

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

**Board Meeting Agenda**  
**Tuesday, May 9, 2023**  
**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 - Executive Session**
  - A. Call to Order Executive Session  
Presenter: Mark Watson  
Time: 5:15 PM
  - B. ORS 192.660(2)(k) - Consider matters relating to school safety  
Presenter: Jordan Beveridge  
Time: 5:15 PM, 25 minutes
  - C. ORS 192.660(2)(e) - Real Property Transaction  
Presenters: Michelle Morrison / Travis Reiman  
Time: 5:40 PM, 5 minutes
  - D. Recess Executive Session  
Presenter: Mark Watson  
Time: 5:45 PM
2. **5:45 PM - Work Session**
  - A. Call to Order  
Presenter: Mark Watson  
Time: 5:45 PM
  - B. Black Village Family Advisory Committee Report and Discussion 3  
Presenter: Francesca Sinapi  
Time: 5:45 PM, 30 minutes
  - C. Grow Our Own Pathways Work Based Learning Updates 4  
Presenters: Kona Lew-Williams / Brooke Nova  
Time: 6:15 PM, 30 minutes
  - D. Annual Review of Drug, Alcohol, and Tobacco Prevention Plan 5  
Presenter: Brooke Nova  
Time: 6:45 PM, 20 minutes
  - E. Annual Safety Report 16  
Presenter: Casey Waletich  
Time: 7:05 PM, 15 minutes
  - F. Health and Education Partnership Update 22  
Presenters: Travis Reiman / Michelle Morrison  
Time: 7:20 PM, 10 minutes
  - G. Action Items 23
    1. Real Property - Purchase and Sale Agreement Approval 23  
Presenters: Travis Reiman / Michelle Morrison  
Time: 7:30 PM, 5 minutes  
**SAMPLE MOTION: I move that the Board of Directors approve entering into negotiations for a Purchase and Sale Agreement with the final sale to be authorized at a later date.**
  - H. Discussion Time  
Presenter: Mark Watson

Time: 7:35 PM, 10 minutes

-Student Reps

-Superintendent

-Board Members

- I. Recess Board Meeting  
Presenter: Mark Watson  
Time: 7:45 PM

- J. Next Meetings of the Board of Directors
  - May 23, 2023 Board Work / Regular Session
  - June 20, 2023 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**  
**May 9, 2023**  
**BLACK VILLAGE FAMILY ADVISORY COMMITTEE REPORT AND DISCUSSION**

**SITUATION**

In accordance with our HSD policy on [Educational Equity](#), we engage with families to get input on district programs and policies in order to better serve our students. We have many strategies for engaging families at the school and district levels. One formal structure of gathering input directly from families of students who identify as Black, Indigenous, Latino, and People of Color (BIPOC) is Parent Advisory Committees, or PACs.

Tonight, the Board will hear an update from our Black Village Family Advisory Committee. This group has formed to advise the Board and HSD staff regarding policy and programs in order to better serve students who identify as Black, African American, African, partially identifying black, and for students that are bi- or multi- racial. Leaders from the group will share updates on their PAC and District collaboration.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 9, 2023**  
**GROW OUR OWN PATHWAYS WORK BASED LEARNING UPDATES**

**SITUATION**

Over the past several years, the Hillsboro School District has become a leader in grow our own pathways and work-based learning opportunities for both students and staff. The 2022-23 school year has brought growth to this area of focus in the District. We have expanded our Diverse Educator Pathway program, championed registered youth apprenticeships in manufacturing, and expanded work-based learning opportunities within both our schools and community.

