

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

Board Meeting Agenda
Tuesday, October 25, 2022
5:15 PM

Please note that the estimated times for specific items on Board meeting agendas are subject to change; if audience members wish to be present for specific agenda items, they are encouraged to arrive at least 15 minutes prior to the estimated time.

1. **5:15 PM - Work Session**

- A. Call to Order
Presenter: Mark Watson
Time: 5:15 PM
- B. Community Curriculum Advisory Committee (CCAC) Selection Process 5
Presenter: Travis Reiman
Time: 5:15 PM, 15 minutes
- C. Discussion Boundary Adjustment Process 6
Presenter: Adam Stewart
Time: 5:30 PM, 15 minutes
- D. Student Investment Account (SIA) Annual Report 9
Presenters: Travis Reiman / Michelle Morrison
Time: 5:45 PM, 15 minutes
- E. Legislative Priorities Input / Planning 10
Presenter: Beth Graser
Time: 6:00 PM, 30 minutes
- F. Donations Acknowledgement Discussion 11
Presenter: Mark Watson
Time: 6:30 PM, 15 minutes
- G. Recess Board Meeting
Time: 6:45 PM

2. **7:00 PM - Regular Session**

- A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
- B. Land Acknowledgement 12
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes
- C. Proclamations
Presenter: Mark Watson
Time: 7:10 PM, 10 minutes
 - 1. Native American Heritage Month 13
Presenter: Mark Watson
 - 2. American Education Week 14
Presenter: Lisa Allen
 - 3. National Education Support Professionals Day 15
Presenter: See Eun Kim
- D. Approval of Agenda
Presenter: Mark Watson

Time: 7:15 PM, 5 minutes

SAMPLE MOTION: *I move that the Board of Directors approve the agenda as printed.*

E. Consent Agenda

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

Presenter: Mark Watson

Time: 7:20 PM, 5 minutes

SAMPLE MOTION: *I move that the Board of Directors approve the Consent Agenda as printed*

- | | |
|--|----|
| 1. Approve Minutes of September 27, 2022, Board meeting | 16 |
| 2. Approve Minutes of October 11, 2022, Board Meeting | 23 |
| 3. Approve Routine Personnel Matters | 26 |
| 4. Approve Policies | 29 |
| a. A/B - Board Governance and Operations | |
| 1) BBBA: Board Member Qualifications | 30 |
| Presenter: Mike Scott | |
| 2) BCF: Advisory Committees to the Board | 31 |
| Presenters: Mike Scott / Francesca Sinapi | |
| b. C: General Administration | |
| 1) CPA: Layoff and Recall for Administrators | 33 |
| Presenter: Kona Lew-Williams | |
| c. D: Fiscal Management | |
| 1) DBEA: Budget Committee | 34 |
| Presenter: Michelle Morrison | |
| d. G - Personnel | |
| 1) GDA: Instructional Assistants | 36 |
| Presenter: Kona Lew-Williams | |
| e. I - Instruction | |
| 1) IGBAF-AR: Special Education - Individualized Education Plan (IEP) | 38 |
| Presenter: Travis Reiman | |
| 2) IGBAG-AR: Special Education - Procedural Safeguards | 47 |
| Presenter: Travis Reiman | |
| f. K/L: District-Community Relations | |
| 1) KBA: Public Records | 57 |
| Presenter: Beth Graser | |

F. Audience Time

Presenter: Mark Watson

Time: 7:25 PM, 5 minutes

G. Action Items

- | | |
|--|----|
| 1. Appoint CCAC Members | 59 |
| Presenter: Travis Reiman | |
| Time: 7:30 PM, 10 minutes | |
| SAMPLE MOTION: <i>I move 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:</i> | |
| 2. Facilities Naming Process (ES29) | 61 |
| Presenter: Casey Waletich | |
| Time: 7:40 PM, 10 minutes | |
| SAMPLE MOTION: <i>I move that the Board of Directors approve its selection</i> | |

	<i>of Tamarack as the name for ES29, currently being constructed in South Hillsboro.</i>	
3.	Revision to 2022-23 Adopted Budget Appropriations Resolution Presenter: Michelle Morrison Time: 7:50 PM, 5 minutes SAMPLE MOTION: <i>I move that the Board of Directors approve the Revised Resolution to Make Budget Appropriations for the 2022-23 Adopted Budget.</i>	62
H.	Reports and Discussion	
1.	Financial Report Presenter: Michelle Morrison Time: 7:55 PM, 5 minutes	64
2.	October 2022 Enrollment Report Presenter: Kona Lew-Williams Time: 8:00 PM, 10 minutes	69
3.	Retention Bonus for Licensed and Classified Staff Presenters: Kona Lew-Williams / Michelle Morrison Time: 8:10 PM, 10 minutes	72
I.	Information - Administrative Regulation Update Presenter: Mike Scott Time: 8:20 PM, 5 minutes	74
1.	G - Personnel	
a.	GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting Presenters: Kona Lew-Williams/ Michelle Morrison	75
J.	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 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.</i> Presenter: Mike Scott Time: 8:25 PM, 5 minutes	80
1.	C: General Administration	
a.	CB: District Superintendent Presenter: Mike Scott	81
b.	CBC: Superintendent's Contract and Benefits Presenter: Mike Scott	83
2.	G - Personnel	
a.	GCAA: Standards for Competent and Ethical Performance of Oregon Educators Presenter: Kona Lew-Williams	85
b.	GCBDB/GDBDB: Early Reinstatement to Work Presenter: Kona Lew-Williams	92
c.	GCQB: Research Presenter: Audrea Neville	93
3.	I - Instruction	
a.	IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education Presenter: Travis Reiman	94
b.	IK: Academic Achievement Presenter: Audrea Neville	98

- c. IKF: Graduation Requirements
Presenter: Audrea Neville
- K. HCU / HEA Reports
Presenter: Mark Watson
Time: 8:30 PM, 10 minutes
- L. Discussion Time
Presenter: Mark Watson
Time: 8:40 PM, 10 minutes
 - 1. Student Representatives' Time
 - 2. Superintendent's Time
 - 3. Board of Directors' Time
- M. Adjourn Board Meeting
Presenter: Mark Watson
Time: 8:50 PM
- N. Next Meetings of the Board of Directors:
 - November 15, 2022 Board Work / Regular Session
 - December 6, 2022 Board Work / Regular 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
October 25, 2022
COMMUNITY CURRICULUM ADVISORY COMMITTEE (CCAC) CANDIDATES
SELECTION PROCESS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of curriculum and instructional programs and input into those curricular areas identified by the Board. The CCAC consists of parents and community members who reside in the District attendance area, and includes student representation, as appropriate. CCAC members may not be current HSD employees. A value of the Board and CCAC is to recruit community members with diverse perspectives that reflect the population of the District.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. CCAC members who apply for reinstatement may be appointed by the Board to serve as many consecutive terms as are deemed appropriate.

The Board, in consultation with the CCAC chair and District staff, determines the number of participants that is sufficient to fulfill the responsibilities of the committee. In 2014, the Board agreed that the number of adult members serving on the committee in previous years (14) would serve as a baseline for the CCAC, with a goal of appointing four additional student members. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members, and define the process for appointing them.

Information regarding CCAC membership and applications:

- Seven active CCAC members have continuing terms.
- At this time, two applications have been received for new community members interested in serving on the CCAC.

During this evening's work session, applicants have been invited to introduce themselves, and Board members will identify a slate of candidates who will be officially appointed to fill the open positions during this evening's regular session. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2022-23 school year on Monday, November 4, 2022.

RECOMMENDATION

The Superintendent recommends that the Board of Directors identify a slate of candidates to be appointed to the Community Curriculum Advisory Committee during the Regular session.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
DISCUSS BOUNDARY ADJUSTMENT PROCESS

SITUATION

Boundary changes are a natural part of a growing district. As communities expand, school districts welcome additional students. Unfortunately, population growth does not always occur in a manner that aligns with available school capacity, so school boundaries must periodically be adjusted, in order to relieve the pressure on certain buildings. Having a “right-sized” school provides many benefits, including an overall environment that is more comfortable for students and more conducive to learning.

The District strives to engage in a thoughtful, open, and responsive boundary adjustment process, hearing community members’ concerns, and encouraging their participation. Communication is a key value of the District, with families invited to provide input throughout the process, and informed of how the final adjustments will affect them and what their options are.

Understanding that changing schools can be disruptive for students, the District strives to be sensitive to this disruption, while engaging in a transparent process, fulfilling the guiding principles that are most significant for each situation, and creating capacity for growth.

This evening, the Board will review a proposed boundary adjustment process to be used during the next few years, as new schools are constructed. The final process will be presented to the Board for approval during an upcoming Board meeting.

GUIDING PRINCIPLES

It is understood that some of these Guiding Principles will be mutually exclusive.

