

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR 97124

Board Meeting Agenda
November 16, 2021
5:15 PM

An in-person audience of up to 42 people is allowed at this meeting, not including the Board and Cabinet. Once capacity is reached, additional people are invited to watch the meeting via the link provided on the HSD homepage www.hsd.k12.or.us. Masks are required for all persons, regardless of vaccination status. The estimated times listed below for specific agenda items are subject to change.

1. **5:15 PM - Executive Session**
 - A. Call to Order Executive Session
Presenter: Mark Watson
Time: 5:15 PM
 - B. ORS 332.061(1)(b) - Matters Pertaining to or Examination of the Confidential Records of a Student
Presenters: Mike Scott / Dayle Spitzer
Time: 5:15 PM, 30 minutes
 - C. Recess Executive Session
Presenter: Mark Watson
Time: 5:45 PM
2. **5:45 PM - Work Session**
 - A. Call to Order
Presenter: Mark Watson
Time: 5:45 PM
 - B. Native American PAC Presentation 4
Presenter: Francesca Sinapi
Time: 5:45 PM, 30 minutes
 - C. Discuss Budget Committee Applications / Introduce Applicants 5
Presenter: Michelle Morrison
Time: 6:15 PM, 10 minutes
 - D. Proclamations / Land Acknowledgement Discussion 7
Presenter: Mike Scott
Time: 6:25 PM, 10 minutes
 - E. Resource Conservation Manager Introduction 9
Presenter: Casey Waletich
Time: 6:35 PM, 15 minutes
 - F. Board Room Technology Update 10
Presenter: Jordan Beveridge
Time: 6:50 PM, 5 minutes
 - G. Recess Board Meeting
Presenter: Mark Watson
Time: 6:55 PM
3. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgement 11
Presenter: Mark Watson

	Time: 7:05 PM, 5 minutes	
C.	Approval of Agenda Presenter: Mark Watson Time: 7:10 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.	
D.	Audience Time Presenter: Mark Watson Time: 7:15 PM, 10 minutes	
E.	Consent Agenda <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i> Presenter: Mark Watson Time: 7:25 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed.	
	1. Approve Minutes of October 26, 2021 Board Meeting	12
	2. Approve Routine Personnel Matters	18
	3. Declare Surplus Equipment and Authorize Disposal	29
	4. Accept Gifts and Donations	30
F.	Action Items	
	1. Acknowledge Gifts and Donations Presenter: Michelle Morrison Time: 7:30 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors acknowledge the donation of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education, and the donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary for water fountains.	31
	2. Elect Members to Oregon School Boards Association Board of Directors and Legislative Policy Committee Presenter: Mark Watson Time: 7:35 PM, 10 minutes SAMPLE MOTION: I move that Board of Directors cast its vote for...	32
	3. Appoint Budget Committee Members Presenter: Michelle Morrison Time: 7:45 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors appoint the slate of candidates identified during the work session to the three vacant positions on the Budget Committee as follows:	34
	4. OSAA Collective Sponsorship Application Presenter: Casey Waletich Time: 7:50 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors approve the Collective Sponsorship Application.	35
G.	Reports and Discussion	
	1. Financial Report Presenter: Michelle Morrison Time: 7:55 PM, 5 minutes	36
H.	Policies - First Reading <i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already</i>	40

included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.

Presenter: Mike Scott

Time: 8:00 PM, 5 minutes

1. A/B - Board Governance and Operations
 - a. AC: Nondiscrimination 41
Presenter: Kona Lew-Williams
 - b. AC-AR: Discrimination Complaint Procedure 43
Presenter: Kona Lew-Williams
2. C - General School Administration
 - a. CM: Compliance and Reporting on Standards 46
Presenter: Travis Reiman
3. D - Fiscal Management
 - a. DJC: Bidding Requirements 47
Presenters: Casey Waletich / Michelle Morrison
4. G - Personnel
 - a. GBA: Equal Employment Opportunity 49
Presenter: Kona Lew-Williams
 - b. GBEA: Workplace Harassment 51
Presenter: Kona Lew-Williams
5. I - Instruction
 - a. IA: Instructional Goals 54
Presenter: Travis Reiman
 - b. IGBI: Bilingual Education 56
Presenter: Travis Reiman
 - c. IGDJ: Interscholastic Activities 57
Presenter: Casey Waletich
 - d. IJ: School Counseling Program 59
Presenter: Travis Reiman
- I. HCU / HEA Reports
Presenter: Mark Watson
Time: 8:05 PM, 10 minutes
- J. Discussion Time
Time: 8:15 PM, 10 minutes
 1. Student Representatives' Time
 2. Superintendent's Time
 3. Board of Directors' Time
- K. Adjourn Regular Session
Time: 8:25 PM
- L. Next Meetings of the Board of Directors
 - December 7, 2021, Work / Regular Session
 - January 11, 2022, Work Session

The complete Board meeting packet may be downloaded from the District website at: <https://www.hsd.k12.or.us/board>.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
NATIVE AMERICAN PARENT ADVISORY COMMITTEE (PAC)
REPORT AND DISCUSSION

SITUATION

The role of the Hillsboro School District's Native American (NA) Parent Advisory Committee (PAC) is to advise HSD staff members on matters concerning planning, developing, administering, and evaluating of the District's Title VI program, and to consequently make recommendations regarding State policies and guidelines, project proposals, and other matters of interest to the NA PAC.

The NA PAC engages with families whose students have tribal affiliation to gather input on district programs and policies and to provide educational and other culturally specific opportunities that promote community and lifelong learning. The PAC also collaborates with the District's Office of Federal Programs, which receives federal funds under the Every Student Succeeds Act (ESSA), in order to: 1) raise achievement for low-income and/or otherwise disadvantaged children; 2) provide access and opportunities for parent involvement; 3) increase family engagement in schools; and 4) enhance collaboration between educators and parents.

PAC members are parent volunteers generally representing schools serving high concentrations of students who are eligible to receive services under Title VI.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
DISCUSS BUDGET COMMITTEE APPLICATIONS / INTRODUCE APPLICANTS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Budget Committee positions 3 and 4 are currently vacant, having expired on June 30, 2021. Position 7 is open after a mid-term vacancy and expires on June 30, 2022. (Oregon law provides that if an appointive member is unable to serve the full term for which the member was appointed, or an appointive member resigns prior to completion of the term, the governing body shall fill the vacancy by appointment for the unexpired term (ORS 294.414).)

<u>POSITION</u>	<u>EXPIRES</u>	<u>WAS HELD BY</u>	<u>NOTES</u>
4	June 30, 2024	Nina Carlson	Nina Carlson has served multiple terms on the Budget Committee and did not reapply.
5	June 30, 2024	Kristine Adams-Wannberg	Kristine Adams-Wannberg was appointed to a mid-term vacancy for position 5 and has reapplied.
7	June 30, 2022	Kevin Murphy	Kevin Murphy became employed by the district and was required to vacate the position.

Vacancies on the Budget Committee were publicly announced in June, and applications were received through November 1, 2021. The following candidates submitted applications:

- [Sarah Parsons](#) (new applicant)
- [Alexander Flores](#) (new applicant)
- [Kristine Adams-Wannberg](#) (incumbent)

During tonight's work session, the Board is scheduled to review the Budget Committee applications, and applicants will have an opportunity to be introduced to Board members and share an interest statement. The Board will then select candidates for appointment during the regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the Budget Committee applications, meet the applicants, and select candidates for appointment during the regular session.