**Introduction**

The Diverse Educator Pathways program began nine years ago as we faced difficulty finding bilingual educators to teach in our dual language classrooms. The program has grown to support students accessing pathways to licensure to various postsecondary institutions, support our bilingual summer school program and has set the stage for other HSD departments to consider pathways for hard to fill positions. Classroom content, paired with work-based learning, is the best way for students to gain the skills, confidence and understanding of the world of work. Work-based learning can be found in our diverse educator pathway program and our community partnership programs. Hiring qualified candidates can be a barrier across various industry sectors, including in education. HSD is proud to be a partner in creating innovative solutions to help answer workforce needs.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review updates, provide feedback and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 9, 2023**  
**ANNUAL REVIEW OF DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN**

**SITUATION**

This report outlines curricular programs and activities provided for students as part of the district's comprehensive Drug, Alcohol, and Tobacco Prevention and Intervention Plan. Policy IGAEB: Drug, Alcohol, and Tobacco Prevention, Health Education states that the plan will be reviewed annually for revision and readoption. [Please Click HERE for 2022-2023 Plan for Review.](#)

Introduction

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

Supporting Laws & Hillsboro School District Policy

- [IGAEB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review annual revisions and place the Drug, Alcohol and Tobacco Plan on first read.

**HILLSBORO SCHOOL DISTRICT 1J  
2022-23 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

This report outlines curricular programs and activities that are provided for students as part of the District’s comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

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## **Purpose/Introduction**

### Introduction

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

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

### Supporting Laws & HSD Policy

- [IGAEB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)
- SB 52 Adi's Act Policy ([JHH](#))

## **Staff Training**

### SafeSchools Modules

Washington County has created a Drug, Alcohol and Tobacco module and a Youth Suicide: Awareness, Prevention and Postvention module that is accessible to staff on SafeSchools. The module includes current information and is designed to be specific for our county.

### Suicide Prevention and Intervention

Students with substance use challenges are at higher risk for suicide. As a part of our district Suicide Prevention Plan, school staff working closely with these students are expected to have foundational training in suicide prevention and risk assessment. School counselors, student support and wellness counselors and school administrators are trained in our HSD suicide screening procedures and in partnership with Washington County Suicide Prevention and the Northwest Regional ESD, are provided opportunities for additional training in suicide risk assessment and when and how to refer for appropriate mental health services.

### Health Room Protocol

Student Under the Influence Guidelines that inform when to call 9-1-1 if a student is suspected to be under the influence.

## Universal Prevention

### Social Emotional Learning Framework for the District

The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) is the Hillsboro School District's adopted framework. CASEL is a high-quality, evidence-based social and emotional learning (SEL) framework and is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development. The five areas of competence include self management, self awareness, social awareness, relationship skills, and responsible decision making.

- Morning meetings in elementary school and advisory in secondary school are the primary avenues of explicit SEL instruction. However, SEL occurs throughout a student's day, in and out of school.
- The SEL Framework is a key part of the equity work taking place across the district.

### District SEL Curriculum

#### **Elementary**

*Harmony SEL-* [Harmony](#) is a no cost social emotional learning program available to all K-6 grade teachers designed to foster communication, connection, and community both in and outside the classroom by engaging students in lessons and activities that promote empathy, understanding, and respect. It is also accessible to all staff and HSD families.

School counselors teach SEL using a variety of materials: MindUp, Kelso's Wheel, Zones of Regulation, Second Step, and Sources of Strength to name a few.

#### **Middle School**

*CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.

Additional lessons, with targeted substance use education, are provided by the HSD Substance Use Team.



## High School

*HS Advisory and Access Time* - Advisory is designed to support consistent connections between students and staff, a student's Social and Emotional Learning, academic needs and a place to teach Career and College Readiness skills for all high school students. Our [Advisory Lesson Site](#) is a curative bank of lessons prepared by the [district](#) and from all of our high schools that addresses many of the goals below. The systematic approach to Advisory and Access time provides an additional layer of academic support, a cohesive peer-peer and peer-adult community for the entire high school career, and targeted substance use education. Advisory does count as instructional time for students.

### District Health Curriculum

In 2016, revised Oregon Health Education Standards (OHES) and performance indicators were adopted by the State Board of Education. The standards and performance indicators can be reviewed on the [ODE website](#) and on the [District](#) website.

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across the state to ensure equity in education.

Prevention is the basis for national, state, and district standards. The key components for all levels of instruction are as follows:

- Comprehend concepts related to health promotion and disease prevention
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid health information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce health risks
- Advocate for personal, family, and community health

In 2022, The Great Body Shop was adopted as the Kindergarten-6th grade curriculum.