- Maintain existing Feeder Patterns – Keep students in existing feeder group
- Minimize the numbers of schools and students impacted by boundary adjustments
- Minimize changes for families who have been impacted by past boundary adjustments
- Make adjustments for the long term – Avoid having to redraw boundaries for as long as possible
- Consider the transportation costs associated with any boundary adjustment
- Maintain existing neighborhoods
- Create an appeal process to allow students to stay at their current school, even if their neighborhood is moved to a new school through the boundary adjustment process
- Consider transfer requests to other District schools
- Consider equitable access and opportunities in the boundary adjustment process

Process

- Review Board policy JC: School Boundary Areas
- Review data collected by the Long Range Planning Committee (LRPC), including:
 - Current enrollment by building
 - New developments
 - Anticipated new students due to new developments by building
 - Number of previous moves
- Form Boundary Adjustment Committee
 - Superintendent / Designee (Capital Projects Officer) - Adam Stewart
 - Building Principal(s) – Brookwood, Witch Hazel, Rosedale
 - Representative of the Transportation Department – Carol Hatfield
 - Bond Communications Specialist – Jane Siquenza
 - 2 Board Members
 - 2 Community Parents / Guardians
- Schedule / Conduct Meetings:
 - Preliminary Staff Planning Meeting – October 12, 2022
 - Adam Stewart, Casey Waletich, Carol Hatfield, Jane Siquenza, Tom Luba, Lindsay Garcia
 - Review purpose of Boundary Adjustment process
 - Create boundary for ES #29
 - Adjust boundary for students currently attending Witch Hazel and Rosedale who live north of TV Hwy.
 - Discuss 10/1/2022 actual enrollment for impacted schools
 - Discuss possible boundary scenarios
 - Discuss process for Boundary Adjustment Change
 - Additional Staff Planning Meetings – Dates TBD
 - Develop 2-3 Boundary Adjustment scenarios to present to Boundary Adjustment Committee
 - Boundary Adjustment Committee Meetings:
 - Meeting #1 – Week of November 14th
 - Share Guiding Principles
 - Share data collected by LRPC
 - Discuss scope of work
 - Meeting #2 – Week of November 28th
 - Meeting #3 – Week of December 5th
 - Meeting #4 – Week of January 9th
 - Community Meetings:
 - Boundary Committee shares work product from Meetings #1 - #4 and gathers input from community – Week of January 23rd
 - Boundary Adjustment Committee Meetings – #5 (and #6, if needed): - Week of January 30th
 - Revise work product based on community input
 - Generate recommendation for School Board

- Boundary Adjustment Committee makes boundary adjustment recommendation to Board – March 14th School Board Meeting
- Board votes on approval of boundary adjustment recommendation – March 14th School Board Meeting

RECOMMENDATION

The Superintendent recommends that the Board of Directors provide input regarding the boundary adjustment process for 2022-2023.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
STUDENT INVESTMENT ACCOUNT (SIA) ANNUAL REPORT

SITUATION

Staff will present information on the Student Investment Account Annual Report to the school and community for the 2021-22 year. The Student Investment Account is funded by Corporate Activity Tax revenue and is targeted to four areas of investment for school districts. These areas include Well-rounded Learning, Student Health and Safety, Class Size/Caseload Reduction, and Increased Instructional Time.

The Account is administered as a grant and requires both application to the Oregon Department of Education and periodic reports.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
LEGISLATIVE PRIORITIES INPUT / PLANNING

SITUATION

In February 2023, elected officials in Oregon will enter into a full legislative session. Within this session, they will determine the budget allocation for K-12 education over the 2023-25 biennium and will consider hundreds of changes to existing law, some of which will directly impact the Hillsboro School District.

So that Board Members can talk to elected officials and advocate for funding and other matters of importance to the District, a slate of Legislative Priorities will be created and acted upon in advance of the session.

We had a preliminary discussion at the September work session and tonight's discussion will serve to further our work. The goal from tonight will be for staff to consider the Board's input and draft a slate of priorities that will be shared and go on first reading at the November meeting. The Board will then vote on the priorities at the December meeting. Once the priorities are approved, Board members will be able to engage with elected officials and talk about the agreed-upon positions in advance of the 2023 Legislative Session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss and provide their input on potential legislative priorities for the 2023-25 session.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
DONATIONS ACKNOWLEDGEMENT DISCUSSION

SITUATION

[District Policy KH:](#) Public Gifts to the District states “gifts which may serve to enhance and extend the work of the District may be accepted by the District, subject to Board approval (acceptance). It will be the District’s general policy to direct those who desire to make contributions to consider equipment or services that are not likely to be acquired from public fund expenditures.”

Staff that are soliciting donations and grants are required to work with the appropriate administrator to ensure that the contributions are for activities that are allowable under District policies. Individuals who desire to make contributions are encouraged to consider donations of equipment or services that are not likely to be acquired from public fund expenditures and are meeting an identified need within the District.

The administrative rules for the policy provide guidelines for receipt and administration of donated funds, items, and services. Items valued over \$5,000 are reported to the Board for acceptance, which can be included on the Consent Agenda. Recent past practice has been to “Accept” donations over \$5,000 as a stand-alone item on the Agenda to allow for a higher level of review and discussion in appreciation to the donor.

Currently, the donations are “Accepted” on the Consent Agenda and reported again later on the Agenda for “Acknowledgment”. This practice is at the discretion of the Board as long as the donations are “Accepted” at some point on the Agenda.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the donation “Acceptance” and “Acknowledgement” practices to develop consensus to inform future practice.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2022-2023
LAND ACKNOWLEDGEMENT**

As we gather here today, 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 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.

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.

The Hillsboro School District is committed to the recognition and education regarding tribal and local history and working with our local tribes in partnership.

PROCLAMATION

The Hillsboro School District knows that during National Native American Heritage Month we celebrate the rich tapestry of Indigenous peoples and honor their sacrifices, which we recognize as intricately woven into the history of this community and country.

The Hillsboro School District recognizes that Native Americans are descendants of the original, indigenous inhabitants of what is now the United States.

The Hillsboro School District honors Native Americans who have enriched our heritage and continue to add to all aspects of our society through their generosity of culture and the continued practice of teaching economic, environmental, and cultural sustainability.

The Hillsboro School District is committed to engaging in dialogues, led by tribal communities, around the opportunities and work in which they are currently engaged in the areas of self-determination, sovereignty, and cultural preservation.

The Board of Directors of the Hillsboro School District do hereby proclaim the month of November 2022 be:

NATIVE AMERICAN HERITAGE MONTH



We urge all community members to join us in recognizing Native American Heritage Month.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District recognizes that public schools are the backbone of our society, providing young people with the tools they need to maintain our nation's values of freedom, civility, and equality.

The Hillsboro School District knows that by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future.

The Hillsboro School District recognizes that education employees, licensed, classified and technical support staff, and administrators, work tirelessly to serve our children and communities with care and professionalism.

The Hillsboro School District encourages all community members to extend their commitment to public education and to the future of our children by supporting our community's schools through the contribution of time and energy.

The Board of Directors of the Hillsboro School District do hereby proclaim the week of November 13-19, 2022 be:

AMERICAN EDUCATION WEEK

We urge all community members to join us in recognizing American Education Week.

Hillsboro School District Board of Directors



PROCLAMATION

The Hillsboro School District recognizes that Education Support Professionals are essential partners to the education process.

The Hillsboro School District knows that Education Support Professionals provide a safe and healthy learning environment for students.

The Hillsboro School District appreciates that Education Support Professionals work tirelessly to serve our children and communities with care and professionalism.

The Hillsboro School District honors the invaluable and often-unsung work behind the scenes, support of teachers in delivering instruction, diverse talents and tireless dedication to our community's students.

The Board of Directors of the Hillsboro School District do hereby proclaim that November 16, 2022 be:

NATIONAL EDUCATION SUPPORT PROFESSIONALS DAY



We urge all community members to join us in recognizing all Education Support Professionals for their valued contributions to the Hillsboro School District.

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

September 27, 2022

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

1. EXECUTIVE SESSION

<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, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Kona Lew-Williams, Human Resources Officer
Erika Lopez	Beth Graser, Communications Officer
Patrick Maguire	Casey Waletich, Operations Officer
Monique Ward	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
	Rose Roman, Executive Assistant to the Board

A. Call to Order Executive Session

Board Chair Mark Watson called the meeting to order at 5:17 PM.

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

Human Resources Officer Kona Lew-Williams gave an update on labor negotiations. Financial Officer Michelle Morrison provided pertinent fiscal information. Superintendent Mike Scott provided additional insight. Board members asked question and provided comment. Facilities Officer Casey Waletich answered Board member questions.

C. Recess Executive Session

Board Chair Mark Watson moved the Board of Directors out of executive session and recessed the meeting at 5:36 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, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
Patrick Maguire	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ivette Alonso Garcia	Rose Roman, Executive Assistant to the Board
V Godoy	Angela Adzima, Technical Support
Cailey McGuire	John Garcia Lopez, Technical Support
	Sebastian Antonio Hernandez Viera, Interpreter
	Gaspar Lopez Lopez, Interpreter
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 5:38 PM
- B. Facilities Naming - ES29
Operations Officer Casey Waletich discussed the naming process for ES29. Board members and student representatives asked questions and provided comment.
- C. Legislative Priorities Input / Planning
Communications Officer Beth Graser discussed legislative priorities, including background information, potential legislative seat changes, and fiscal information. Finance Officer Michelle Morrison answered finance and budget questions. Board members asked questions and provided comment.
- D. Statewide Assessment Update
Assistant Superintendent Audrea Neville discussed the recently released statewide assessment data. Board members and student representatives asked questions and provided comments.
- E. Recess Board Meeting
Board Chair Mark Watson recessed at 6:59 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, virtual	Audrea, Assistant Superintendent, School Performance
See Eun Kim, virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
Patrick Maguire	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ivette Alonso Garcia	Rose Roman, Executive Assistant to the Board
V Godoy	Angela Adzima, Technical Support
Cailey McGuire	John Garcia Lopez, Technical Support
	Anabella Salkind, Interpreter
	Idania Romo Diaz, Interpreter
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President

A. Call to Order and Flag Salute

Board Chair Mark Watson reconvened the meeting at 7:09 PM and led the Pledge of Allegiance.

B. Land Acknowledgement

Board Chair Mark Watson read a Land Acknowledgement.

C. Proclamations

1. National Principals Month

Director Nancy Thomas read the National Principals Month Proclamation.

2. Safe Schools Week

Director Patrick Maguire read the Safe Schools Week Proclamation.

D. Approval of Agenda

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, to approve the agenda as printed.

The MOTION CARRIED (7-0).

No further discussion took place.

E. Consent Agenda

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

Director Monique Ward MOVED, SECONDED by Director Lisa Allen, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0).

