and extracurricular activities as an indicator of student success in school;
    i. Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented; and
    j. Survey results of stakeholder satisfaction.

[1] With representatives invited to participate from the demographic groups of their school population.

3. The district's action plan to meet identified, specific benchmarks and goals for the improvement plan is subject to superintendent review and Board approval.

   The district's improvement plan shall include, but not be limited to:

   a. Goals to implement the following:

      (1) A rigorous curriculum aligned with state standards;
      (2) High-quality instructional programs;
      (3) Short- and long-term professional development plans;
      (4) Programs and policies that achieve a safe educational environment;
      (5) Education service plans for students who have or have not exceeded all of the academic content standards;
      (6) Staff leadership development;
      (7) A plan for family and community engagement;
      (8) High-quality data systems;
      (9) A strong school library program;
      (10) Improvement planning that is data-driven.

   b. A description of district efforts to achieve local efficiencies and efforts to make better use of resources;
   c. A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities;
   d. A needs assessment conducted which addresses priorities in accordance with Oregon Revised Statute (ORS) 329.095.

4. Accountability to assure the district's continuous improvement plan is implemented will be a shared responsibility of staff, administrators and the Board. Minimally, the superintendent will ensure:

   a. Specific administrative responsibility for implementing plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
   b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
   c. Principals at the building level compile all necessary disaggregated data for the district's self-evaluation, to enable an assessment of student achievement and comprehensive recommendations to meet identified benchmarks and goals;
   d. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with state assessment results, and improvement plan progress and the district's status in relation to Oregon Administrative Rules Chapter 581, Division 022 standards as required by the ODE;
   e. Retain copies of the improvement plans in accordance with State retention and public records requirements;
   f. Communications strategies are developed and implemented for keeping stakeholders (e.g., parents, students, teachers, staff and community representatives) informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.

The district will submit its continuous improvement plan to the Oregon Department of Education (ODE) at least once every four years or more frequent if there are substantial changes[2] following the annual review, or when requested by ODE.

Reviewed 6/15/26

[2] "Substantial change" is defined in OAR 581-022-2250(3)(c).

Klamath Falls City Schools

Code: INB
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): INB

Studying Controversial Issues

The Board supports the inclusion of controversial issues as part of students' education. The presentation and discussion of controversial issues will be informative. The development of ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled and weighed~~,~~ and to see relationships before drawing inferences or conclusions are among the most valuable outcomes of a free educational system.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have ~~had~~ an opportunity to:

1. Find, collect and assemble factual material on the subject;

2. Interpret the data without prejudice;

3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search after truth and to think for themselves.

Before beginning~~launching~~ a class in the study of an obviously controversial topic, a teacher will discuss with the principal or designee:

1. Its appropriateness to the course;

2. Its appropriateness for the students' maturity level;

3. The approach to instruction;

4. The instructional~~teaching~~ materials to be used.

END OF POLICY

Legal Reference(s):

ORS 336.067 OAR 581-021-0009

U.S. CONST. amend. I.
OR. CONST., art. I.

Corrected 6/15/26

Klamath Falls City Schools

Code: INC
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): INC

Controversial Speakers

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff.

The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. The administration is expected to exercise judgment and to investigate fully those proposed resource speakers to whom questions may arise. The principal's approval shall be secured for all such persons and a ~~tape~~ recording shall be made of each such resource person's presentation~~.~~;

2. The ~~T~~teachers~~/club~~ and sponsors should encourage the use of resource speakers representing various approaches and points of view on a given topic or issue in order to afford students a more comprehensive understanding of the topic~~/~~ or issue~~.~~;

3. An appropriate record shall be made of each resource person/speaker used and of ~~his/her~~their presentation~~.~~;

4. The ideas presented and the speaker invited to present them shall have a demonstrable relation to the curricular~~instruction~~ or cocurricular activity in which the participating students are involved;~~.~~

5. Prior to their appearance or~~his/her~~ participation, the speaker shall be given~~,~~ in writing~~,~~ and shall agree to abide by the following regulations:

    a. Profanity, vulgarity and lewd comments are prohibited;
    b. Use of tobacco products or inhalant delivery systems is prohibited;
    c. Sexist, racist remarks or derogation of any group or individual is prohibited;
    d. The teacher, club sponsor or member of the administration responsible for inviting the speaker has the right and duty~~obligation~~ to interrupt or suspend any proceedings~~the presentation~~ if the conduct or content being presented by the speaker is judged to be in poor taste or endangering~~endangers~~ the health and safety of ~~the~~ students and ~~/~~staff.

6. No person who is encouraging or advocating breaking the law shall be invited to speak.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.067

Klamath Falls City Schools

Code: INCA
Adopted: 10/09/06
Readopted: 3/06/17
Orig. Code(s): INCA

Political Figures in District Facilities

The~~It is the policy of the~~ ~~Board~~ district will ~~to~~ support the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement and curricular innovations such as a mock convention.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues/materials related to that campaign.

Political candidates may be allowed to speak to classes or clubs during the school day if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other candidate who has filed for the same office will, upon request, be allowed equal time~~times~~.