Hillsboro School District
November 16, 2021
PROCLAMATIONS / LAND ACKNOWLEDGEMENT DISCUSSION

SITUATION

The Board will review a draft list of Proclamation for the 2022 year. As a reminder, the following guidelines were used when constructing this list:

Guidelines

- Proclamations should reflect inclusiveness as related to the education of our students and the values of the community. Proclamations will recognize, celebrate and honor the diversity of our students, staff and community.
- Proclamations must have a district wide significance and demonstrate relevancy to the Hillsboro School District.

Recommended Proclamations

- | | |
|--|-----------|
| • School Board Appreciation Month | January |
| • Black History Month | February |
| • National School Counseling Week | February |
| • School Bus Driver Recognition Day | February |
| • Classified Employee Appreciation Week | March |
| • Women's History Month | March |
| • National Volunteer Week | April |
| • Asian & Pacific Islander Heritage Month | May |
| • Teacher Appreciation Week | May |
| • National School Nurses Week | May |
| • LGBTQ Pride Month | June |
| • Latinx Heritage Month | September |
| • Safe Schools Month | October |
| • National Principals Month | October |
| • Native American Heritage Month | November |
| • American Education Week | November |
| • National Education Support Professionals Day | November |

Additionally, the Board will discuss the Land Acknowledgement verbiage that is currently being read at the beginning of regular session Board meetings.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the Proclamations draft and Land Acknowledgement.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2021-2022
LAND ACKNOWLEDGEMENT**

As we gather here today, even in this virtual setting, we would like to take a moment to acknowledge that our district service area is on the occupied traditional homelands of the Atfalati Indigenous people, lands we now call Washington County and the State of Oregon.

We thank them and their ancestors for being the original stewards of this land. We take this opportunity to offer gratitude for the opportunity to learn, work, and be a community on this land.

We also acknowledge the systemic policies of colonization that have led to genocide, relocation and assimilation that have impacted Indigenous and Native families, both past and present, and those who will be affected in the future.

According to Kalapuya tradition, people have lived here since time immemorial. Indigenous people still live here today, having persevered through US sponsored war displacement, genocide, and oppression.

We honor the Indigenous people whose traditional and ancestral homelands we stand on: the Tualatin Kalapuya, Kathlamet, Clackamas, Tumwater, Molalla, bands of the Chinook and many other indigenous nations of the Columbia River.

We believe it is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them.

In remembering these communities, we honor their legacy, their lives, and their ancestors. We also recognize the urban Indigenous/Native/First Peoples community living in the metro area, which includes over 400 tribal nations.

**Hillsboro School District
November 16, 2021
RESOURCE CONSERVATION MANAGER INTRODUCTION**

SITUATION

The District's Resource Conservation Management program has been in place since the 2015-16 school year. Currently Mia Hocking leads this work for the District. She will provide an overview of the program and present information about the financial benefits of the District's Resource Conservation Management program.

RECOMMENDATION

The Superintendent recommends that the Board of Directors ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
BOARD ROOM TECHNOLOGY UPDATE

SITUATION

Technology Services has continued to make adjustments to the audio visual system in the Board room to provide a better experience for both in-room and online participants and visitors.

Upgrades already completed:

- New and additional in-room speakers
- New in-room remote-controlled camera with zoom
- Audio system network connection
- New laptop, monitor and associated equipment to run online and in-room meeting
- New Microphone Cables

Planned upgrades:

- Mixer that allows individual microphone leveling
- Joystick to more easily control camera with preset zoom locations
- Updated microphones with longer necks

The Technology Services department is currently in search of a vendor to install and setup the equipment that has already been received.

Continued training on use of the system and appropriate mic placement while using masks and/or shields is needed to resolve most of the sound issues being reported by those watching the sessions online or listening to the recordings.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the update and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2021-2022
LAND ACKNOWLEDGEMENT**

As we gather here today, even in this virtual setting, we would like to take a moment to acknowledge that our district service area is on the occupied traditional homelands of the Atfalati Indigenous people, lands we now call Washington County and the State of Oregon.

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We also acknowledge the systemic policies of colonization that have led to genocide, relocation and assimilation that have impacted Indigenous and Native families, both past and present, and those who will be affected in the future.

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We honor the Indigenous people whose traditional and ancestral homelands we stand on: the Tualatin Kalapuya, Kathlamet, Clackamas, Tumwater, Molalla, bands of the Chinook and many other indigenous nations of the Columbia River.

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DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

October 26, 2021

District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. EXECUTIVE SESSION

Board Chair Mark Watson called the meeting to order at 5:18 PM, and moved the Board into executive session under ORS 192.660(2)(d) - Labor Negotiator Consultation and ORS 192.660(2)(e) - Real Property Transaction

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim - virtual	Kona Lew-Williams, Human Resources Officer
Yadira Martinez	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
Erika Lopez	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
<u>Others Present:</u>	Michelle Morrison, Financial Officer – virtual
Ed Hayden	Adam Stewart, Capital Projects Officer
Kyle Hayden	Rose Roman, Executive Assistant to the Board

A. ORS 192.660(2)(d) - Labor Negotiator Consultation

Human Resources Officer Kona Lew Williams gave an update on Labor Negotiations. Michelle Morrison discussed the financial position of the district. Director Erika Lopez gave highlights of Licensed Bargaining. Board Chair Mark Watson gave highlights of Classified Bargaining.

B. ORS 192.660(2)(e) - Real Property Transaction

Capital Projects Officer Adam Stewart gave background information. Realtors Kyle/Ed Hayden discussed potential real property transactions.

Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 6:06 PM.

2. **WORK SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim - virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Yadira Martinez	Michelle Morrison, Financial Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
	Audrea Neville, Executive Director of Schools
	Frank Caropelo, Executive Director of Schools
	Lindsay Garcia, Executive Director of Schools
	Jill Golay, HEA President
	Marianna Roman, Family Outreach Liaison
	Rose Roman, Executive Assistant to the Board of Directors
	Kelli Waibel, Technology Support
	Hugo Salmeron, Technology Support

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 6:09 PM.
- B. Community Curriculum Advisory Committee Selection Process
Assistant Superintendent Travis Reiman discussed the CCAC selection process. Eighteen candidates introduced themselves to the Board. Board members selected candidates to be appointed in the regular session.
- C. Fall 2021 Update
Information Technology Officer Jordan Beveridge gave a vaccination update. Assistant Superintendent Dayle Spitzer introduced student supports. Executive Director of Schools Lindsay Garcia discussed elementary student support. Executive Director of Schools Audrea Neville discussed middle school supports including team/department/grade level supports. Executive Director of Schools Frank Caropelo discussed on-track meetings, and proactive supports for students.
- D. Recess Board Meeting
Board Chair Mark Watson recessed at 7:02 PM.

3. **REGULAR SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim - virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Yadira Martinez	Michelle Morrison, Financial Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information & Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
	Adam Stewart, Capital Projects Officer
	Jill Golay, HEA President
	Melody Hansen, HCU President
	Marianna Roman, Family Outreach Liaison
	Rose Roman, Executive Assistant to the Board of Directors
	Kelli Waibel, Technology Support
	Hugo Salmeron, Technology Support

A. Call to Order and Flag Salute

Board Chair Mark Watson reconvened the meeting at 7:13 PM and led the Pledge of Allegiance.