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of June 21, 2022, Board meeting
 2. Approve Minutes of June 23, 2022, Board meeting
 3. Approve Minutes of June 28, 2022, Board meeting
 4. Approve Minutes of August 2, 2022, Board meeting
 5. Approve Minutes of September 13, 2022, Board Meeting
 6. Approve Routine Personnel Matters
 7. Accept Gifts and Donations
 8. Adopt Board / Superintendent Working Agreements
 9. Adopt Board Goals
 10. Approve Policy
 - a. D - Fiscal Management
 - 1) DH: Loss Coverage
- Presenter: Michelle Morrison

F. Audience Time

No audience members requested to address the Board.

G. Action Items

1. Approve the Nomination of Metro Policy Advisory Committee (MPAC) Members
Board Chair Mark Watson provided background information.

Director Mark Watson MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the nomination of Susan Greenberg to serve on the Metro Policy Advisory Committee (MPAC).

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

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors nominate Mark Watson to serve on the Metro Policy Advisory Committee (MPAC) for the alternate position.

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

No further discussion took place.

2. Acknowledge Gifts and Donations

Financial Officer Michelle Morrison presented the donations over \$5000.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors acknowledge the donations listed.

The MOTION CARRIED (7-0).

Director Monique Ward discussed the donation process of approving and acknowledging donations over \$5000. Board members asked questions, provided

comment and agreed to discuss further in a future work session.

3. Facilities Naming - ES29

Facilities Officer Casey Waletich provided information.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors select Tamarack as the name for ES29 to be placed on first read.

The MOTION CARRIED (7-0).

Director Erika Lopez and Chair Mark Watson thanked staff and community members for engaging in the naming process. Board members asked questions and Facilities Officer Casey Waletich answered questions and provided additional information. Assistant Superintendent Travis Reiman and Superintendent Mike Scott answered questions.

4. Notice of Intent to Purchase - Microsoft

Information Technology Officer Jordan Beveridge reminded the Board that this is an update to a yearly contract.

Director Patrick Maguire MOVED, SECONDED by Director Erika Lopez, that the Board of Directors acknowledge the Notice of Intent to Purchase by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

The MOTION CARRIED (7-0).

No discussion took place.

5. Notice of Intent to Purchase - Custodial Agency Services

Financial Officer Michelle Morrison offered to answer any questions.

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the non-exclusive, temporary contracts for Custodial Agency Services to ABM and Cascade Business Services.

The MOTION CARRIED (7-0).

Board members asked clarifying questions and Financial Officer Michelle Morrison provided background information and answered questions.

H. Recess Board Meeting; Convene Meeting of the Local Contract Review Board

Chair Mark Watson recessed the Board Meeting, and convened the meeting of the Local Contract Review Board at 7:44 PM

1. Local Contract Review Board Hearing: Review and Approve Findings of Fact for Special Procurements and Exception from Competitive Bidding, and Authorize a Specific Sole Source Procurement

Information Technology Officer Jordan Beveridge / Financial Officer Michelle Morrison

Director Patrick Maguire MOVED, SECONDED by Director Monique Ward, that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the sole source procurement and Exemptions from Competitive Bidding, and authorize the purchase of Google Voice and G Suite for Education Enterprise Licenses from AmplifiedIT / CDW.

The MOTION CARRIED (7-0).

No further discussion took place.

2. Local Contract Review Board: Public Testimony
No public testimony was received.
- I. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting
Chair Mark Watson adjourned the meeting of the Local Contract Review Board and Reconvened the Board Meeting at 7:47 PM
- J. Reports and Discussions
 1. Financial Report
Financial Officer Michelle Morrison presented the Financial Report and introduced the new risk manager MaryBeth Puncochar. Board members asked clarifying questions and provided comment.
 2. Division 22 Assurances
Assistant Superintendent Travis Reiman presented the Division 22 Assurances. Board members asked questions and provided additional comments.
- K. Information - Administrative Regulation Update
 1. C - General Administration
 - a. CPA-AR: Layoff and Recall for Administrators
Presenter: Kona Lew-Williams
 2. K - District-Community Relations
 - a. KBA-AR: Public Records
Presenter: Beth Graser
- L. Policies - First Reading
 1. A/B - Board Governance and Operations
 - a. BBBA: Board Member Qualifications
Presenter: Mike Scott
 - b. BCF: Advisory Committees to the Board
Presenters: Mike Scott / Francesca Sinapi
 2. C: General Administration
 - a. CPA: Layoff and Recall for Administrators
Presenter: Kona Lew-Williams
 3. D: Fiscal Management
 - a. DBEA: Budget Committee
Presenter: Michelle Morrison
 4. G - Personnel
 - a. GDA: Instructional Assistants
Presenter: Kona Lew-Williams

5. I - Instruction
 - a. IGBAF-AR: Special Education - Individualized Education Plan (IEP)
Presenter: Travis Reiman
 - b. IGBAG-AR: Special Education - Procedural Safeguards
Presenter: Travis Reiman
 6. K/L: District-Community Relations
 - a. KBA: Public Records
Presenter: Beth Graser
- M. HCU / HEA Reports
HCU President Melody Hansen welcomed everyone back to a new school year, discussed COVID-19 cases and staff illness, staff shortages, burnout, and working with the District to find creative solutions to current challenges. HEA President Mary Kay Babcock introduced herself and provided her reasons for serving as union president. She also discuss staff burnout, impact of pandemic on students, asked for everyone to vote in November election.
- N. Discussion Time
- 1) Student Representatives' Time
Ivette Alonso Garcia discussed the importance of mental health of students and staff. Cailey McGuire thanked the union representatives for coming, and highlighted the importance of teachers to students.
 - 2) Superintendent's Time
Superintendent Mike Scott emphasized the value the District has shown to its classified staff through contract negotiations, lack of layoffs, and keeping employees working, paid and insured throughout the pandemic. He highlighted the school environment, and the return of the feeling of normalcy among staff and students. He recognized the staff and Equity, Access and Engagement Officer Francesca Sinapi, for their presentations at the COSA Equity Conference. He discussed the importance of legislative priorities and being closer to naming ES29.
 - 3) Board of Directors' Time
Director See Eun Kim welcomed everyone back. Director Lisa Allen highlighted an upcoming production at South Meadows. Director Erika Lopez highlighted the recent OSBA retreat, legislative priorities, and the importance of voting in November for champions of public education. Director Monique thanked staff for their willingness to answer questions. Director Patrick Maguire highlighted importance of early literacy, staff engagement and sustainable conditions for staff. Vice Chair Nancy Thomas urged unions to understand of the complexity of funding, legislative advocacy, impact of funding on student, staff, and districts, and pleaded for the public to vote in November. Chair Mark Watson encourage fellow board members to advocate in Salem, urged public to vote, thanked the Technology team and highlighted the upcoming Superintendent coffee chats.
- O. Adjourn Meeting
Chair Mark Watson adjourned the meeting at 8:28 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

October 11, 2022

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

1. EXECUTIVE SESSION

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, virtual	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Kona Lew-Williams, Human Resources Officer
Erika Lopez, virtual	Casey Waletich, Operations Officer
Patrick Maguire	Jordan Beveridge, Information Technology Officer
Monique Ward	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
	Rose Roman, Executive Assistant to the Board

A. Call to Order Executive Session

Board Chair Mark Watson called the Executive Session to order at 5:16 PM.

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

Human Resources Officer Kona Lew-Williams gave an update on labor negotiations with HCU. Financial Officer Michelle Morrison provided additional labor negotiation information. Superintendent Mike Scott gave additional details. Board members asked questions and provided comment.

C. Recess Executive Session

Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 5:33 PM.

2. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, virtual	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Beth Graser, Communications Officer
Erika Lopez, virtual	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ivette Alonso Garcia	Olga Acuna, Executive Director of Federal Programs
	Xylecia Fynn Aikins, TOSA OSP
<u>Others Present:</u>	Angela Adzima, Technology Support
Cyre Files, BVFAC	Rose Roman, Executive Assistant to the Board
Olson Miller, BVFAC	Idania Romo Diaz, Translator
David Steinhauer, BVFAC	Sebastian Antonio Hernandez Viera, Translator
Francisca Alonso, LPAC	Mary Kay Babcock, HEA
Jorge Martinez, LPAC	Melody Hansen, HCU
Barb Francom, NAPAC	
Lauren Klaffky, Consultant	

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 5:38 PM.
- B. PAC Leadership Presentation
Equity, Access and Engagement Officer Francesca Sinapi and Executive Director of Federal Programs Olga Acuna lead a presentation by the PAC leaders. PAC leaders Olson Miller, Francisca Alonso, Jorge Martinez, Cyre Files, David Steinhauer, and Barb Francom participated in the discussion. Board members asked questions and provided comment.
- C. Strategic Planning Process Update
Communications Officer Beth Graser highlighted the student listening session held earlier in the evening. Student representative Ivette Alonso Garcia gave her perspective on participating in the student listening session for the strategic plan. Consultant Lauren Klaffky from Performance Fact Inc. gave an update on the Strategic Planning process.
- D. Discussion Time
 - 1) Student Representatives' Time
Ivette Alonso Garcia highlighted good things happening at Liberty High School.
 - 2) Superintendent's Time
Communications Officer Beth Graser and Superintendent Mike Scott highlighted the virtual Spanish Coffee chat.

3) Board of Directors' Time

Director Patrick Maguire discussed school start times, and the evidence that backs up later start times for students. Director Monique Ward passed. Director Lisa Allen passed. Vice Chair Nancy Thomas further highlighted the PAC leaders ask for a clear path for escalation of parent concerns. Director See Eun Kim passed. Director Erika Lopez thanked everyone for the information and agreed that a clear path for escalation is needed for parents. Chair Mark Watson highlighted National School Lunch week, the upcoming lunch tour for Board members, and upcoming Superintendent coffee chats.

F. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 6:50 PM.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

- A. Ratify the acceptance of the retirement of the following licensed personnel:

Marika Hartfeil

Assignment: 1.0 FTE 1st Grade Teacher
Location: Minter Bridge Elementary
Effective Date: September 30, 2022
Years of Service: 34 years

- B. Ratify the acceptance of the resignation of the following licensed personnel:

John Patron

Assignment: 1.0 FTE English Learner Specialist
Location: Orenco Elementary School
Effective Date: November 11, 2022

Madeline Shick

Assignment: 1.0 FTE Health Science Teacher
Location: Liberty High School
Effective Date: October 28, 2022

Ann Whittemore

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Groner K-8 School
Effective Date: October 7, 2022

- C. Approve the employment of the following licensed personnel in the 2022-23 school year:

Jennifer Allen

Education: MA-Liberty University, Lynchburg, VA
Experience: 12 years
Assignment: 1.0 FTE Student Success Coach – Lincoln Street Elementary School

Kaden Brown

Education: MA- University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE Science/AVID Teacher-South Meadows Middle School

Karen Guzman Cruz

Education: BA- Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Counselor – Lincoln Street Elementary School

Matthew Hayden

Education: MA – University of Phoenix, Phoenix, AZ
Experience: None
Assignment: 1.0 FTE Secondary Classroom Teacher – Evergreen Middle School

Frank Huston

Education: BA- Southern Illinois University, Edwardsville, IL
Experience: None
Assignment: 1.0 FTE Music/Band Teacher – West Union Elementary School

Jilla Mansouri

Education: BA – Liberty University, Lynchburg, VA
Experience: 7 years
Assignment: 1.0 FTE Secondary Resource Specialist – Century High School

Claudia Maritza Carranza

Education: MA-Lewis and Clark College, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE District Youth Drug & Alcohol Counselor – Office of School Performance

Janel Moreno

Education: BA – California State University East Bay, Hayward, CA
Experience: None
Assignment: 1.0 FTE Life Skills Teacher – Quatama Elementary School

- D. Approve the employment of the following licensed personnel in the 2022-23 school year, who have held temporary status:

Alexia Hamilton

Education: MA – Gonzaga University, Spokane, WA
Experience: 14 years
Assignment: 1.0 FTE Secondary Classroom Teacher – Brown Middle School

Suzanne Hawthorne

Education: MA – George Fox University, Newberg, OR
Experience: 2 years
Assignment: 1.0 FTE 1st/2nd Grade Teacher – Tobias Elementary School

Molly Petersen

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 0.5 FTE Elementary Classroom Teacher - Quatama Elementary School

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
APPROVE POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to perform a quarterly review of the District's policy manual, and works with OSBA's policy specialist throughout the year to review all of the District's policies and administrative regulations.

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 policy listed below, and presented it to the Board for First Reading on September 27, 2022:

- Policies in Section A/B – Board Governance and Operations
 - BBBA: Board Member Qualifications
 - BCF: Advisory Committees to the Board
- Policies in Section C – General Administration
 - CPA: Layoff and Recall for Administrators
- Policies in Section D - Fiscal Management
 - DBEA: Budget Committee
- Policies in Section G - Personnel
 - GDA: Instructional Assistants
- Policies in Section I – Instruction
 - IGBAF-AR: Special Education – Individual Education Plan (IEP)
 - IGBAG-AR: Special Education – Procedural Safeguards
- Policies in Section K – District-Community Relations
 - KBA: Public Records

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the policy.



Code: BBBA
Adopted: 6/19/07
Revised/Readopted: 1/22/19
Orig. Code(s): BBBA

Board Member Qualifications

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

~~A~~ No person who is an employee of the District is not eligible to serve as a Board member while so employed.

A person who is an employee of a public charter school may not serve as a member of the Board of the District in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



Code: BCF
Adopted: 6/19/07
Revised/Readopted: 1/22/19; 2/25/20
Orig. Code(s): BCF

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which could include community members, staff members, or Board members to consider matters of districtwide importance. The Board shall encourage interested community members to apply for appointment by giving publicity to the establishment of the committee.

Selection

Community members or staff wishing to serve on advisory committees shall submit a letter of application to the Superintendent which shall be forwarded to the Board for consideration. The composition of advisory committees will be representative of the student demographics of the District and will take into consideration the specific tasks assigned to the committee.

Appointment of members to an advisory committee will be made by a majority vote of the Board.

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

1. The committee's task, setting forth the service the Board wishes the committee to render and the extent and limitations of its responsibilities;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as provided by the Board, committees will cease to function when their final report has been received by the Board ~~or when their final report has been received by the Board~~ or when the purpose for which they were established has been accomplished or cease to be relevant.

[Educational Equity Advisory Committee¹²

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)
[ORS 192.630](#)

[ORS 294.414](#)
[ORS 329.704](#)

[ORS 329.711](#)
[ORS 332.10](#)

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

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



Code: CPA
Adopted: 1/22/19

Layoff/ and Recall –for Administrativeors Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit, and/or competence. ~~Competence includes recent experience, additional training, and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/ and expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Superintendent or designee will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.



Code: **DBEA**
Adopted: 4/22/08
Revised/Readopted: 2/26/19
Orig. Code(s): DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the District, reviewing the proposed District budget as presented by the superintendent, and recommending an annual or biennial District budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the makeup and procedure of establishing the District's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the District. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the District;
 - b. Not be an officer, agent or employee of the District.
2. [At least one member of the budget committee must be a member of the district's educational equity advisory committee.^[1]]
3. No budget committee member may receive any type of compensation from the District;
4. In June at a regular Board meeting the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of September. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the District. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

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

5. At a regular Board meeting the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At a following regular meeting, the Board will appoint persons to fill the vacant positions;
6. The appointive committee members of the budget committee in a District that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;
4. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or Chief Financial Officer (CFO). The committee may request the attendance of any District employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

Cross Reference(s):

DBG - Budget Hearing and Notice



Code: **GDA**
Adopted: 4/28/20

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in

¹ "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

² Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

The District will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the District or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.120](#)
[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 - 0025](#)
[OAR 584-005-0005\(20\),\(28\)](#)

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

Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).



Code: **IGBAF-AR**
Adopted: 10/01/16
Revised/Readopted: 2/25/20
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The District ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
 - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The District uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s), the student's related services provider(s), and other service provider(s).
- e. The District takes steps to ensure that parent(s)/guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The District ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications, and/or supports that must be provided for, or on behalf of, the student; and
 - (2) Their responsibility to fully implement the IEP, including any amendments the District and parent(s)/guardian(s) agreed to make between annual reviews.
 - (3) The District takes whatever action is necessary to ensure that parent(s)/guardian(s) understand the proceedings of the IEP team meeting, including arranging for an interpreter for parent(s)/guardian(s) with deafness or whose native language is other than English.
- g. The District provides a copy of the IEP to the parent(s)/guardian(s) at no cost.

2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s)/guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s)/guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s)/guardian(s) request a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

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

- providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

4. Agreement for Nonattendance and Excusal

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

5. IEP Content

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

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

6. Individualized COVID-19 Recovery Services¹

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

- a. Between annual IEP meetings, the District and the parent/guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the parent/guardian.
- b. The District and the parent/guardian record any amendments, revisions, or modifications on the student's current IEP. If additional IEP pages are required, these pages must be attached to the existing IEP.
- c. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- d. The District provides the parent/guardian prior written notice of any changes in the IEP and, upon request, provides the parent/guardian with a ~~revised~~~~reserved~~ copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

- a. In developing, reviewing, and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent/~~guardian~~ for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~their~~~~his or her~~ learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; ~~and~~
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

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

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and Districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE; and
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and

- (3) Provided at no cost to the parent/guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for ~~extended school year~~ ESY services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

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

12. Transfer Students

- a. In state:
 - (1) If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a ~~free appropriate public education~~ FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:
 - (2) Adopts the student's IEP from the previous district; or
 - (3) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.
- b. Out of ~~state~~ State:
 - (1) If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s)/guardian(s), will provide a ~~free appropriate public education~~ FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the District:
 - (2) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent/guardian consent and determines whether the student meets eligibility criteria described in ~~the OARs~~ Oregon Administrative Rules.

- (3) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (4) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s)/guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.



Code: **IGBAG-AR**
Adopted: 6/26/18
Revised/Readopted: 5/28/19
Orig. Code: IGBAG-AR

Special Education – Procedural Safeguards**

1. Procedural Safeguards

- a. The District provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency), or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).
- b. The District gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year; and
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy; and
 - (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.
- c. The *Procedural Safeguards Notice* is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in ~~their~~ **his/her** native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the District has met these requirements.

2. Content of *Procedural Safeguards Notice*

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

3. Parent or Adult Student Meeting Participation

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

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

4. Surrogate Parents

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

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

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries, or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under Oregon Administrative Rule (OAR) 581-015-2000(1).
- b. The District provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or

- (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The District provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the District provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the District.
- g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

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

- (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
- (b) The parent understands the content of the notice; and
- (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

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

8. Consent – Initial Provision of Special Education Services

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

9. Consent – Reevaluation

- a. The District obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The District does not need written consent for a reevaluation, if the parent does not respond, after reasonable efforts to obtain informed consent, ~~the parent does not respond~~. However, the District does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the District may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

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

- a. The District documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the District:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the District does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The District will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The District is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The District does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures, or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The District does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the District has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

- c. The District does not need written parental consent if an administrative law judge determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations (IEE)

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

13. Dispute Resolution – Mediation

- a. The District or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The District acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques, and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.