Each candidate, whether or not the incumbent, will be expected to adhere to the rules and procedures established for outside resource persons/controversial speakers.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.067

Corrected 6/15/26

Klamath Falls City Schools

Code: INDB
Adopted: 3/06/17
Readopted: 5/10/21
Orig. Code(s): INDB

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law[1] and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a U.S. flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the U.S. flag at least once each week during the school year by reciting The Pledge of Allegiance.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, homeroom 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 186.110
ORS 332.107
ORS 336.067
ORS 339.875
OAR 581-021-0043

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

Corrected 6/15/26

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

Klamath Falls City Schools

Code: ING
Adopted: 3/06/17
Readopted: 11/04/24
Orig. Code(s): ING

Animals in District Facilities

~~Permission is to be obtained from the principal before animals are brought into the school.~~ Only service animals[1] serving persons with a disability and animals approved by the principal or designee that are part of an approved district curriculum or cocurricular activity are allowed in district facilities. (~~s~~See administrative regulation ING-AR - Animals in District Facilities)

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

Approved ~~A~~animals must be adequately~~properly~~ cared for and appropriately secured~~housed~~. 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.

~~Service animals[2] serving a person with a disability are exempt from this policy.~~ Requests for animals in district facilities are subject to administrative regulations published in ING-AR – Animals in District Facilities.

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[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.

~~[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. 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.~~

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 659A.400

OAR 581-053-0010
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)

OAR 581-053-0430(16)
OAR 581-053-0531(15)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 6/15/26

Klamath Falls City Schools

Code: ING-AR
Revised/Reviewed: 3/06/17; 11/04/24
Orig. Code(s): ING-AR

Animals in District Facilities

The ~~KFCS D~~district acknowledges its responsibility to permit students and adults with disabilities to be accompanied by a "service animal" as required by federal and state laws against discrimination. Additionally, under the proper conditions, animals can be an effective teaching aid. This administrative ~~rule~~ regulation governs the presence of service animals in the schools, and rules that apply to other animals in the classroom or on school property.

~~Klamath Falls City Schools recognizes that there are medical and physical risks associated with animals, both wild and domesticated, in the classroom and/or on school property.~~

1. Access for Service Animals

   a. Students: Parents may request use of a service animal by a student to a building principal. If a parent makes a request to a staff person for the use of a service animal by a ~~disabled~~ student with a disability, the staff person will notify the principal or designee. The principal will respond to requests for student use of service animals at school ~~on a case-by-case basis~~.

      (1) When it is not readily apparent that an animal brought on to school property or to a school-sponsored event is a service animal, the district may make two inquiries to determine if the animal is a service animal:

         (a) Is the animal required because of a disability?
         (b) What work or task has the animal been trained to perform?

      (2) Service animals must be under the control of the handler at all times and be harnessed, leashed or tethered, unless the devices interfere with the service animal's work or the individual's disability prevents them from using these devices. Individuals who cannot use such devices must maintain control of the animal through voice, signal, or other effective controls.

   b. Employees: The ~~D~~district will consider allowing employees with disabilities to use a service animal at work as a reasonable accommodation, unless doing so would result in an undue business hardship.

      (1) The district will follow the procedures determined by the Human Resources Department to evaluate the request for accommodation. During the interactive process with the employee regarding the request to bring a service animal to work, the district may request documentation or demonstration of the need for a service animal, that the service animal is trained and that the service animal will not disrupt the workplace.
      (2) If the accommodation request to bring a service animal to work is granted, the employee is responsible for taking care of the service animal, including making sure the animal is not disruptive, providing veterinary care and taking the animal outside when necessary to relieve itself.

2. Rules and Responsibilities for Use of Service Animals at School, on School Grounds, and at School Functions

a. Neither the ~~D~~district, nor its employees, are responsible for the cost, care or supervision of the service animal. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.
b. The service animal may be excluded or removed if the animal is not housebroken or if the animal is out of control and the animal's handler does not take effective action to control it. If a service animal is excluded, the person with a disability will have the opportunity to participate in the service, program, or activity without the service animal.
c. The ~~D~~district may not require documentation that the animal has been certified, trained or licensed as a service animal, as a condition for access.
d. Handling conflicting needs:

(1) If the ~~D~~district is or becomes aware of another individual who is adversely affected by the service animal (e.g., an allergy or anxiety disorder), the district will collect necessary information from the parties and determine how best to address the needs of both individuals.
(2) The district will provide notice to all parties of the resolution of conflicting needs, along with a copy of the ~~D~~district's ADA-504 grievance procedure and any other applicable notices.

e. A person whose service animal has been excluded or removed may appeal the decision using the district's complaint resolution process (see Board policy AC – Nondiscrimination and Civil Rights).