B. Land Acknowledgement

Board Chair Mark Watson read a Land Acknowledgement.

C. Proclamations

1. Native American Heritage Month

Director See Eun Kim read the Native American Heritage Month Proclamation.

2. American Education Week

Director Lisa Allen read the American Education Week Proclamation.

3. National Education Support Professionals Day

Director Monique Ward read the National Education Support Professionals Day Proclamation.

D. Approval of Agenda

Director Yadira Martinez MOVED, SECONDED by Director Lisa Allen, to approve the agenda as printed.

The MOTION CARRIED (7-0). No further discussion took place.

E. Audience Time

No audience members requested to address the Board.

F. Consent Agenda

Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Lisa Allen MOVED, SECONDED by Director Yadira Martinez, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0). No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of September 28, 2021 Board Meeting
2. Approve Minutes of October 12, 2021 Board Meeting
3. Approve Routine Personnel Matters

G. Action Items

1. Appoint CCAC Members

Director Erika Lopez MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors appoint the slate of candidates identified during this evening's work session to the open positions on the CCAC, as follows:

Position 2: Angela Vargas

Position 5: Annie Tronco

Position 6: Debra Dority

Position 9: Joe Everton

Position 10: Linda Osuna

Position 11: Michael Smith

Position 13: Shira Long-Strand

The MOTION CARRIED (7-0). Director Erika Lopez thanked applicants and encouraged participation in other district committees.

2. Award Contract for New Elementary School in South Hillsboro
Capital Projects Officer Adam Stewart presented the bid.

Director Lisa Allen MOVED, SECONDED by Director Erika Lopez that the Board of Directors award the construction of a new 600-student elementary school in South Hillsboro to Kirby Nagelhout Construction in the amount of \$27,475,000.

The MOTION CARRIED (7-0). Board members asked clarifying questions.

3. Letter of Interest for Sale of Real Estate

Director Lisa Allen MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the terms of the Letter of Interest to sell 11.88 acres at a cost of \$340,000 per acre and to direct District staff and District Realtor to move forward with the development of a Purchase and Sale Agreement (PSA) to finalize the sale of the property.

The MOTION CARRIED (7-0). No further discussion took place.

4. MEC Naming/Renaming

Operations Officer Casey Waletich reviewed the 30-day review process.

Director Nancy Thomas MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve the naming and renaming of MEC West to: Oak Street Campus, Pathway Center, David Hill Building, Miller Community Center and Hillsboro Community Garden.

The MOTION CARRIED (7-0). No further discussion took place.

5. Accept Gifts and Donations

Financial Officer Michelle Morrison highlighted the donation from Kaiser Permanente. Communications Officer Beth Graser provided additional information on the donation. Assistant Superintendent Dayle Spitzer discussed the pilot process because of this donation.

Director Erika Lopez MOVED, SECONDED by Director Lisa Allen, that the Board of Directors accept the donation of \$24,999 from Kaiser Permanente to the Hillsboro School District for the Thriving Schools Playbook Activation.

The MOTION CARRIED (6-1). Director Monique Ward opposed.

Director Monique Ward asked clarifying questions. Director Nancy Thomas asked about the impact on next year.

H. Reports and Discussions

1. Financial Report (see written report)

Chief Financial Officer Michelle Morrison presented the Financial Report and pointed out an error in the reporting, clarifying that there was only one student incident, not four as shown in the Financial Report table.

2. Division 22 Assurances

Assistant Superintendent Travis Reiman gave an overview of the Division 22 processes. Director Nancy Thomas asked how HSD compares to other districts. Assistant Superintendent Travis Reiman reported that the information is reported on the ODE website, but not in a comparison method.

3. October 1st Enrollment

Human Resources Officer Kona Lew-Williams discussed data on the October 1, 2021 Enrollment Report. Director Monique Ward asked about the City View Charter School data included in the report. Superintendent Mike Scott clarified the relationship of City View Charter School to the HSD. Director Monique Ward asked about students at NWRESD. Human Resources Officer Kona Lew-Williams clarified SPED students enrollment. Board Chair Mark Watson thanked staff for being flexible, responsive and accommodating staffing issues.

4. Educator Evaluation Flexibility

Human Resources Officer Kona Lew-Williams discussed information received from ODE on the evaluation of contract educators, allowing administrators to

focus on probationary teachers. Superintendent Mike Scott discussed staffing shortages and the impact of the evaluation process. Directors asked clarifying questions.

I. Information - Administrative Regulation Update

Superintendent Mike Scott policy administrative regulations

1. KH-AR: Public Gifts to the District – Director Monique Ward pointed out a sentence structure issue.

J. HCU / HEA Reports

HEA President Jill Golay discussed hardships faced by teachers, staffing shortage, challenges that teachers are experiencing, ongoing bargaining and talks with HSD administrations on ways to support educators. HCU President Melody Hansen gave an update on staffing shortages, recruiting, and bargaining.

K. Discussion Time

1) Student Representatives' Time

No student representatives were present at this meeting.

2) Superintendent's Time

Superintendent Mike Scott recognized and thanked HSD bus drivers and Transportation staff, and highlighted School Bus Safety Week. He discussed community partnerships, and the reopening of the food pantry and accompanying vaccination event at Poynter Middle School. Superintendent Scott highlighted the beneficial student experience in our schools, and thanked our staff for their work.

3) Board of Directors' Time

Director Erika Lopez highlighted the play at Glencoe High School and other extracurricular activities, and gave a shout out to HSD staff for their efforts. Director Monique Ward thanked the audience for their attendance, and thanked staff for answering her questions and their timely responses. Director Lisa Allen wished everyone a safe and happy Halloween. Director See Eun Kim gave a shout out to Information Technology Officer Jordan Beveridge and the Technology department for making hybrid meetings possible. Director Yadira Martinez agreed that the student experience is the same as ever, highlighted McKinney spirit week, and thanked teachers. Board Vice Chair Nancy Thomas provided no comment. Board Chair Mark Watson thanked teachers and highlighted the Glencoe High School play that begins this week.

L. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:18 PM.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

A. Ratify the acceptance of the resignation of the following licensed personnel:

Laura Creek

Assignment: 1.0 FTE Science Teacher
Location: Century High School
Effective Date: December 14, 2021

Tamara Glem

Assignment: 1.0 FTE 3rd Grade Teacher
Location: Imlay Elementary School
Effective Date: January 2, 2022

Kendra Morato

Assignment: 1.0 FTE Math Teacher
Location: Liberty High School
Effective Date: November 10, 2021

Sherry Morin

Assignment: 1.0 FTE Social Learning Center Teacher
Location: Reedville Elementary School
Effective Date: January 4, 2022

Micah Wilson

Assignment: 1.0 FTE 6th Grade Teacher
Location: Hillsboro Online Academy
Effective Date: November 30, 2021

B. Approve the employment of the following licensed personnel in the 2020-21 school year:

Morgan Acker

Education: MA – Pacific University, Forest Grove, OR
Experience: 4 years
Assignment: 0.4 FTE 2nd Grade Teacher – Jackson Elementary School

Jack Buchanan

Education: BA – Northern Arizona University, Flagstaff, AZ
Experience: None
Assignment: 1.0 FTE Science Teacher – Evergreen Middle School

Lynette Gross

Education: MA – Grand Canyon University, Phoenix, AZ
Experience: 15 years
Assignment: 1.0 FTE 3rd Grade Teacher – Hillsboro Online Academy