- (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
- (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the District who has the authority to bind the District to the mediation agreement.
- (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
- (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

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

15. Due Process Hearing Requests

- a. The District acknowledges that parents may request a due process hearing if they disagree with a District proposal or refusal relating to the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The District may request a due process hearing regarding the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the District or the attorney representing the District provides notice to the parent and to ODE.

- d. The party, including the District, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the District's proposal or refusal, the District, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the District proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the District considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record, or report the District used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the District's proposal or refusal.

16. Resolution Session

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

17. Time Limitations and Exception

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

18. Hearing Costs

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

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA – Discipline of Students with Disabilities.

Corrected 2/01/22



Code: **KBA**
Adopted: 12/12/17
Revised/Readopted: 4/28/20
Orig. Code(s): KBA

Public Records**

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

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.²

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

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

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

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

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-005-0010](#)

[OAR 166-400](#)

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

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

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

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
APPOINT COMMUNITY CURRICULUM ADVISORY COMMITTEE MEMBERS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of curriculum and instructional programs and input into those curricular areas identified by the Board. The CCAC consists of parents and community members who reside in the District attendance area, and includes student representation, as appropriate. CCAC members may not be current HSD employees. A value of the Board and CCAC is to recruit community members with diverse perspectives that reflect the population of the District.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. CCAC members who apply for reinstatement may be appointed by the Board to serve as many consecutive terms as are deemed appropriate.

The Board, in consultation with the CCAC chair and District staff, determines the number of participants that is sufficient to fulfill the responsibilities of the committee. In 2014, the Board agreed that the number of adult members serving on the committee in previous years (14) would serve as a baseline for the CCAC, with a goal of appointing four additional student members. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members, and define the process for appointing them.

Information regarding CCAC membership and applications:

- Seven active CCAC members have continuing terms.
- At this time, two applications have been received for new community members interested in serving on the CCAC, along with one student application.

During tonight's work session, applicants were invited to introduce themselves, and the Board discussed the selection process. During this evening's regular session, Board members will identify a slate of candidates who will be officially appointed to fill the open positions.

New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2022-23 school year on Monday, November 4, 2022.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take action on the following motion:

I move 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:

- *Appoint the following candidates to two-year positions:*

Position 1: _____

Position 3: _____

Student Position 1: _____

HILLSBORO SCHOOL DISTRICT
October 25, 2022
FACILITIES NAMING PROCESS (ES29)

SITUATION

At the September 27, 2022 meeting, the Board of Directors reviewed facilities naming recommendations for ES29, currently being constructed in South Hillsboro. The Board voted 7-0 to select “Tamarack” as its finalist for first read. Final approval of a name is required to move forward in selecting a mascot and school colors, and will be provided to the ES29 project architects for building graphics and finishes.

RECOMMENDATION

The Superintendent requests that the Board of Directors approve its selection of Tamarack as the name for ES29, currently being constructed in South Hillsboro.

I move that the Board of Directors approve its selection of Tamarack as the name for ES29, currently being constructed in South Hillsboro.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
REVISION to 2022-23 ADOPTED BUDGET APPROPRIATIONS RESOLUTION

SITUATION

Each year, the final step of budget development for the upcoming fiscal year is that the Board adopts passing multiple resolutions in June. The Resolution to Make Budget Appropriations contained a coding error that requires revision and approval by the board.

Under General Fund, major functions, the Transfer was originally coded to 7000, while to correct code per the Oregon Department of Education's Program Budget and Accounting manual is 5200. This is a technical change, with no impact on appropriation of funds.

Because the District is required to report data electronically and by official documentation, Board approval on the Revised Resolution to Make Budget Appropriations for the 2022-23 Adopted Budget will satisfy the requirements of the Department of Education and Local Budget Law.

RECOMMENDATION

The Superintendent recommends that the Board review and approve the Revised Resolution to Make Budget Appropriations for the 2022-23 Adopted Budget.

I move that the Board of Director approve the Revised Resolution to Make Budget Appropriations for the 2022-23 Adopted Budget.

RESOLUTION TO MAKE BUDGET APPROPRIATIONS FOR 2022-23
REVISED October 25, 2022

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2022, for the purposes shown below, are hereby appropriated:

General Fund			Debt Service Fund		
1000	Instruction	\$152,245,961	2000	Support Services	\$10,000
2000	Support Services	\$92,403,560	5000	Debt Service	\$54,088,664
3000	Enterprise Services	\$531,647	Total Fund Appropriation		\$54,098,664
5200	Transfers	\$8,500,000			
6000	Contingency	\$2,583,377	Capital Projects Fund		
Total Fund Appropriation		\$256,264,545	2000	Support Services	\$25,000
			4000	Facility Construction	\$31,761,519
Special Revenue Fund			Total Fund Appropriation		\$31,786,519
1000	Instruction	\$25,044,943			
2000	Support Services	\$23,272,180	Total Appropriations		\$416,766,296
3000	Enterprise Services	\$19,029,445	Total Unappropriated		\$36,498,858
5100	Debt Service	\$1,870,000	Total Adopted Budget		\$453,265,154
5200	Transfers	\$400,000			
6100	Planned Reserves	\$5,000,000			
Total Fund Appropriation		\$74,616,568			

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
FINANCIAL REPORT

Business Office – General Update

In alignment with the Center for Educational Leadership Principal Support Framework, specifically, Action Area 3: A Strategic Partnership Between the Central Office and Principals, the Business Office develops systemic solutions that ensure instructional leadership is the primary job of principals..

Example 61: Consolidated Budget Workbook Upgrades

“Central office services are designed to anticipate and proactively meet the needs of each school.” The Business Office staff provide differentiated and integrated service to schools rooted in an understanding of the needs of each school. Finance staff work with each other and Human Resources staff to continue to improve the design of the Consolidated Budget Workbook with the intent of providing Principals clarity around resources available to support their students, regardless of funding source..

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

Finance Manager Jennifer Zavatsky has been conducting research on “Unclaimed Property” on behalf of the District. Oregon holds millions of dollars in unclaimed assets, like uncashed checks, forgotten bank accounts, security deposits, tax refunds, credit balances, investment accounts, and other funds. Oregon’s Unclaimed Property Program – now part of Oregon State Treasury – keeps those funds safe for their rightful owner to claim. She has identified 25 instances where the District has unclaimed property and is working to recover the values.

Finance Team – Financial Reporting, Contracts and Grants

Grant Fiscal Planning Specialists Nathan Depinto and Christy Woodard continue to provide exceptional support to administrators with access to restricted funds. They also provide guidance and training for eligible use of funds and documentation tools for reporting grant activities. They continue to focus on creative investments and programs for students, while adhering to compliance. Nathan facilitates accounting for federal programs and many other grants. Christy is primarily responsible for High School Success, Student Investment Account, ESSER Programs, and is most recently a liaison for City View Charter School and Northwest Regional Education Service District.

Contracts and Procurement Specialist Lisa Hicks has been exploring options to expand the Business Equity work on behalf of the District. One option is a vendor management program called OpenGov that is a government technology company that offers cloud software for public sector accounting, planning, budgeting, citizen services, and procurement. Specifically, the tool would identify and track vendors by classification of minority, women, and veteran-owned businesses and enable expansion of partnerships with them.

Employee Benefits

Employee Benefits Supervisor Daphne Fisk and the benefits team have successfully closed the benefits open enrollment period for the plan year beginning October 1, 2022. It is critical that staff have accurate insurance and benefit selections in place so that their monthly paychecks have the correct deductions and net pay. Daphne has also been working with Risk Management to modernize the Oregon and Federal Leave processes in the district to provide strong support to supervisors and staff members.

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 September

The District received 16 workers' compensation claims in September. As of September 30, there were 31 open claims; 14 were for medical costs only, and 16 included time loss. Slips and falls are the top drivers for incidents.

Workers' Compensation Reports			
	2020-21	2021-22	2022-2023
July	0	2	1
August	3	7	8
September	6	19	10
October	5	8	
November	2	12	
December	2	10	
January	0	8	
February	2	10	
March	2	6	
April	4	13	
May	7	8	
June	4	9	
Yearly Total:	37	112	19

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. Student athlete incidents and medication incidents are the top drivers for total incidents.

Student Incident Reports						
	2021-22 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2022-23 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	0	0	N/A	0
August	4	N/A	0	3	N/A	0
September	74	0.2	2	87	0.3	1
October	63	0.3	0			
November	84	0.3	4			
December	77	0.2	2			
January	56	0.3	1			
February	84	0.2	1			
March	64	0.3	1			
April	85	0.2	1			
May	76	0.2	0			
June	22	0.2	0			
Yearly Total:	690	0.225	12	90	0.3	1

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 0 vehicle accidents in September.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J 2022-23
MONTHLY FINANCIAL REPORT - as of September 30, 2022