HSD secondary teachers are currently in the process of a middle school and high school health adoption. The newly adopted materials will be implemented in the 2023-2024 school year. Currently, HSD secondary teachers design and/or curate their own drug and alcohol prevention education curriculum to meet these standards/performance indicators. Additionally, efforts are underway to increase alignment of K-12.

In HSD middle schools PE teachers teach 30 sessions of health each year to 7th and 8th grade. High school students take a full year of health their sophomore year. Additional substance use prevention lessons are taught through advisory in 9th, 11th, and 12th grade.

### Surveys

*HSD Start of the Year Connections*- Knowing students by name, strength and need is a core value in HSD and we know that this includes action! In HSD we know that action occurs

when we start with the belief that positive relationships are the foundation of our work. The connection and the support that our teachers and staff have with students is immensely valuable in the lives of our students and families. We also know that these connections and relationships made by teachers make a large impact in many lives of our students. Therefore, the connections were conducted at the beginning of the school year.

*Oregon Student Health Survey (SHS)*- During the 2020-2021 school year, Oregon shifted from administering two student surveys (the Oregon Healthy Teen Survey and the Oregon Student Wellness Survey) to the administration of one survey, the Oregon Student Health Survey. The new SHS combined questions from both the OHT and the SWS in order to lessen the survey burden on schools.

Most recently, the SHS was administered to 6th, 8th, and 11th grades in the Fall of 2022 and will continue in even numbered years. This survey is voluntary and can be opted out of by the student’s parents/guardians or the student themselves. Students may also skip any question they do not wish to answer. In an effort to maintain confidentiality, data is only released in aggregate form.

The Student Health Survey is used by district staff members to analyze school specific, district, and statewide trends. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey and the 2020 final results and 2022 *preliminary* results from the Oregon Student Health Survey.

***Oregon SHS Substance Use Data for 6th Graders, 2022***

Category	6th 2022 <i>Preliminary</i>
Tobacco, 30-day use	.5
E-cig, vape, 30-day use	1
Alcohol, 30-day use	2
Marijuana, 30-day use	.8

***Oregon SHS Substance Use Data for 8th Graders by Year: HSD and Oregon State Comparison***

Category	8th 2017	<a href="#">State 8th 2017</a>	8th 2019	<a href="#">State 8th 2019</a>	8th 2020	<a href="#">State 8th 2020</a>	8th 2022 <i>Preliminary</i>
Tobacco, 30-day use	3.4	3	10.2	11.9	0.2	1.2	1.4
E-cig, vape, 30-day use	2.2	6.3	9.5	10.5	2.3	5.1	2.8
Alcohol, 30-day use	5.9	10.3	10.7	11.3	3.3	6.1	3.9
Marijuana, 30-day use	4.3	6.7	7.2	7.8	2.3	3.3	1.5

***Oregon SHS Substance Use Data for 11th Graders by Year: HSD and Oregon State Comparison***

Category	11th 2017	<a href="#">State 11th 2017</a>	11th 2019	<a href="#">State 11th 2019</a>	11th 2020	<a href="#">State 11th 2020</a>	11th 2022 <i>Preliminary</i>
Tobacco, 30-day use	14.1	7.7	17.4	23.1	0.3	2.9	3.6
E-cig, vape, 30-day use	9.8	12.9	16	21.4	6.7	11.9	7.3
Alcohol, 30-day use	20.8	26.9	15.7	24.3	9.9	17	11.6
Marijuana, 30-day use	16.6	20.9	16.7	20.4	8.4	13.5	9.8

**[\\*Oregon Healthy Teen/Oregon Student Health Survey Graphs](#)**

*\*\*\*Caution should be used when interpreting the 2020 SHS, which is not comparable to prior surveys, and accurate comparisons cannot be made to similar data points from previous years due to the COVID-19 pandemic, widespread shift to distance learning, and data collection mode and time period.*

*\*\*It is important to note that 2022 SHS results are not comparable to 2020 SHS results due to additional response categories (I am not sure, I don't know what this question is asking, I prefer not to answer) included in the 2022 SHS that impact the denominator and resulting percentages in the tables.*

***Oregon SHS Completion Rates for HSD, 2022***

	6th	8th	11th	Total
HSD Enrollment	1,448	1,561	1,550	4,559
HSD Completed Surveys	1,158	1,175	740	3,073
HSD Completion Rates	80.0%	75.3%	47.7%	67.4%
Participating Districts in OR Completion Rates	69.9%	65.4%	49.6%	61.4%

**Standards of Student Conduct and Athletic/Activity Handbook**

These [publications](#) provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.