LaShaun Garrett

Education: MA – Martin University, Indianapolis, IN
Experience: 7 years
Assignment: 1.0 FTE Child Development Specialist – North Plains Elementary School & Atfalati Ridge Elementary School

Taylor Guenther

Education: BA – Eastern Oregon University, La Grande, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Indian Hills Elementary School

Benjamin Gulick

Education: MA – Eastern Michigan University, Ypsilanti, MI
Experience: None
Assignment: 0.833 FTE EL Specialist – Century High School

Vanessa Hancock

Education: MA – Western Oregon University, Monmouth, OR
Experience: 2 years
Assignment: 1.0 FTE 5th Grade Teacher – West Union Elementary School

Sarah Harwood

Education: MA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Rosedale Elementary School

Lindsay Hehn

Education: MA – George Fox University, Newberg, OR
Experience: 6 years
Assignment: 1.0 FTE Language Arts Teacher – Hillsboro Online Academy

Jennifer Lawler

Education: BA – Rowan University, Glassboro, NJ
Experience: 10 years
Assignment: 0.375 FTE Student Success Coach – Patterson Elementary School

Molly Lueck

Education: BA – California State University, Camarillo, CA
Experience: 1 year
Assignment: 1.0 FTE 6th Grade Teacher – Groner K-8 School

David Morales Brooks

Education: MA – Washington State University, Vancouver, WA
Experience: 1 year
Assignment: 1.0 FTE 6th Grade Dual Language Teacher – Reedville Elementary School

Breeana Malloy

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE Health and PE Teacher – Century High School

Mackenzie Sibert

Education: No Degree Yet
Experience: None
Assignment: 1.0 FTE General Education Specialist – Miller Education Center

Christopher Thurley

Education: MA – Concordia University, Portland, OR
Experience: 25 years
Assignment: 1.0 FTE Social Studies Teacher – Evergreen Middle School

Micah Wilson

Education: MA – Warner Pacific University, Portland, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Hillsboro Online Academy

- C. Approve the employment of the following licensed personnel in the 2020-21 school year, who have held temporary status:

Elizabeth Acosta

Education: BA – The University of Toledo, Toledo, OH
Experience: 2 years
Assignment: 1.0 FTE Math/Science Teacher – R.A. Brown Middle School

Mark Anderson

Education: MA – University of Illinois at Urbana, Champaign, IL
Experience: 2 years
Assignment: 0.9 FTE Music/Band Teacher – Free Orchards Elementary School

Asusena Arreola

Education: BA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Dual Language Kindergarten Teacher –
Mooberry Elementary School

Natalie Barrow Hodgson

Education: BA – California State University, Fullerton, CA
Experience: 7 years
Assignment: 1.0 FTE Intermediate Classroom Teacher – Lincoln
Street Elementary School

Krista Becker

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 3rd/4th Grade Teacher – Atfalati Ridge
Elementary School

Kyle Blum

Education: MA – University of Portland, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE Intermediate Classroom Teacher – Brookwood
Elementary School

Cristina Botella Gonzalez

Education: MA – University of Valencia, Valencia, Spain
Experience: 21 years
Assignment: 1.0 FTE Language Arts Teacher - Dual Language –
South Meadows Middle School

Nini Bui

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Art Teacher – Poynter Middle School

Patrick Callahan

Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten Teacher – Ladd Acres Elementary
School

Donald Clemson

Education: MA – Lesley University, Cambridge, MA
Experience: 27 years
Assignment: 0.5 FTE Instructional Coach – Lincoln Street Elementary
School

Brynna Close

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Kindergarten Teacher – Orenco Elementary School

Joann Conroy

Education: BA – Oregon State University, Corvallis, OR
Experience: 31 years
Assignment: 0.4 FTE 2nd Grade Teacher – Jackson Elementary School

Jade Contreras

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – Rosedale Elementary School

Kayla Cosman

Education: MA – Concordia University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE 2nd Grade Teacher – West Union Elementary School

Maria Cuevas Trol

Education: BA – University of Zaragoza, Spain
Experience: 12 years
Assignment: 1.0 FTE 2nd Grade Dual Language Teacher – Minter Bridge Elementary School

Janelle Del Castillo

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Kindergarten Teacher – Minter Bridge Elementary School

Antonio De Los Santos Vega

Education: MA – Unidad 282 de la Universidad Pedagogica Nacional
Experience: 6 years
Assignment: 1.0 FTE Dual Language 5th/6th Grade Teacher – Eastwood Elementary School

Connor Dunham

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE Math Teacher – Hillsboro High School

Zaynab Elmi

Education: MA – San Diego State University, San Diego, CA
Experience: 6 years
Assignment: 1.0 FTE Student Success Coach – Rosedale and Brookwood Elementary Schools

Char Evanson

Education: BA – University of Northern Colorado, Greeley, CO
Experience: 8 years
Assignment: 1.0 FTE 1st Grade Teacher – West Union Elementary School

Barbara Furstenberg

Education: N/A
Experience: 37 years
Assignment: 1.0 FTE Social Studies Teacher – Glencoe High School

Mark Ganter

Education: MA – George Fox University, Newberg, OR
Experience: 2 years
Assignment: 1.0 FTE PE Teacher – Evergreen Middle School

Natalie Genter-Gilmore

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE Classroom Teacher – Tobias Elementary School

John Gibbs

Education: N/A
Experience: 28 years
Assignment: 1.0 FTE Science Teacher – Glencoe High School

Holly Goritz

Education: MA – Portland State University, Portland, OR
Experience: 5 years
Assignment: 1.0 FTE Preschool Teacher – Liberty High School

Jeffrey Gower

Education: MA – N/A
Experience: 22 years
Assignment: 1.0 FTE Academic Options Teacher – Century High School

Hannah Hange

Education: MA – Kent State University, Kent, OH
Experience: 5 years

Assignment: 0.4 FTE Speech-Language Pathologist – Hillsboro High School

James Harris

Education: BA – Oregon State University, Corvallis, OR
Experience: 31 years
Assignment: 0.67 FTE Social Studies Teacher – South Meadows Middle School

Suzanne Hawthorne

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten Teacher – Hillsboro Online Academy

Nicole Heil

Education: MA – Loma Linda University, Loma Linda, CA
Experience: 11 years
Assignment: 0.6 FTE Speech-Language Pathologist – West Union Elementary School

Keri Imada

Education: BA – Oregon State University, Corvallis, OR
Experience: 3 years
Assignment: 1.0 FTE 4th Grade Teacher – Orenco Elementary School

Zachary James

Education: BA – Oregon State University, Corvallis, OR
Experience: 1 year
Assignment: 1.0 FTE EL Specialist – Hillsboro High School

Kim Jansen

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE Intermediate Classroom Teacher – McKinney Elementary School

Ashley Jennings

Education: MA – San Francisco State University, San Francisco, CA
Experience: 1 year
Assignment: 1.0 FTE Secondary Resource Specialist – R.A. Brown Middle School

Anita Jensen

Education: MA – Portland State University, Portland, OR
Experience: 2 years

Assignment: 1.0 FTE Speech-Language Pathologist – Ladd Acres Elementary and Century High Schools

Paula Jones

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE 3rd Grade Teacher – Rosedale Elementary School