Revenues	July	August	September	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2022-23	2022-23	% of Budget	2021-22	% of Budget
Taxes	\$0.00	\$0.00	\$200,975.46	\$200,975.46	\$0.00	\$0.00	\$0.00	\$200,975.46	\$88,485,305.00	0.23%	\$113,991.67	0.13%
Interest	\$21,503.55	\$35,952.45	\$39,287.35	\$96,743.35	\$0.00	\$0.00	\$0.00	\$96,743.35	\$500,353.00	19.34%	\$38,373.74	2.67%
Local Sources	\$17,747.67	\$29,350.12	\$36,646.71	\$83,744.50	\$0.00	\$0.00	\$0.00	\$83,744.50	\$1,798,031.00	4.66%	\$77,186.75	2.48%
Total Local	\$39,251.22	\$65,302.57	\$276,909.52	\$381,463.31	\$0.00	\$0.00	\$0.00	\$381,463.31	\$90,783,689.00	0.42%	\$229,552.16	0.26%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,452,707.00	0.00%	\$0.00	0.00%
State Sources	\$23,434,412.78	\$11,710,064.89	\$11,710,427.66	\$46,854,905.33	\$0.00	\$0.00	\$0.00	\$46,854,905.33	\$150,089,995.00	31.22%	\$52,867,802.72	35.50%
Federal Sources	\$0.00	\$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	0.00%	\$0.00	0.00%
Adjusted Beginning Balance*	\$11,620,812.00	\$0.00	\$0.00	\$11,620,812.00	\$0.00	\$0.00	\$0.00	\$11,620,812.00	\$11,620,812.00	100.00%	\$9,494,012.00	100.00%
Total Revenue	\$35,094,476.00	\$11,775,367.46	\$11,987,337.18	\$58,857,180.64	\$0.00	\$0.00	\$0.00	\$58,857,180.64	\$256,947,203.00	22.91%	\$62,591,366.88	24.94%
Expenditures												
Instruction												
Salaries	\$61,890.10	\$99,484.87	\$7,857,161.48	\$8,018,536.45	\$0.00	\$0.00	\$0.00	\$8,018,536.45	\$84,589,381.65	9.48%	\$7,131,885.14	8.63%
Benefits	\$25,017.03	\$34,098.60	\$3,773,211.64	\$3,832,327.27	\$0.00	\$0.00	\$0.00	\$3,832,327.27	\$45,603,296.86	8.40%	\$3,544,673.13	8.06%
Purchased Service	\$370,972.38	\$279,546.55	\$368,198.57	\$1,018,717.50	\$0.00	\$0.00	\$0.00	\$1,018,717.50	\$15,457,508.83	6.59%	\$1,175,776.01	7.99%
Supplies/Materials	\$381,344.65	\$202,368.16	\$367,457.21	\$951,170.02	\$0.00	\$0.00	\$0.00	\$951,170.02	\$5,459,407.47	17.42%	\$1,107,310.83	23.57%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$29,028.37	\$20,200.48	\$17,047.97	\$66,276.82	\$0.00	\$0.00	\$0.00	\$66,276.82	\$1,136,366.19	5.83%	\$105,740.72	10.36%
Total Instruction	\$868,252.53	\$635,698.66	\$12,383,076.87	\$13,887,028.06	\$0.00	\$0.00	\$0.00	\$13,887,028.06	\$152,245,961.00	9.12%	\$13,065,385.83	8.89%
Support Services												
Salaries	\$2,248,784.07	\$2,386,766.10	\$4,158,291.30	\$8,793,841.47	\$0.00	\$0.00	\$0.00	\$8,793,841.47	\$51,340,343.95	17.13%	\$7,632,355.72	14.58%
Benefits	\$1,223,680.68	\$1,264,419.39	\$2,242,784.33	\$4,730,884.40	\$0.00	\$0.00	\$0.00	\$4,730,884.40	\$27,678,284.20	17.09%	\$4,169,408.39	14.96%
Purchased Service	\$468,345.74	\$1,065,428.09	\$1,429,444.48	\$2,963,218.31	\$0.00	\$0.00	\$0.00	\$2,963,218.31	\$9,381,719.13	31.59%	\$3,075,705.27	32.96%
Supplies/Materials	\$599,470.81	\$514,067.95	\$533,716.52	\$1,647,255.28	\$0.00	\$0.00	\$0.00	\$1,647,255.28	\$3,313,511.13	49.71%	\$1,714,126.32	57.56%
Capital Purchases	\$0.00	\$14,202.00	\$10,138.50	\$24,340.50	\$0.00	\$0.00	\$0.00	\$24,340.50	\$0.00	0.00%	\$34,716.33	0.00%
Other	\$1,722,277.20	\$32,816.48	\$30,722.52	\$1,785,816.20	\$0.00	\$0.00	\$0.00	\$1,785,816.20	\$689,701.59	258.93%	\$1,727,457.14	267.09%
Total Support	\$6,262,558.50	\$5,277,700.01	\$8,405,097.65	\$19,945,356.16	\$0.00	\$0.00	\$0.00	\$19,945,356.16	\$92,403,560.00	21.59%	\$18,353,769.17	19.69%
Community Services												
Salaries	\$18,104.82	\$18,922.56	\$29,432.86	\$66,460.24	\$0.00	\$0.00	\$0.00	\$66,460.24	\$295,388.40	22.50%	\$79,988.21	21.30%
Benefits	\$9,540.15	\$9,013.34	\$16,468.56	\$35,022.05	\$0.00	\$0.00	\$0.00	\$35,022.05	\$159,247.94	21.99%	\$37,695.37	18.86%
Purchased Service	\$9,790.00	\$22.46	\$0.00	\$9,812.46	\$0.00	\$0.00	\$0.00	\$9,812.46	\$53,978.04	18.18%	\$2,898.28	4.33%
Supplies/Materials	\$441.37	\$892.21	\$592.50	\$1,926.08	\$0.00	\$0.00	\$0.00	\$1,926.08	\$19,064.40	10.10%	\$879.81	4.12%
Capital Purchases	\$0.00	\$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	\$0.00	\$3,968.22	0.00%	\$0.00	0.00%
Total Community Services	\$37,876.34	\$28,850.57	\$46,493.92	\$113,220.83	\$0.00	\$0.00	\$0.00	\$113,220.83	\$531,647.00	21.30%	\$121,461.67	18.18%
Capital Projects												
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$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	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$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	0.00%
Contingency/Ending Balance	\$9,182,658.00	\$0.00	\$0.00	\$9,182,658.00	\$0.00	\$0.00	\$0.00	\$9,182,658.00	\$0.00	0.00%	\$10,037,435.00	100.00%
Total Expenditures	\$16,351,345.37	\$5,942,249.24	\$20,834,668.44	\$43,128,263.05	\$0.00	\$0.00	\$0.00	\$43,128,263.05	\$245,181,168.00	17.59%	\$41,575,377.82	16.57%

*Unaudited Fund Balance

Interest Earnings	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
General Fund	\$96,743.35				\$96,743.35
Debt Service Fund	\$23,917.26				\$23,917.26
Capital Projects Fund	\$194,014.95				\$194,014.95
Total Earnings	\$314,675.56				\$314,675.56

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
ACCEPT GIFTS AND DONATIONS
(as of September 30, 2022)

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.

There are no September donations to report that were valued at \$5,000 or more.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take no action.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
OCTOBER 2022 ENROLLMENT REPORT

SITUATION

On October 3, 2022, the Hillsboro School District had 18,768 registered students. This is a decrease of 212 students from October 1, 2021, and represents a 1.12 percent decrease in student growth.

Level	10/1/2019 Pre-COVID	10/1/2020	10/1/2021	10/3/2022	Student Growth 2021-2022	Percentage Growth 2021-2022
Kinder	1,537	1,285	1,243	1,298	55	4.42
Grades 1-6	9,417	8,755	8,492	8,356	-136	-1.60
Grades 7-8	3,090	3,097	3,092	2,949	-143	-4.62
Grades 9-12	6,000	6,029	6,153	6,165	12	0.20
*TOTALS	20,044	19,166	18,980	18,768	-212	-1.12

*These figures include City View Charter School

ADDITIONAL INFORMATION

- Due to state guidance, students were not dropped during the 2020-21 school year if they did not attend, unless records were requested from another district.
 - Reporting for the 2021-22 school year forward has returned to prior practice.
- 624 students transferred out of the Hillsboro School District as follows:
 - 246 to virtual charter schools outside of the District
 - 51 to be homeschooled
 - 76 registered through the Northwest Regional Education Service District (NWRESA) as of September 30, 2022
 - 82 to private schools
 - 67 to other school districts
- Due to the pandemic, -102 kindergarten students were registered compared to the average registration over the last three years.
 - The average number of kindergarten students over the past three years was 1,344 which was used for the 2022-23 projected kindergarten enrollment.
 - Kindergarten enrollment has increased by 60 students as of September 30, 2022 in comparison to the May 2022 enrollment.
 - As of October 3, 2022, there is a difference of -85 from projection. These figures do not include City View Charter School.
- 67 students transferred into the Hillsboro School District
- Hillsboro Online Academy has increased 196 students between 2019 and 2022.
 - The following indicates the enrollment trends for the last four school years:
 - 154 students registered on October 1, 2019 (Grades 3 - 12)

- 1,147 on October 1, 2020 (Grades K - 12) - Note grades K-3 added moving forward for full enrollment of HOA students.
 - 621 students in K - 6
 - 526 students in 7 - 12
- 826 on October 1, 2021 (Grades K - 12)
 - 523 students in K - 6
 - 303 students in 7 - 12
- 350 on October 3, 2022 (Grade K - 12)
 - 143 students in K - 6
 - 207 students in 7 - 12
- The growth in South Hillsboro has impacted Rosedale Elementary School
 - 439 students enrolled on October 3, 2022
 - 403 students enrolled on October 1, 2021
 - 349 students enrolled on October 1, 2020
- Per the NWRESD current enrollment dashboard¹, Washington County enrollment trends are seeing decline in numbers across all districts from 2019-20 to 2021-22. Approximately 5,631 fewer students are enrolled across the eight districts in Washington County over the last three years.

HISTORICAL DATA

Over the past ten years, our District has experienced a decline of 1,737 students or 8.5 percent from October 1, 2012 to October 1, 2022.