**Transition Programming**

*6th to 7th Transition Programming (WEB)* - Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year

with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program.

*8th to 9th Transition Programming (LINK Crew)* - LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade. An example of this is the transition survey that is given to 6th, 8th and 12th graders each year by the student's counselor.

## **Targeted Prevention**

### Kid Talk

The purpose of Kid Talk is to support academic concerns by identifying needed interventions. A team of multi-disciplinary staff review relevant student data of individual students who continue to struggle after tier 1 academic interventions. New interventions or changes to the current intervention are determined. Follow-up happens every 6-8 weeks and students are referred to the SST Team as needed.

### Family Engagement Opportunities

Students are less likely to use addictive substances if their parents talk early and often about the risks, establish clear rules and consequences, and regularly monitor their activities. Active involvement and support of caring adults are both critical in the prevention of youth substance abuse. Family engagement events are dedicated to providing parents with the latest information, trends and support available in addition to strategies to connect with their own kids about this topic. Parents also learn about stress management, healthy coping, and other protective factors that can support youth.

## **Intervention**

### [Progressive Discipline Plan](#)

The progressive discipline plan provides support to the student and family to help address the underlying cause(s) a student is using or in possession of an illegal substance at school. The [Teen Intervene](#) 4th Edition curriculum is used in conjunction with a discipline incident specifically related to drug, alcohol, or nicotine use. Teen Intervene is evidence-based and uses a Screening, Brief Intervention, and Referral to Treatment (SBIRT) structure.

The Teen Intervene 4th Edition curriculum incorporates the stages of change model, motivational interviewing, and cognitive-behavioral therapy. Teen Intervene 4th Edition consists of a Teen Intervene (substances other than nicotine) Module and a Nicotine Module. Each module is composed of three sessions, and is designed to include teens' parents or guardians. The 4th Edition is updated with gender inclusive language and to include education specific to vaping. The curriculum, also Part of the D&A Discipline Plan, includes a step to connect the student with a trusted adult in the building for regular check in, in addition to the Teen Intervene sessions. Consult and additional support is done in partnership with our North and South feeder Substance Use counselors.

### Substance Use Counselor Team

The HSD Substance Use counselors partner with school teams to consult and collaborate about concerns for students experiencing barriers to school success due to issues related to substance use.

Substance Use counselors also meet directly with students and can provide screening, individualized support, brief intervention and connection with students and their families as well as safety planning and referrals bridging them to community resources. They design and deliver training and professional development opportunities for HSD staff related to drugs and alcohol. Substance Use counselors also facilitate prevention efforts including school events, parent outreach, and advisory lessons for students.

### Student Support Wellness Counselors

SSWC's are counselors focused on supporting students with social, emotional and mental health needs. They provide individual and family support, suicide prevention and risk assessment, substance use prevention and intervention, and crisis support for students. They collaborate with building teams to identify, support, monitor and connect students to district and community resources. For students who have been involved with an on campus drug or alcohol offense, they provide screening and brief intervention using the Teen Intervene model.

### Drug and Alcohol Referral Process

The HSD Drug and Alcohol [referral form](#) is a process for both students and staff to connect with the HSD Substance Use team for support. Staff can refer students who may need substance use resources and/or services. Students may also self-refer if they want support. Teams can refer students when additional support is needed as a result of disciplinary action (i.e. The Substance Use Progressive Discipline Plan) or when there is concern about a student using substances outside of discipline.