Joseph Kira

Education: BA – University of Hawaii at Manoa, Honolulu, HI
Experience: 17 years
Assignment: 1.0 FTE PE/Health Teacher – Hillsboro High School

Roseanna Ling Ho

Education: MA – University of Oregon, Eugene, OR
Experience: 3 years
Assignment: 1.0 FTE Kindergarten Teacher – McKinney Elementary School

Melinda Lloyd

Education: BA – Brigham Young University, Provo, UT
Experience: 2 years
Assignment: 1.0 FTE Intermediate Classroom Teacher – McKinney Elementary School

Daniel Martin Bellido

Education: BA – University of Zaragoza, Zaragoza, Spain
Experience: 21 years
Assignment: 1.0 FTE 2nd Grade Dual Language Teacher – Lincoln Street Elementary School

Michael Martin

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Graphic Design Teacher – Evergreen Middle School

Heather Mason

Education: MA – University of Northern Iowa, Cedar Falls, IA
Experience: None
Assignment: 1.0 FTE Speech-Language Pathologist – R.A. Brown and Evergreen Middle Schools

Janae May

Education: MA – American College of Education, Indianapolis, IN
Experience: 2 years

Assignment: 1.0 FTE Preschool Teacher – Poynter Middle School

Heather Meeuwsen

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE 6th Grade Teacher – West Union Elementary School

Rachelle Mejia

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE TOSA - OSP - Early Learning – Office for School Performance

Susan Morris

Education: BA – Western Governors University, Salt Lake City, UT
Experience: 1 year
Assignment: 1.0 FTE 5th Grade Teacher – Imlay Elementary School

Michael O'Connor

Education: BA – Oregon State University, Corvallis, OR
Experience: 25 years
Assignment: 1.167 FTE Industrial Engineering Teacher – Glencoe High School

Kenneth Ollis

Education: MA – Lewis & Clark College, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE School Counselor – Hillsboro Online Academy

Trudy Perkins

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Math Teacher – Glencoe High School

Brynn Quine

Education: MA – University of Phoenix, Tempe, AZ
Experience: 1 year
Assignment: 1.0 FTE Intermediate Classroom Teacher – Minter Bridge Elementary School

Alyssa Rainey

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE Kindergarten Teacher – Orenco Elementary School

Courtney Rempel

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE Health and PE Teacher – Hillsboro High School

Andrea Reohr

Education: BA – College of Oneonta, Oneonta, NY
Experience: 4 years
Assignment: 1.0 FTE Behavior Specialist – West Union Elementary School

Makaylee Rios

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Elementary Classroom Teacher – Quatama Elementary School

Emely Rojas

Education: MA – Manhattanville College, Harrison, NY
Experience: 2 years
Assignment: 1.0 FTE School Counselor – Lincoln Street Elementary School

Megan Sakauye

Education: MA – University of Portland, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 1st Grade Dual Language Teacher – W.L. Henry Elementary School

Evelyn Salvatierra

Education: MA – Pacific Oaks College, Pasadena, CA
Experience: None
Assignment: 1.0 FTE Dual Language Preschool Teacher – Reedville Elementary School

Samantha Satterlee

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE 2nd Grade Teacher – Hillsboro Online Academy

Oluwaseun(Shay) Sheller

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Social Communication Center Teacher – Brookwood Elementary School

Sidra Siddiqui

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 4th Grade Teacher – Indian Hills Elementary School

Annette Snyder

Education: MA – Pacific Lutheran University, Tacoma, WA
Experience: 8 years
Assignment: 0.5 FTE School Counselor – Hillsboro Online Academy

Kayla Stevens

Education: BA – Western Oregon University, Monmouth, OR
Experience: 1 year
Assignment: 1.0 FTE Intermediate Classroom Teacher – McKinney Elementary School

Malinda Teague

Education: MA – Concordia University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE General Education Specialist – Eastwood Elementary School

Rebecca Tengs

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – Farmington View Elementary School

Kearston Wiggins

Education: MA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – Eastwood Elementary School

Shannon Witman

Education: MA – Salem State University, Salem, MA
Experience: 14 years
Assignment: 1.0 FTE Language Arts Teacher – Liberty High School

Linda Wolf

Education: MA – Portland State University, Portland, OR
Experience: 36 years
Assignment: 1.0 FTE Science Teacher – Glencoe High School

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
DECLARE SURPLUS EQUIPMENT AND AUTHORIZE DISPOSAL

SITUATION

Policy DN: Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

District Transportation Services staff have identified a bus that is no longer useful to the District, but may be used by another local government agency for emergency training purposes. Staff recommends donating the bus to the Hillsboro Fire Department.

- Bus #152 is a 2005 Thomas Built, 84-passenger Transit Style School Bus.
- It is powered by a 2004 engine model year CAT C7 – 230HP diesel engine.
- It is one of the 40 remaining “Gross Polluter” buses in the District fleet that must be removed by January 1, 2025.
- It is scheduled to be decommissioned by the close of 2021.

RECOMMENDATION

The Superintendent recommends the Board of Directors declare Bus #152 surplus, and authorize the donation to the Hillsboro Fire Department for emergency training purposes.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
ACCEPT GIFTS AND DONATIONS
(as of October 31, 2021)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

- Donation of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education
- Donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary School for water fountains

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept the donations of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education, and the donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary School for water fountains

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
ACKNOWLEDGE GIFTS AND DONATIONS
(as of October 31, 2021)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

- Donation of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education
- Donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary School for water fountains

RECOMMENDATION

The Superintendent recommends that the Board of Directors acknowledge the donations of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education, and the donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary School for water fountains.

I move that the Board of Directors acknowledge the donations of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education, and the donation of \$5,000 from Witch Hazel PTA to Witch Hazel Elementary School for water fountains.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
ELECT MEMBERS TO OREGON SCHOOL BOARDS ASSOCIATION
BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

SITUATION

The Oregon School Board Association (OSBA) governance model provides that member districts elect members to the OSBA Board of Directors and Legislative Policy Committee (LPC). Washington County school districts have been represented by positions 15, 16, and 20, which are staggered, two-year terms. Position 15 and 20 are open for election to the OSBA Board of Directors and positions 15, 16, and 20 are open for election to the Legislative Policy Committee, and will be filled for two-year terms.

District votes must be submitted no later than 5:00 PM on December 17, 2021. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected OSBA board members will officially take office on January 1, 2022. Candidate questionnaires and resumes may be viewed on the OSBA website at:

http://www.osba.org/About-OSBA/Election_Center.aspx

The nominee is listed below:

Board	Position	Candidate	Organization
Board of Directors	15	Susan Greenberg	Beaverton 48J
Legislative Policy Committee	15	Mark Watson	Hillsboro 1J
Legislative Policy Committee	16	Becky Tymchuk	Beaverton 48J
Board of Directors	20	Erika Lopez	Hillsboro 1J
Legislative Policy Committee	20	TJ Johnson	Gaston 511J
Legislative Policy Committee	20	Marvin Lynn	Tigard-Tualatin 23J

Following the election, the Board secretary will record the vote electronically with OSBA.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take action on the following motion, using the sample script provided by OSBA:

I move that the Board of Directors cast its vote for Susan Greenberg for the OSBA Board of Directors, position 15.

I move that the Board of Directors cast its vote for Mark Watson for the OSBA Legislative Policy Committee, position 15.

I move that the Board of Directors cast its vote for Becky Tymchuk for the OSBA Legislative Policy Committee, position 16.