Date	Total Enrollment
October 1, 2012	20,505
October 1, 2013	20,760
October 1, 2014	20,719
October 1, 2015	20,654
October 3, 2016	20,502
October 2, 2017	20,373
October 1, 2018	20,355
October 1, 2019	20,044
October 1, 2020	19,166
October 1, 2021	18,980
October 3, 2022	18,768

¹ <https://datastudio.google.com/reporting/98d85a5d-07d6-481d-9f5a-03aefc503c88/page/VKCaC>

Allocated staffing ratios for October 1, 2014, through October 3, 2022:

	Allocated 10/1/14	Allocated 10/1/15	Allocated 10/1/16	Allocated 10/3/17	Allocated 10/2/18	Allocated 10/1/19	Allocated 10/1/20	**Allocated 10/1/21	Allocated 10/3/2022
K-6	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1	*K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 31:1	K-2: 20:1 3-6: 33:1	K: 26:1 1-3: 24:1 3-6: 28:1	K: 26:1 1-3: 24:1 4-6: 28:1
7-12	29:1	29:1	29:1	29:1	29:1	29:1	33:1	30:1	30:1

*First year of full-day Kindergarten

**Comprehensive Distance Learning and Hybrid Instructional Models

The table below shows race percentages of student enrollment for school years 2018-19 through October 3, 2022:

Race	Percentage 2018-19	Percentage 2019-20	Percentage 2020-21	Percentage 2021-22	Percentage 2022-23
American Indian/Alaskan Native	0.68%	0.66%	0.62%	0.6%	0.62%
Asian	6.72%	6.59%	6.74%	6.78%	6.92%
African American	2.28%	2.54%	2.47%	2.67%	2.91%
Hispanic	37.38%	38.52%	40.26%	40.45%	41.16%
Multiple	6.50%	6.80%	7.37%	7.63%	7.76%
Native Hawaiian/Other Pacific Islander	0.72%	0.70%	0.75%	0.69%	0.68%
White	45.73%	44.18%	41.78%	41.18%	39.96%

RECOMMENDATION

The Superintendent recommends the Board of Directors reviews and discusses the enrollment report.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
RETENTION BONUS FOR LICENSED AND CLASSIFIED STAFF

SITUATION

The District received one-time grant funds under the House Bill 4030 Retention and Recruitment Grant in the amount of \$2,586,950 to be spent by June 30, 2023, for these eligible activities:

- Address high need specialties and workforce shortage areas for both classified and licensed staff.
- Build on existing efforts which address root causes of workforce attrition while responding to urgent needs; and
- Diversify the workforce, as well as ensure every educator and staff member can meet the academic and well-being needs of students, particularly students from historically and persistently underserved groups.

The grant also allows for retention bonus payments to staff. After a staff survey last Spring and in collaboration with leadership of both Hillsboro Education Association and Hillsboro Classified United, the distribution of bonus funds is outlined below.

Hillsboro Classified United

All current Classified employees hired by September 30, 2022, will be paid up to \$700, prorated by benefits level eligibility, with the exception of Probationary and Temporary employees. Probationary and Temporary employees will receive the prorated amount in their final paycheck in June 2023.

<u>Benefit Level</u>	<u>Amount</u>
7+ hours 100%	\$700.00
6 hours 100%	\$700.00
6 hours 75%	\$525.00
4 hours 50%	\$350.00
Less than 4 hours	\$200.00
Temp	\$100.00

Hillsboro Education Association

All current Licensed employees hired by September 30, 2022, will be paid up to \$700, prorated by Full-time Equivalency (FTE).

<u>FTE</u>	<u>Amount</u>
0.4	\$280.00
0.5	\$350.00
0.6	\$420.00
0.667	\$466.90
0.7	\$490.00
0.75	\$525.00
0.8	\$560.00
<u>FTE</u>	<u>Amount</u>
0.833	\$583.10
0.834	\$583.80
0.9	\$630.00
0.95	\$665.00
1.0+	\$700.00

Staff on approved medical leaves will be eligible. Staff on voluntary/requested 1.0 LOAs will not be eligible. Targeted date of total distribution of HB 4030 funds will be November 10, 2022.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the bonus distribution plan and ask any questions they may have for staff.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
INFORMATION – ADMINISTRATIVE REGULATION UPDATE

SITUATION

Updated administrative regulations (ARs) that do not require Board action will be posted in the Board meeting packet for the information of the Board, staff members, and the public.

Policy language must meet the following criteria:

1. Legally mandated or legally wise
2. Harmonize with District's existing collective bargaining agreements
3. Reflect current District practice

The following administrative regulations (AR) have proposed changes:

- Policies in Section G – Personnel
 - GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the updated administrative regulations.



Code: GCDA/GDDA-AR
Revised/Reviewed: 12/12/17; 4/28/20
Orig. Code: GCDA/GDDA-AR

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, ~~such~~ as a teacher, administrator, personnel specialist, or school nurse, shall submit to ~~undergo~~ a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum, or internship as a teacher, administrator, or personnel specialist shall be required to submit to ~~undergo~~ a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the District shall be required to submit to ~~undergo~~ a criminal records check and fingerprinting.[1]

The Superintendent or designee will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, ~~or at~~ a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the District.

7. ~~A Any person authorized by the District for volunteer allowed by the district service into a position that has having direct, unsupervised contact with students shall undergo an in-a state and national criminal records check. [2]~~
8. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy³ by the District as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.
9. All temporary employees⁴, not requiring licensure under ORS 342.223, must undergo a criminal records check and fingerprinting with the District's personnel office prior to beginning employment. The criminal records check and fingerprinting shall be completed immediately following the offer of employment.
 - a. An applicant will be disqualified for employment on the basis of criminal record check/fingerprinting results ~~the~~ when the District is notified the applicant has a conviction for any of the crimes prohibiting employment.
 - b. An applicant will be disqualified for employment if, in the judgment of a human resource administrator, the applicant knowingly made a false statement on the criminal records/fingerprinting form(s) or the application form.

Exceptions

A newly hired employee⁵ is not subject to fingerprinting if:

1. ~~†~~ The District has evidence on file that the ~~person~~ employee successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; ~~or-~~
2. {⁶} The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

Notification

³ See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

⁴ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

⁵ Any individual hired within the last three months.

⁶ {This revision to TSPC rules sunsets July 1, 2024.}

1. The District will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by ~~the Oregon Department of Education (ODE)~~ that impact employment, contract, or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records checks and/or fingerprinting shall result in immediate termination from employment, contract status, or the ability to volunteer in the District;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on District employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the District. The District may remove the volunteer from the position allowing direct, unsupervised contact with students.
2. The District will provide the written notice described above through means such as staff handbooks, employment applications, contracts, or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the District. The District shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
 - a. Local or state law enforcement agency;
 - b. Contracted agent of employing district;
 - c. Employing District staff.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the District will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ~~the~~ ODE of the results. ODE will then review and notify the District of said results as well as the identity of any individual it believes has knowingly made a false statement as to ~~a~~ conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment, contract, or volunteering.

5. A copy of the fingerprinting results will be kept by the District.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the District and not requiring licensure, including persons hired as or by contractors⁷, shall be paid by the individual.
2. An individual offered a contract or employment by the District may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
3. Fees for volunteers that require a criminal records check shall be paid by the District.
4. Fees for volunteers that require fingerprinting shall be paid by the District.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the District upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁸ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any District policies, collective bargaining provisions regarding dismissal procedures and appeals, and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the District.
5. If the District has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the

⁷A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the District.

⁸ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual may be denied the ability to volunteer.

6. A volunteer who knowingly makes a false statement, as determined by the District, on a District volunteer application form may be denied the ability to volunteer in the District.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the District, to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the District to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2022
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 C – General Administration
 - CB: District Superintendent
 - CBC: Superintendent's Contract and Benefits
- Policies in Section G - Personnel
 - GCAA: Standards for Competent and Ethical Performance of Oregon Educators
 - GCBDB/GDBDB: Early Reinstatement to Work
 - GCQB: Research
- Policies in Section I – Instruction
 - IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
 - IK: Academic Achievement
 - IKF: Graduation Requirements

RECOMMENDATION

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



Code: CB
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code(s): CB

District Superintendent

The Superintendent¹ is designated as the District's chief executive officer. Under the Board's direction of the Board, the Superintendent exercises general supervision of all District schools, personnel, and departments. The Superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Superintendent is the professional consultant to the Board and in this capacity makes recommendations to the Board for changes in policies and programs. The Board may not direct the Superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The Superintendent may delegate to other District personnel any powers and duties imposed upon the Superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the Superintendent of responsibility for action taken under such delegation.

No duty or privilege shall be in conflict with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

Senate Bill 1521 (2022)

Cross Reference(s):

CBG - Evaluation of the Superintendent



Code: **CBC**
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code(s): CBC

Superintendent's Contract and Benefits

The Superintendent, upon appointment by the Board, will receive a written contract which will state the terms of appointment, compensation, benefits, and other conditions of appointment, and will include requirements for renewal or termination of the contract. The Board may not issue a contract that includes terms which direct the Superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the District³, or which allows the Board to take an adverse employment action against the Superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of Superintendent will be fixed by the Board and based upon the responsibilities required of the Superintendent in performing their duties. The amount of compensation and types of benefits will be set forth in the Superintendent's employment contract. The Board may not enter into an employment contract that contains provisions that expressly obligate~~obligates~~ the District or school to compensate the Superintendent for work that is not performed.

Provisions for termination of the Superintendent's employment, either by the Board or the Superintendent, will also be set forth in the Superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The District may provide health benefits for a Superintendent that is no longer employed by the District until the Superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.]

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education services districts.

For a period of one year after termination of the contract, the Superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the District or public charter school in a manner other than the manner permitted for the general public.