3. Visiting Animal in the Classroom

a. Requests

(1) All requests to have animal visitors (student or staff "Show and Tell," for example) in the classroom or on school property during school hours must be submitted to the principal or designee in writing at least ~~7~~seven days prior to the visit.
(2) Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. Additionally, if applicable, the request should include verification that the animal is properly and currently licensed with the appropriate inoculations. The principal or designee has the discretion to permit or deny the presence of any animal visitor in the school.
(3) Prior to approving the request, the principal or designee shall determine whether any child has a health condition (such as allergies) that could be exacerbated by exposure to animals. In such cases, the animal will be denied. ~~Parents must be notified of the plans to have an animal in the classroom so that accommodations may be made for their student.~~
(4) Length of time animal visitors are allowed in classrooms:

Animals will be permitted in classrooms only for a specified and appropriate educational purpose and for the time necessary to achieve the educational goal.

(5) Teacher responsibilities for animal visitors in classrooms:

(a) Treatment of animals: Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
(b) Exhibits: Each teacher is responsible for the proper supervision and control of students under their direction whenever there is an exhibit or activity involving animals in the school.
(c) Food storage: All animal food will be stored in metal containers with tight-fitting lids for pest prevention.
(d) Housekeeping: Teachers who house small animals in their classrooms for extended periods are responsible for maintaining the living space for animals. Spilled food and/or bedding materials must be cleaned up daily.

(6) Owner responsibility for animal visitors in classrooms:

(a) Owners shall be solely responsible for the care~~/~~ and safety of their animals and for injuries sustained to the animal or to people due to the presence of the animals at the school.
(b) All animals brought for exhibit must be restrained/secured by their owner/handler.

4. Owner responsibility for animals on school grounds:

a. Owners bringing animals on school grounds must follow ~~D~~district policies ING ~~and ING-AR-~~ Animals in District Facilities and KGB – Public Conduct on District Property and associated administrative regulations, if any, as well as city or county ordinances regarding leashing and sanitation.
b. Principals have the authority to exclude persons and their animals from school grounds.

5. Limitations

a. No domesticated mammals, including dogs, cats, primates, birds, or livestock shall be allowed in school buildings or grounds unless permitted by the principal and proof of appropriate and/or current rabies vaccination is provided.
b. No wild animals including skunks, raccoons, bats, squirrels, monkeys, amphibians or birds shall be allowed unless under the control of an individual trained in the care and management of the animals (e.g., zookeepers, veterinarians, etc.).
c. No poisonous animals are allowed.
d. No animals will be allowed free range in the facility or grounds.

6. Injuries

~~A.~~ Staff members, students or other visitors who have been bitten or otherwise injured by an animal shall report such incident to the principal and the school nurse immediately. The principal shall notify the parents in the case of student injury. The person most knowledgeable about the incident shall complete an injury report and forward it to ~~B~~building ~~P~~principal.

7. Definitions

a. "Animal(s)" means live vertebrates such as, but not limited to, mammals, birds, reptiles, fish, and amphibians. Examples: dogs, rats, red racer snakes, cats.

b. "Visiting animals" means any animal that is not a service animal.

c. "Individual with a disability" (or "student with a disability") means a person with a mental or physical impairment that substantially limits a major life activity and has the same meaning as under Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA).

d. "Poisonous animal" means an animal which delivers its poison through bite or scratch in amounts sufficient to cause humans sickness, extreme pain or death. Examples: rattlesnake, brown recluse spider.

e. "Service animal" means any dog that is individually trained to work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The definition of "service animal" does not include any other species of animals, whether wild or domestic, trained or untrained.

   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 an individual who is blind or who has low vision with navigation; alerting an individual who is 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 impairments; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks ~~of a service animal~~for the purposes of this definition.

f. "Wild animal" means an animal not commonly domesticated and includes, but not limited to, birds, reptiles and amphibians. Examples: raccoon, robin.

Service Animal~~:~~s

Please provide the following information about the service animal.[1]

~~1. Parent/Staff and/or emergency contact information: _____~~
~~_____~~
~~_____~~

1. Is the service animal required due to a disability? ☐Yes ☐No

2. ~~Describe the nature of the~~What work or task has the service animal ~~is trained, or is being~~been trained to ~~do or~~ perform ~~to~~[2] ~~meet the student's/staff's individual needs~~: _____
_____
_____

Visiting Animal:

Please provide the following information about the visiting animal.[1]

1. Parent/Staff and/or emergency contact information: _____
_____

2. Describe the nature of the visit:_____
_____

Corrected 6/15/26

[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. 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.

Klamath Falls City Schools

Code: INI
Adopted:

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~~, video, 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

Added 6/15/26

PROPOSED

6. **BOARD MEMBER COMMENTS**
7. **CLOSING COMMENTS FROM THE CHAIR**
8. **ANNOUNCE EXECUTIVE SESSION AND RECESS PUBLIC MEETING**
9. **EXECUTIVE SESSION**
    1. Level III Grievance (Snook grievance) ORS 192.660(2)(b)
10. **ADJOURNMENT OF EXECUTIVE SESSION AND RETURN TO PUBLIC MEETING**
    1. Board Decision regarding Level III Grievance (Snook Grievance)
11. **ADJOURNMENT**

Board of Education: Andrea Jensen, Zone 1 | Andrew Biggs, Zone 2 | Vanessa Bennett, Zone 3 | Kathy Hewitt, Zone 4 | Trina Perez, Zone 5 | Kelsey Bitzer, Zone 6 | Nicole Trejo, Zone 7