I move that the Board of Directors cast its vote for Erika Lopez for the OSBA Board of Directors, position 20.

I move that the Board of Directors cast its vote for _____ for the OSBA Legislative Policy Committee, position 20.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
APPOINT BUDGET COMMITTEE MEMBERS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Budget Committee positions 3 and 4 are currently vacant, having expired on June 30, 2022. Position 7 is an interim vacancy that expires June 30, 2022 (Oregon law provides that if an appointive member is unable to serve the full term for which the member was appointed, or an appointive member resigns prior to completion of the term, the governing body shall fill the vacancy by appointment for the unexpired term (ORS 294.414).) Term expiration dates are provided below for the positions to be filled:

<u>POSITION</u>	<u>EXPIRES</u>
3	June 30, 2024
4	June 30, 2024
7	June 30, 2022

Vacancies on the Budget Committee were publicly announced in June, and applications were received through November 1, 2021. One application for reappointment and two new applications were received.

During tonight's work session, Board members reviewed the applications, met the applicant present and discussed the selection process. During the regular session, the Board will officially appoint the new Budget Committee members.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint the selected candidates to the Budget Committee.

- *I move that the Board of Directors appoint the slate of candidates identified during the work session to the three vacant positions on the Budget Committee, as follows:*
 - *Appoint _____ to position 3, which expires on June 30, 2024*
 - *Appoint _____ to position 4, which expires on June 30, 2024*
 - *Appoint _____ to position 7, which expires on June 30, 2022*

**Hillsboro School District
November 16, 2021
OSAA COLLECTIVE SPONSORSHIP APPLICATION - LHS AND HHS SWIMMING**

SITUATION

The Oregon School Activities Association (OSAA) allows schools to combine resources under certain circumstances. Liberty High School is applying to be in a swimming collective with Hillsboro High School due to Liberty not having a swim coach. Additionally, both teams practice in the same location. Hilhi has offered to coach the LHS swimmers as part of a collective. Although this is not common in our District, the circumstances at LHS meet the requirements to participate in the collective. This will allow LHS swimmers the opportunity to participate in the swim season. Part of the requirement from the OSAA is to have School Board approval.

OSAA Collective Process:

Definition - Schools in a collective sponsorship share resources but students from these schools must compete as representatives of the school they attend in all competitions, including district and state championships.

Scope - Collective sponsorship may be applied for in the following activities: cross country, swimming, wrestling, speech, golf, tennis, and track & field.

Who may apply? - Only full member schools may apply for collective sponsorship, not families or individuals. Schools requesting a collective sponsorship should be located in the same geographic area. Schools requesting collective sponsorship approval should make every effort to collectively sponsor an activity with the nearest school that also has difficulty supporting the activity by itself.

School Board Approval Requirement - The Governing Boards of the schools involved in the collective sponsorship shall jointly apply for such sponsorship listing specific reasons for the request.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the Collective Sponsorship Application.

I move that the Board of Directors approve the Collective Sponsorship Application.

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
FINANCIAL REPORT

Business Office – General Update

The Business Office collaborates with all departments in the District Office to provide a system of support for schools, so that principals can focus their attention on instructional leadership. Financial reports in upcoming months will feature examples of this collaboration, which promotes a culture of continuous improvement, learning, and responding to the changing needs of schools.

Example 52: Volunteers Returning to Schools

Central office services are designed to anticipate and proactively meet the needs of each school. The Business Office demonstrates efficiency by a well-coordinated and defined set of operational systems. Schools have been asking volunteers to return to school and the Business Office has worked closely with Human Resources and Technology Services to ensure compliance in regards to background checks and vaccination requirements. A customer service approach has volunteers queued up and ready to return for the 2nd quarter.

Finance Team – Accounts Payable, Banking, and Student Body Accounting

Finance Manager Jennifer Zavatsky and her team are planning for a transition of the High School Student Body Accounting software. This requires research, review, and interviews for staff in other schools using various software options and a clear vision for how the systems can be more efficient.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones is finalizing the District 2020-21 Financial Report and Bond Fund Review in preparation for the December 7th, 2021 Audit Committee meeting and board approval. Mr. Jones continues to lead the school and department budget monitoring. This requires clear communication and an extension of support to administrators.

The District is hiring a Fiscal Planning Specialist for (service/purchase) Contracts and Agreements. This position will centralize contract reviews and serve as the District point of contact for negotiations. Complexities for background checks, vaccination requirements, and limited liability will be standardized throughout District agreements and with vendor partners. This position will also have a focus on business equity and developing an access plan for Women and Minority businesses.

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis and the payroll team are exploring options for “electronic time sheets” to automate the data collection process for staff submitting exception time sheets for hours above their regular position assignment.

Risk Manager Leah McCarthy scheduled meetings with each staff member and their supervisor that submitted a request for a vaccination exception. This includes season coaches and new hires. Due to Mrs. McCarthy's efforts and support from Human Resources, Technology, and Lynette Coffman (Employee Benefits Supervisor), the District is in compliance with the Governor's order that required all school staff are vaccinated or have an approved exception by October 18th. Staff with exceptions are supported in the additional protocols necessary to maintain safety for themselves, students, and other staff members.

General Functions

The Business Office Recovery Team is working to track all COVID-19 related expenses and potential funding sources to recovery outlay wherever possible. Although the economic impact of the Coronavirus is yet to be determined, the Recovery Team is an ad-hoc work group aligned with the Business Office imperative to 1) minimize waste, and 2) maximize opportunities. If you would like more information or to discuss these or other Business Office items, please contact Michelle Morrison at 503-844-1527 or morrisom@hdsd.k12.or.us.

Workers' Compensation Report

In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in September 2021.

The District received 16 workers' compensation claim in September. As of September 30, 2021, there were 29 open claims; 14 were for medical costs only, and 15 included time loss. There were eight employees on modified work plans during September.

Workers' Compensation Reports			
	2019-20	2020-21	2021-22
July	3	0	1
August	2	3	6
September	15	6	16
October	15	5	
November	10	2	
December	18	2	
January	14	0	
February	17	0	
March	3	2	
April	0	4	
May	1	7	
June	0	3	
Yearly Total:	99	34	23

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 74 student incidents reported in September.

Student Incident Reports						
	2020-21 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2021-22 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	0	N/A	0	1	N/A	0
August	0	N/A	0	4	N/A	0
September	0	N/A	0	74	0.2	2
October	0	N/A	0			
November	0	N/A	0			
December	1	N/A	0			
January	1	N/A	0			
February	2	N/A	0			
March	12	N/A	0			
April	29	1.4	1			
May	24	0.8	0			
June	9	1.4	2			
Yearly Total:	78		3	79		2

Vehicle Accidents

There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were four vehicle accidents in September.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J