The contract will meet any requirements of state law and will be mutually acceptable to the Board and Superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

Cross Reference(s):

CBB - Recruitment and
Appointment of the Superintendent



Code: GCAA
Adopted: 11/25/08
Revised/Readopted: 4/28/20
Orig. Code: GCAA

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC ~~the commission~~ under Oregon law ~~Revised Statutes~~ or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS ~~Oregon law~~.
3. The TSPC ~~commission~~ determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC ~~commission~~ will promptly investigate complaints:
 - a. The TSPC ~~commission~~ may at its ~~discretion~~ ~~direction~~ defer action to charge an educator against whom a complaint has been filed under ~~Oregon~~ law when the investigation report indicates that disciplinary action against the educator is pending at the local District level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC ~~commission~~ shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC ~~commission~~ of the status of any complaints on which the TSPC ~~commission~~ has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;

3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;
5. ~~“Sexual contact”: any conduct with a student that includes, but is not limited to:~~
 - a. ~~The intentional touching of the breast or other intimate parts of a student.~~
 - b. ~~Causing, encouraging or permitting a student to touch the breast or other intimate parts of the educator;~~
 - c. ~~Sexual advances and verbal or physical conduct of a sexual nature and directed toward a student;~~
 - d. ~~Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment; or~~
 - e. ~~Verbal or physical conduct which has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment.~~

6.5. “Sexual conduct”: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- c. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
- d. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- e. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

7.6. “Sexual harassment”: any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;

- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably ~~interferes~~**interfering** with an individual's work performance or ~~creates~~**creating** an intimidating, hostile or offensive working environment.

~~8-7.~~ "Teacher": any person who holds a teacher's license as provided in ORS 342.125.

~~9.~~ "Student": any individual enrolled in the state's public or private schools from preschool through high school graduation or any individual under the age of 18.

~~10-8.~~ "Student": means any person who is:

- a. In any grade from pre-kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. ~~Recognize~~**Recognizing** the worth and dignity of all persons and respect for each individual;
- 2. ~~Encourage~~**Encouraging** scholarship;
- 3. ~~Promote~~**Promoting** democratic and inclusive citizenship;
- 4. ~~Raise~~**Raising** educational standards;
- 5. ~~Use~~**Using** professional judgment; and
- 6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

- 1. Use of state- and District-adopted curriculum and goals;
- 2. Skill in setting instructional goals and objectives expressed as learning outcomes;
- 3. Use of current subject matter appropriate to the individual needs of students;
- 4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent ~~educator~~ ~~teachers~~ by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of ~~realize their~~ personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the District's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess ~~the~~ academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. ~~Skill~~ ~~Skills~~ in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the District's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment, and materials appropriately;
3. Using and maintaining student records as required by federal and state law and District policies and procedures;
4. Using District and school business and financial procedures; and
5. Abiding by lawful and reasonable District rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable District policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff ~~assignment~~utilization.

Human Relations and Communications

The competent educator works effectively with others – students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the District, and its program;
2. Skill in communicating District and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the District and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-~~educator~~~~teacher~~ relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to ~~the educator's~~~~their~~ supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the District, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the District's name, property, or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law and exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; ~~and~~
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; ~~and~~.

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 584-020-0000 - 0035](#)

Cross Reference(s):

GBJ - Weapons in Schools - Staff



Code: **GCBDB/GDBDB**
Adopted: 11/25/08
Revised/Readopted: 4/28/20
Orig. Code: GCBDB/GDBDB

Early Reinstatement to Work

Efforts will be made on a case-by-case basis to reinstate employees to work early. The reinstatement will be within the requirements of the injury or illness, the limitations of the law and the limitations of the District. Any employee suspended from work due to drug or alcohol use will be returned on a case-by-case basis. Prior to returning to work the employee must complete any rehabilitation and/or drug abuse assistance programs established by the District, and in addition, the District may require a current drug test (ORS 659A.124).

In the event an employee is not able to perform essential job functions completely after an illness or injury, the District will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids or services. Reasonable accommodations must not result in an undue hardship on the District.

If an employee cannot be reasonably accommodated in his/her current position, the District will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the District **will** **may** provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The District will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The Superintendent or designee will develop procedures as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 659A.043](#) [ORS 659A.122 - 659A.127](#)
[ORS 659A.046](#) [OAR 436-110-0001 - 0900](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act
GAB - Job Descriptions



Code: GCQB
Adopted: 11/25/08
Revised/Readopted: 4/28/20
Orig. Code: GCQB

Research

District staff ~~Employees~~ are encouraged to participate in research ~~for and experimentation in the interests of~~ the development and improvement of education. Staff who propose ~~If an employee plans~~ to engage in a research, e.g., ~~project during the work day or using school resources or students, either for~~ study toward advanced work or for use in classroom instruction, using district resources or students, will submit a proposal to the Superintendent or designee for approval prior to commencing ~~must be secured from the Superintendent or designee. If~~ such research. If approved, and the ~~a~~ study results in material or practices which ~~may~~ ~~would~~ be useful to other district staff, such will be reviewed by administration and ~~may employees, it is recommended that it~~ be made available for distribution throughout the District ~~as~~ determined by the District. For the protection of all concerned, privacy rights of students or other individuals involved in ~~such~~ research ~~projects~~ must be protected.

Research which is conducted by or for a ~~non-district individual or organization~~ ~~non-District employee~~ must be approved by the Superintendent or designee.

Employees shall not use the District's name without prior approval when describing District activities or programs. Neither shall they use it to add authenticity to an authorship.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

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 (2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).



Code: **IGAI**
Adopted: 12/16/14
Revised/Readopted: 2/25/20
Orig. Code: IGAI

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

The District shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

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

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

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

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2). The Superintendent or designee will ensure that a parent notification process is in place. Parent notification processes, access to curriculum for review, and the process for exempting students from specific instructional activities will be made public on the District's website.

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

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;

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

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction¹ that:

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

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

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

¹ Per OAR 581-022-2050, "skills-based" means instructional strategy that has students practice the desired skill." Skills-based instructional activities regarding effective communication, development of self-esteem, resisting peer and partner pressure, and accessing valid health information are available for review.

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

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

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)

[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

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

Cross Reference(s):

IGBHD - Program Exemptions



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

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level;
 - b. Teachers will use a collection of evidence and professional judgment so that a student's grade is an accurate representation of what the student knows, understands, and is able to do in regard to the class/course learning targets;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, ~~and demonstration of extended application~~ **and demonstration of the Essential Skills**.
2. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
3. When no grades are given but the student is evaluated in terms of progress, the school staff will ~~show whether the student is achieving course requirements at~~ **also provide a realistic appraisal of** the student's ~~current grade level~~ **standing in relation to their peers**;
4. The staff will explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[ORS 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)



Code: **IKF**
Adopted: 1/23/18
Revised/Readopted: 2/25/20; 2/22/22
Orig. Code: IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian, or by the student, if the student is 18 years of age or older or emancipated.

Students and their parents/guardians will be notified annually of the requirements for all diplomas. See the graduation requirement manual for specific instructions.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program² in this state**~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state**~~district or public charter school~~.

¹As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the District. All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

HSD Chancellor's Diploma Requirements

1. Four credits of mathematics* (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts* (shall include the equivalent of one unit in written composition);
3. Three credits of science** (including physics, chemistry, and biology);
4. Three credits of social sciences** (including history, civics³, geography, and economics (including personal finance));
5. One additional credit of science** or one additional credit of social sciences**;
6. One credit of health education;
7. One credit of physical education;
8. Three credits of career technical education (CTE), the Arts, or world languages* (with at least two credits of world language);
9. Five credits of electives;
10. One-half credit of Senior Seminar (or Focused Program Internship credit); and
11. One-half credit of Career and College Development.

* Academic Credit Requirements (language arts, mathematics, science, social science, and/or world language)

** Minimum of three credits in each, plus one additional credit in either for a total of seven credits.

In addition to the credit requirements listed above, the HSD Chancellor's Diploma requirements are subject to the following:

1. The total number of required academic credits is 18. Four credits of these required academic credits must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation).

³ Civics becomes a half-credit requirement beginning on January 1, 2026 ([ORS 329.451](#)) [Senate Bill 513, 2021](#)).

2. The required cumulative GPA in academic courses is 3.0.
3. The required minimum grade in every academic credit course is C.
4. The overall required GPA in all coursework is 3.0.

In addition to credit requirements as outlined in Oregon Administrative Rule (OAR) 581-022-2000, a student must⁴:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Graduation Honors - Valedictorian and Salutatorian: Students who earn a Chancellor's Diploma may be eligible for graduation honors.

Valedictorian: Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

Salutatorian: Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

Honors Graduate: The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.

Standard Diploma

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits that include at least:

1. Three credits of math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year ([Senate Bill 744, 2021](#)).

5. One credit of health education;
6. One credit of physical education;
7. One-half credit of Career and College Development;
8. One-half credit of Senior Seminar (or Focused Program Internship credit);
9. Three credits of Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination);
10. Five credits of electives.

The district shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-2025.

In addition to credit requirements outlined in OAR 581-022-2000, a student must⁵:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

1. Two credits of math;
2. Three credits of language arts;
3. Two credits of science;

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year ([Senate Bill 744, 2021](#)).

4. Two credits of social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit of health education;
6. One credit of physical education;
7. Two and one-half credits of Career and College Development;
8. Nine and one-half credits of electives (including 0.5 Senior Seminar or Focused Program Internship credit);
9. One credit of Career and Technical Education (CTE), the Arts or World Languages.

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive any modified state-approved assessments.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or after a documented history to qualify for a modified diploma, the District shall annually provide information about the availability and requirements of a modified diploma to parents or guardians of the student.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in grade 9 through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits of mathematics;
 - b. Two credits of language arts;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics, or civics;
 - e. One credit of health education;
 - f. One credit of physical education; and
 - g. One credit of the Arts or a World Language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide information about the availability and requirements of an extended diploma to the parents or guardians of the student.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the district.

Beginning in grade five or after a documented history to qualify for an alternative certificate, the District shall annually provide information about the availability and requirements of an alternative certificate to parents or guardians of the student.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has a documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

(this is already on page 1) ~~Students and their parents will be notified of graduation and diploma requirements.~~

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶ and submitting the form to the district.

The District will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the District or is an Oregon resident and attended a high school of

⁶ Oregon Department of Education page for:

the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the District at the time of death or was an Oregon resident at the time of death and attended a high school of the District.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program