### Care Teams

[The Care Team](#) is a building-level team meeting that includes representatives from the school, HSD Partners, and the district to review students who have indicated a need for more targeted support or services in order to develop and monitor comprehensive intervention plans. The value of the Care Team is the ability to develop plans that encompass building-level targeted supports, district-level resources, and community resources. The professionals represented on the Care Team represent a multitude of specialties and services. This team primarily monitors the impact of mental health and well-being on school performance and participation. Various risk factors are considered, such as: mental health concerns, substance use, suicidal ideation, instability in the home environment, disciplinary action, resource needs (basic needs, housing, food, etc.), attendance concerns, juvenile justice or other involvement with the legal system, and recent hospitalization/step down. Collaboration among home, school, and partner agencies is an important support for students at risk.

### Care Coordinator Program

Care Coordinators provide outreach to students, parents/guardians, and families, helping them connect with meaningful mental health counseling support. After performing an informal assessment with the parent/guardian, care coordinators provide psycho-education, referral and follow up case management services. Care Coordinators help the parent/guardian navigate their medical insurance benefits and complex systems of care to connect with meaningful mental health counseling, substance abuse treatment, and/or parent education programs. Care coordinators lead the HSD Flight Team, providing grief support to impacted students and staff in the aftermath of a death of a current student or staff member. They coordinate district suicide prevention efforts, facilitate annual staff suicide awareness presentations, maintain the Suicide Intervention Protocol, and train staff on the Suicide Intervention Protocol.

### **Community Partner Resources**

Our community partners provide professional development and feedback to inform HSD of best practices. The listed partners below attend regular meetings with HSD staff on related topics on drug, alcohol and tobacco prevention and intervention. Some of our key partners are: SARC, Washington County Sheriff's Youth Services, NWRESA, Washington County Health, Washington Youth & Family Services Department, Department of Human Services, and CARES NW.

#### Century School Based Health Center

In partnership with Virginia Garcia Memorial Health Center, the Century School Based Health Center provides high quality, culturally appropriate healthcare services to any Hillsboro School District student. Students are seen by appointment however walk-ins are welcome. Students do not need health insurance in order to be seen, and most insurance plans are accepted. The SBHC has a primary care provider (PCP), mental health therapist, medical assistant, and receptionist on board. Students may be seen for mental health assessments, substance use evaluations, well-child check-ups, vaccines, illness or injury, reproductive health, as well as sports physicals.

#### Northwest Counseling Associates

Contracted by the District, NCA provides School based mental health services for students in two elementary Schools. These counselors work with students who have met medical necessity for mental health services and whose needs extend beyond the scope of school counseling support. Trauma, stress and conflict can interfere with almost every aspect of a child's learning. Access to these services not only improves students' physical and psychological safety, but also reduces costly negative outcomes such as chronic absenteeism, discipline incidents, and suicidal thoughts.

#### LifeStance Health

Contracted by the District, Life Stance Health provides school based mental health services for students in nine of our elementary schools. These counselors work with students who have met medical necessity for mental health services and whose needs extend beyond the scope of school counseling support. Trauma, stress and conflict can interfere with almost

every aspect of a child's learning. Access to these services not only improves students' physical and psychological safety, but also reduces costly negative outcomes such as chronic absenteeism, discipline incidents, and suicidal thoughts.

#### Youth Contact Student Assistance Program

Contracted by the District, the Youth Contact High School Student Assistance Program seeks to decrease substance abuse risk by increasing school commitment and engagement. YC providers offer a continuum of services that include prevention, intervention, outreach and referral. They collaborate closely with families, as well as school based personnel in an effort to provide students with strong support units that include the provision of structure, appropriate limit setting, and the nurturing environment crucial to preventing substance use and abuse. Hundreds of hours of individual and family therapy are provided by Youth Contact counselors.

#### Champions and Boys and Girls Club Programs

The District partners with Champions to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools.

#### Hillsboro Police Department

*School Resource Officers (SROs)* - SROs assist in prevention by providing information on drug / alcohol / tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators.

#### Washington County Public Health (Tobacco Prevention Specialist)

Partner in communication and messaging with Hillsboro School District. Created a recommended SafeSchools module on drug, alcohol and tobacco prevention and intervention information specific to our county. Assist with information for outreach events or included in publications.

### **Public Information for Family/Student/Staff**

Our Hillsboro School District website houses information related to Drug Safety and Awareness [HERE](#).