2021-22

MONTHLY FINANCIAL REPORT - as of October 31, 2021

Revenues	July	August	September	1st Quarter	October	2nd Quarter	Fiscal YTD	Budget		Fiscal YTD	
	Actual	Actual	Actual	Actual	Actual	Actual	2020-21	2021-22	% of Budget	2020-21	% of Budget
Taxes	\$0.00	\$0.00	\$113,991.67	\$113,991.67	\$0.00	\$0.00	\$113,991.67	\$85,131,045.00	0.13%	\$140,003.08	0.17%
Interest	\$12,526.42	\$12,218.92	\$13,628.40	\$38,373.74	\$9,934.89	\$9,934.89	\$48,308.63	\$500,343.00	9.66%	\$88,496.72	7.37%
Local Sources	\$10,048.48	\$29,191.00	\$17,377.68	\$56,617.16	\$123,798.36	\$123,798.36	\$180,415.52	\$3,111,507.00	5.80%	\$78,791.83	2.85%
Total Local	\$22,574.90	\$41,409.92	\$144,997.75	\$208,982.57	\$133,733.25	\$133,733.25	\$342,715.82	\$88,742,895.00	0.39%	\$307,291.63	0.36%
County/ESD	\$0.00	\$0.00	\$2.39	\$2.39	\$1,325,703.50	\$1,325,703.50	\$1,325,705.89	\$3,775,652.00	35.11%	\$1,497,004.00	39.50%
State Sources	\$23,511,820.36	\$11,748,791.18	\$11,748,791.18	\$47,009,402.72	\$11,748,791.18	\$11,748,791.18	\$58,758,193.90	\$148,923,304.00	39.46%	\$58,088,237.85	40.58%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$44,025.66	0.00%
Beginning Balance*	\$9,948,252.00	\$0.00	\$0.00	\$9,948,252.00	\$0.00	\$0.00	\$9,948,252.00	\$9,494,012.00	104.78%	\$9,409,091.00	100.00%
Total Revenue	\$33,482,647.26	\$11,790,201.10	\$11,893,791.32	\$57,166,639.68	\$13,208,227.93	\$13,208,227.93	\$70,374,867.61	\$250,935,863.00	28.04%	\$69,345,650.14	28.55%
Expenditures											
Instruction											
Salaries	\$72,130.56	\$89,892.68	\$7,185,708.10	\$7,347,731.34	\$7,330,578.34	\$7,330,578.34	\$14,678,309.68	\$82,611,861.05	17.77%	\$13,462,741.45	16.95%
Benefits	\$25,554.68	\$39,265.48	\$3,763,224.07	\$3,828,044.23	\$3,907,327.00	\$3,907,327.00	\$7,735,371.23	\$43,980,029.26	17.59%	\$7,547,801.06	16.57%
Purchased Service	\$372,495.83	\$253,293.23	\$604,200.45	\$1,229,989.51	\$270,752.38	\$270,752.38	\$1,500,741.89	\$14,722,372.52	10.19%	\$1,218,980.96	8.48%
Supplies/Materials	\$485,483.30	\$137,473.38	\$464,058.45	\$1,087,015.13	\$272,123.47	\$272,123.47	\$1,359,138.60	\$4,697,968.00	28.93%	\$661,497.52	14.01%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$84,112.00	\$10,900.00	\$10,728.72	\$105,740.72	\$67,615.31	\$67,615.31	\$173,356.03	\$1,020,362.19	16.99%	\$151,893.94	15.57%
Total Instruction	\$1,039,776.37	\$530,824.77	\$12,027,919.79	\$13,598,520.93	\$11,848,396.50	\$11,848,396.50	\$25,446,917.43	\$147,032,593.02	17.31%	\$23,042,914.93	15.89%
Support Services											
Salaries	\$1,914,240.90	\$2,057,302.93	\$3,660,811.89	\$7,632,355.72	\$3,629,389.82	\$3,629,389.82	\$11,261,745.54	\$52,364,058.48	21.51%	\$9,262,615.46	19.61%
Benefits	\$1,075,135.28	\$1,161,006.26	\$2,125,684.21	\$4,361,825.75	\$2,092,181.96	\$2,092,181.96	\$6,454,007.71	\$27,877,023.92	23.15%	\$6,077,851.02	22.44%
Purchased Service	\$989,501.08	\$1,201,184.64	\$880,466.53	\$3,071,152.25	\$1,351,267.46	\$1,351,267.46	\$4,422,419.71	\$9,331,870.33	47.39%	\$4,019,136.34	47.04%
Supplies/Materials	\$497,483.86	\$608,834.46	\$606,173.00	\$1,712,491.32	\$893,790.73	\$893,790.73	\$2,606,282.05	\$2,977,837.18	87.52%	\$2,445,141.38	87.11%
Capital Purchases	\$0.00	\$0.00	\$34,716.33	\$34,716.33	\$5,767.80	\$5,767.80	\$40,484.13	\$0.00	0.00%	\$40,772.15	0.00%
Other	\$1,596,760.49	\$113,372.11	\$17,324.54	\$1,727,457.14	\$35,936.53	\$35,936.53	\$1,763,393.67	\$646,763.12	272.65%	\$1,453,287.94	250.53%
Total Support	\$6,073,121.61	\$5,141,700.40	\$7,325,176.50	\$18,539,998.51	\$8,008,334.30	\$8,008,334.30	\$26,548,332.81	\$93,197,553.03	28.49%	\$23,298,804.29	27.01%
Community Services											
Salaries	\$17,052.17	\$32,368.72	\$29,072.91	\$78,493.80	\$26,055.63	\$26,055.63	\$104,549.43	\$375,481.49	27.84%	\$87,629.18	27.95%
Benefits	\$8,709.92	\$13,787.18	\$17,966.09	\$40,463.19	\$17,250.18	\$17,250.18	\$57,713.37	\$199,894.87	28.87%	\$50,482.76	28.09%
Purchased Service	\$169.00	\$1,300.00	\$1,429.28	\$2,898.28	\$4,872.45	\$4,872.45	\$7,770.73	\$66,915.07	11.61%	\$745.00	1.31%
Supplies/Materials	\$372.64	\$491.97	\$15.20	\$879.81	\$0.00	\$0.00	\$879.81	\$21,352.87	4.12%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,637.65	0.00%	\$0.00	0.00%
Total Community Services	\$26,303.73	\$47,947.87	\$48,483.48	\$122,735.08	\$48,178.26	\$48,178.26	\$170,913.34	\$668,281.95	25.58%	\$138,856.94	24.26%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	-\$2,673.85	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance	\$10,037,435.00	\$0.00	\$0.00	\$10,037,435.00	\$0.00	\$0.00	\$10,037,435.00	\$10,037,435.00	100.00%	\$10,994,012.00	100.00%
Total Expenditures	\$17,176,636.71	\$5,720,473.04	\$19,401,579.77	\$42,298,689.52	\$19,904,909.06	\$19,904,909.06	\$62,203,598.58	\$250,935,863.00	24.79%	\$57,471,914.31	23.66%

*Unaudited Fund Balance

Does not include "Future Years Expenses" earmarked in CAFR

HILLSBORO SCHOOL DISTRICT 1J
November 16, 2021
FIRST READING – POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to receive a quarterly policy update.

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

The Superintendent and Cabinet members have reviewed the policies listed below, and are presenting them to the Board for first reading:

- Policies in Section A: Board Governance and Operations
 - AC: Nondiscrimination
 - AC-AR: Discrimination Complaint Procedure
- Policies in Section C: General School Administration
 - CM: Compliance and Reporting on Standards
- Policies in Section D: Fiscal Management
 - DJC: Bidding Requirements
- Policies in Section G: Personnel
 - GBA: Equal Employment Opportunity
 - GBEA: Workplace Harassment
- Policies in Section I: Instruction
 - IA: Instructional Goals
 - IGBI: Bilingual Education
 - IGDJ: Interscholastic Activities
 - IJ: School Counseling Program

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the policies in section I of the District's policy manual.



Code: AC
Adopted: 6/26/18
Revised/Readopted: 1/22/19; 11/17/20
Orig. Code(s): AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to:

1. An individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status; or
2. The perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status of any other persons with whom the individual associates.

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

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

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in

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

an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

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

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

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

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

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

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

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

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

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

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

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

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

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

House Bill 2935 (2021).

House Bill 3041 (2021).

Corrected 10/21/21



Code: AC-AR
Adopted: 4/24/18
Revised/Readopted: 1/22/19; 11/17/20
Orig. Code(s): AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed according to the following procedures.

Step 1: An oral or written complaint must be filed with the principal or designee. The principal or site administrator, or other designated official, shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 district business days of receipt of the complaint.

Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator.

Step 2: If the complainant wishes to appeal the principal's or designee's decision, they may submit a written appeal to the district-level administrator who is designated to receive these appeals. The written appeal must be submitted within five district business days after receipt of the principal's or designee's response to the complaint. The administrator receiving the appeal shall review the merits of the principal's or designee's decision within [five] business days, and may meet with all parties involved. The administrator receiving the appeal will respond in writing to the complainant within 10 district business days.

The following district-level administrators are designated to receive these appeals:

- The Office of School Performance administrator who oversees the school will receive appeals for complaints related to elementary and secondary schools;
- The Human Resources director who manages licensed staff will receive appeals for complaints related to district department-level licensed staff;
- The Human Resources director who manages classified staff will receive appeals for complaints related to district department-level classified staff.

Step 3: If the complainant wishes to appeal the step 2 decision, they may submit a written appeal to the superintendent or designee within five district business days after receipt of the step 2 response to the complaint. The superintendent or designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The superintendent or designee shall respond in writing to the complainant within 15 district business days.

Step 4: If the complainant is not satisfied with the decision reached by the superintendent or designee, a written appeal may be filed with the Board within five district business days after receipt of the response to step 3. The Board may decide to hear or deny the request for appeal at a Board

meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 district business days of this meeting.

If the principal or designee is the subject of the complaint, the complainant may start at step 3 and **should** file a complaint with the superintendent or designee.

If the superintendent is the subject of the complaint, the complaint may start at step 4 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 4 and should be submitted to the Board chair and may be referred to district counsel.

Complaints against the Board chair may start at step 4 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, ~~they~~ may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – **581-002-0023**.

Charter Schools of which the District Board is a Sponsor

The district Board, through this administrative regulation, will not review an appeal of a decision reached by the Board of the City View Charter School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of City View Charter School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

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

**Hillsboro School District
DISCRIMINATION COMPLAINT FORM**

Name of Complainant: _____

Date: _____

School or Activity: _____

☐ Student ☐ Parent ☐ Employee ☐ Person that resides in the District

Type of discrimination:

☐ Race	☒ Gender Identity	☐ Pregnancy
☐ Color	☐ National or Ethnic Origin	☐ Marital Status
☐ Age	☐ Mental or Physical Disability	☐ Familial Status
☐ Religion	☐ Veteran's Status	☐ Discriminatory use of a Native American mascot
☐ Sex		☐ Other _____
☐ Sexual Orientation		

Specific complaint – provide detailed information including names, dates, places, and activities:

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the campus principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Corrected 10/21/21



Code: CM
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code: CM

Compliance and Reporting on Standards

The Superintendent will prepare an annual report that represents the District's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The District's annual report ~~for the preceding school year~~ will be presented orally ~~to the Board~~ at a public Board meeting by November ~~February~~ 1 of each school year, and will allow public comment on such report. This report will be posted on the District's web page ~~by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).~~

The District will report on its compliance with state standards to Oregon Department of Education (ODE) by November ~~February~~ 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Corrected 10/21/21



Code: DJC
Adopted: 1/27/15
Revised/Readopted: 2/26/19
Orig. Code: DJC

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the District. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes (ORS) and adopted public contracting rules.

The Board, acting as its own LCRB, adopts the *Oregon Attorney General's Model Public Contract Rules, Oregon Administrative Rule (OAR)* Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted.

The District shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249, in effect at the time this policy is adopted.

~~The~~ Where necessary, the Board may make ~~has made~~ 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 shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b) to determine whether any modifications need to be made to District rules to ensure compliance with statutory changes. New rules shall be adopted by the Board as necessary. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

~~The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065(5) is subject to the model rules adopted by the Attorney General, including all modification to the model rules that the Attorney General may adopt.~~

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

END OF POLICY

Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [OAR Chapter 125](#), Divisions 246-249
[279C](#)

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

Corrected 10/21/21



Code: **GBA**
Adopted: 11/14/17
Revised/Readopted: 4/28/20; 9/22/20
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the District regardless of race¹, color, religion, sex, sexual orientation, gender identity², national origin, marital status, pregnancy, childbirth or a related medical condition², age, veteran's status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act(ADA), and Section 504 of the Rehabilitation Act. The Superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent will develop other specific recruiting, interviewing, and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

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

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

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

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

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

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

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

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

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)

House Bill 3041 (2021)

Corrected 10/21/21



Code: GBEA
Adopted: 12/08/20
Orig. Code: GBEA

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
House Bill 3041 (2021)

Corrected 10/21/21



Code: **IA**
Adopted: 6/24/14
Revised/Readopted: 2/25/20
Orig. Code(s): IA

Instructional Goals

The preservation of democracy in our country demands we acknowledge everyone's capacity to be a learner. The degree to which intellectual development of our students can be ascertained is by providing them with the skills to question, reason, evaluate, and apply their learning to new situations throughout their lives.

As a provider of public education to our community, we embrace the differences among families and students with regard to their beliefs, values, and customs. We want to provide our students with opportunities to develop an understanding of these differences, and an appreciation of individual worth and dignity.

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 site 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 ~~physical and cognitive growth and development of students around the~~ following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, immigration status, 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, ~~English~~, 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 community members;
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, if transportation is required by law;
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 ~~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.

We believe it is possible for learners of all abilities and backgrounds to achieve school success. Educational excellence becomes possible only when schools set high expectations and instructional goals for all students, and provide them with the necessary support to achieve these goals.

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).

Corrected 10/21/21



Code: **IGBI**
Adopted: 12/12/17
Revised/Readopted: 2/25/20
Orig. Code: IGBI

Bilingual Education**

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction 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 10/21/21



Code: **IGDJ**
Adopted: **2/25/20**

Interscholastic Activities

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

The district shall allow homeschooled and qualified private school students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, and students attending a public charter school that reside in the district to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers must be approved through the District's volunteer background check to assist with district activities.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

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

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

discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

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

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

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

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

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

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

Corrected 10/21/21



Code: **IJ**
Adopted: 2/24/09
Revised/Readopted: 2/25/20; 4/27/21
Orig. Code: 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 through 12, which will be based on the Oregon Department of Education's, *Oregon's Framework for Comprehensive School Counseling Programs*.

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.

Counselors and child development specialists demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills.

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and

12. Know where and how to utilize personal skills in making contributions to the community.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed. As well as being a members of the annual school improvement planning process, counselors and child development specialists will review school data and contribute to the plan. Yearly counselors will meet with their building administrator to review their comprehensive school guidance plan and discuss how their role as the school counselor aligns with the school improvement plan.

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 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 and/or is aligned to the HSD policy on Educational Equity.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and families. Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

~~[ORS 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 10/21/21