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**HILLSBORO SCHOOL DISTRICT**  
**May 9, 2023**  
**ANNUAL SAFETY REPORT**

**SITUATION**

The Safety Department provides an annual report of information for the past school year.

The Safety Department strives to improve and build on current safety best practices for students and staff. The District continues to maintain an all-hazards approach to addressing emergencies, and incorporates the five phases of emergency management: prevention, preparedness, mitigation, response, and recovery. The safety department collaborates with City and County partners to address safety and emergency preparedness, including Safe Schools of Washington County, the Hillsboro Student Threat Assessment Team (HSTAT), Washington County Youth Fire Intervention, local emergency manager meetings, Washington County Health Department and Safe Routes to School.

**Public Safety Office**

The Public Safety Office continued this year with night and campus security officers. The night security officers as well as our campus security officers have acquired and maintained their certification requirements through the Department of Public Safety, Standards, and Training via the State of Oregon. The night security officers responded to all Hillsboro School District Properties in response to alarms received by our district's monitoring companies and on proactive patrols to ensure safe and crime free buildings and properties. The night security officers and campus monitors attend evening and weekend district sponsored events. *During the 2022/2023 school year, the Public Safety Office has actively patrolled and responded to 4982 mobile patrols, 1459 mobile and foot patrols, and 1622 incident responses.* Incident responses include alarm response and response to citizen and community calls after hours. The night security officers took calls from our community ranging from gates open/close to reckless driving on our properties.

The Public Safety Office has coordinated with the District's night and campus security for continued District training and professional development as well as state required training through the Department of Public Safety Standards and Training (DPSST). The Hillsboro School District employs campus monitors in our middle and high school settings. The purpose of the campus monitors is to assist in ensuring a safe and secure environment for District personnel and students by enforcing District and school regulations and policies. The Public Safety Office and the Department of Public Safety Standards and Training offer relevant professional development to assist the campus monitors in the performance of their duties. Campus Monitors participated in verbal communication, de-escalation training, drug impairment training, and incident documentation training.



## **Annual Safety Summit**

District administrators participated in the annual safety summit during the summer. The Summit provides administrators information from experts in a variety of fields to address current trends that we are seeing in HSD. The Safety Department also provided breakout opportunities for administrators to review safety expectations and procedures for staff, students, and the community.

### Topics Included:

*Flight Team/Care Coordinators*

*Suicide Intervention Protocol and Updates*

*HSTAT/SIRC 101*

*Safety Nuts & Bolts- HSD Staff*

*Current Data and Trends on Opioids and Roles w/ Prescriptions on the Adolescent*

*Tech Safety*

*SRO IGA*

*HSD Security Trio*

## **SafeSchools Policy Review and Safety Trainings**

The District is fully committed to the health and safety of all faculty, staff, students, and visitors. As part of the District's ongoing program to meet this safety commitment and comply with regulatory requirements, all employees must complete annual safety training and policy reviews. The training is provided through the SafeSchools web-based service. The following trainings were offered:

### **Required SafeSchools trainings included:**

- Child Abuse: Mandatory Reporting
- Sexual Misconduct: Staff-to-Student (HB 2062)
- Bloodborne Pathogens Exposure Prevention (refresher)
- Homeless Students: Awareness and Understanding (McKinney-Vento Act)
- FERPA: Confidentiality of Records
- District Safety: Lockdown and Lockout

### **Required SafeSchools policy reviews and acknowledgements included:**

- Required IRS Notification Acknowledgements
- Staff/Student Boundaries
- Staff Device Use Guidelines
- Data Security and Privacy Training
- Employee Assistance Program Brochure
- Integrated Pest Management IPM Employee Acknowledgement
- District Annual Policy Review
- Guidelines Regarding Social Media and Personal Electronic Devices
- HSD Operations Guidelines: District Proprietary Information Access and Security
- Best Practices in Purchasing
- Staff Use of Personal Medications and Sundry Items

Additional training was offered to District facilities and maintenance staff, including

asbestos awareness; back injury and lifting; fire extinguisher safety; ladder safety; slips, trips and falls; and safety data sheets. Nutrition services staff received civil rights in food service training. All new employees received a District safety overview, SafeSchools Incident Tracking video and the off-site parent reunification video for staff.

### **Health and Safe Schools Plan**

In 2016, the Oregon Legislature passed Oregon Administrative Rule (OAR) 581-022-2223, which requires school districts to develop a Healthy and Safe Schools Plan to address environmental safety concerns, including a plan for testing District-owned buildings for radon, as required under ORS 332.167; a plan to test for and reduce exposure to lead in water used for drinking or food preparation; a plan to reduce exposure to lead paint that includes compliance with the United States Environmental Protection Agency's Renovation, Repair and Painting Program Rules; a plan to implement integrated pest management practices, as required under ORS 634.700 through 634.750; and a plan to communicate results for all tests that are required under the Healthy and Safe Schools Plan. This fall, the District began radon testing to meet the requirement of having every ground floor occupied space in the District tested by 2021. As results are made available, the District will communicate information on the [Environmental Testing page of the District website](#).

### **Indoor Air Quality (IAQ)**

Routine indoor air quality checks are performed annually. Each year, the Safety Department targets a feeder group and provides testing in each building, targeting a variety of classrooms. Additional IAQ testing is done on a case-by-case basis, if there is a specific concern.

### **Asbestos Management and Monitoring**

The District complies with federally mandated Asbestos Hazard Emergency Response Act (AHERA) standards, and completes required monitoring on a regular basis.

### **Building Safety Practices**

#### **Google SEMS Site (Safety Emergency Management Site)**

The Google SEMS site provides a location for schools to keep their required safety documents. It is also a location for staff to access safety resources, forms and guidelines related to District safety. Each building is required to submit the following safety documents:

- Drills: 1 fire drill monthly; 2 earthquake drills per school year; 4 containment drills per school year (2 lockdown, 1 lockout and 1 of their choice)
- Monthly safety team meeting minutes
- Building Hazard Audit (annually)
- Comprehensive School Safety Plan (annually)
- Safety team and strike team workshop (annually)

### **Go Binders**

Each school has an office go-binder and every classroom has a classroom go-binder containing information that may be needed if there is an evacuation. Staff are instructed

to take the go-binder during evacuations. Contents include student and staff rosters, maps, emergency procedures, medical protocols, student profiles and attendance sheets.

### **Standard Response Protocol (SRP) and Emergency Procedures**

SRP posters are posted in every classroom; Framed SRP posters are hung in all school entryways. Building maps are being stored behind each framed poster for police or emergency responders to access in an emergency. Each building has a red emergency flip-book containing current emergency procedures. All emergency procedures are also located in both the office and classroom go-bindings.

### **Strike Teams**

Each building is responsible for organizing six emergency teams or staff roles that can be activated, depending on the type of emergency. The strike teams fulfill various tasks to help manage the crisis. Building administrators activate teams/roles based on the severity of the event and availability of first responders. The six teams include:

- Student Assembly
- Student Release
- First Aid
- Search and Rescue
- Crisis Response (emotional first aid)
- Facility/Security Response

Each strike team has a “job action sheet” (JAS) that provides detailed information regarding the team’s role and duties. The JAS allows for “just in time” training, if necessary. Each strike team has all the forms they may need if they are activated, as well as a short training module that is available on both the SafeSchools policy and training site and the Google SEMS site. The Safety Department provides additional staff training opportunities, including table top exercises involving strike team activation.

### **Off-Site Parent Reunification Plan**

The District has a plan in place if a school has a safety-related emergency that requires students to be transported to an off-site location to be reunified with parents. Both an administrator/administration center staff video and a parent/community video is available explaining the process for an off-site reunification.

### **CPR and First Aid Program**

Each building has a response team of no less than six members who are trained to respond to CPR and first aid emergencies, per OSHA guidelines. The Safety Department contracts trainers to provide Medic First Aid; Adult, Child, and Infant CPR; AED; and first aid training to response team members throughout the school year.

### **Stop the Bleed Program and kits**

In March 2019, the Safety Office partnered with the District Nurses and *Legacy Trauma Nurses Talk Tough* to provide “Stop the Bleed” training to Campus Monitors, Health room staff, District Nurses and building LPNs. The course is now available to all District employees. The training will teach staff how to safely apply a tourniquet and control

bleeding in an emergency until professional help arrives. Each school was provided “stop the bleed” kits for their health room and for each AED in their building.

### **Building emergency supplies**

Each classroom will be provided an emergency bucket with a lid to be used in case of a lockdown event or emergency evacuation. Each bucket will contain items needed to create a portable toilet including garbage bags, toilet paper, emergency blanket for a privacy curtain and hand sanitizer.

### **Hillsboro Student Threat Assessment Team (HSTAT)**

Purpose: The Hillsboro School District Threat Assessment and Safety Management System constitutes a comprehensive and systematic approach to investigating and assessing students who are engaged in or exhibiting behaviors that imply aggression or violence directed at other people.

This system combines the use of investigative information-gathering strategies with “targeted violence” related questions. The purpose is to collect data to help make an informed judgment about a student’s level of safety towards others, and to identify risk factors surrounding a student’s behavior. The collected data guides the development and implementation of a *Student Safety Management Plan*.

Goals:

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff and parents/guardians.

This system and its forms are not to be used without training by an approved Hillsboro School District-level Student Threat Assessment Team (STAT) member.

It is the District’s expectation that all schools have a school-based Student Threat Assessment Team (STAT), consisting of an administrator SRO, plan manager (who will be responsible for case management) and one or more trained individuals.

Last year was the first year, HSTAT forms were moved to a Google form to make access and use easier for school staff. A link to the online form is available on the SEMS site (Safety and Emergency Management site) and once submitted, appropriate staff are notified immediately so that collaboration can occur quickly. Documents are stored in Google, where updates can be made at any time by school and District threat assessment teams.

### **Addressing Problematic Sexual Behavior in Schools**

Parallel model to address Problematic Sexual Behavior (PSB) within the student

population through a normative versus non-normative sexual development lens. The program known as the Sexual Incident Response Committee (SIRC) is built from a collaborative, multi-agency structure and the team operates a community system that serves the Hillsboro School District.

**Safe Schools Washington County**

We continue to meet regularly with other Washington County schools and community partners to strengthen communication and collaboration regarding best practices to keep safe environments for all staff, students, and communities.

**Washington County Child Abuse Multidisciplinary Team**

The Hillsboro School District along with other community partners develop investigative protocols, identify needed training and help coordinate procedures among partner agencies.

**Washington County Problematic Sexual Behavior Committee**

The district continues to participate with the (PSB) committee to be an active partner in providing resources for kids under the age of criminal culpability.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 9, 2023**  
**HEALTH AND EDUCATION PARTNERSHIP UPDATE**

**SITUATION**

District staff have been working with partners from Virginia Garcia Memorial Health Center, Portland Community College, and the City of Hillsboro since September 2021, on plans to develop a Health and Education Center. The location shifted to “Block 56” after developers finalized the plans for “Block 67” which was the original site. “Block 56” is the location of the HSD Miller Education East campus and will be the site of the proposed Health and Education Center.

Most recently, the partners have consulted with an attorney to develop a Memorandum of Understanding (MOU) that includes details regarding partnership structures, budget development, and a timeline for completion. In this evening's presentation, the Board will receive an update regarding proposed investments by partners in this project.

**RECOMMENDATION**

The Superintendent recommends that the Board Members listen to this update, ask any questions they may have regarding the Health and Education Partnership with Virginia Garcia Memorial Health Center, Portland Community College, and the City of Hillsboro.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 9, 2023**  
**REAL PROPERTY - PURCHASE AND SALE AGREEMENT APPROVAL**

**SITUATION**

The Board met in Executive Session earlier this evening to discuss the current status of potential real property transactions.

On September 23, 2022, the Board received a Real Property Update that included an opportunity to expand the footage of the Miller Education Center East Property located at 215 SE 6th Avenue, Hillsboro. A Massing Study for the adjacent properties to the west and south of the district's current parcel has been completed to determine the feasibility of a Health and Education Center in partnership with Virginia Garcia, Portland Community College, and the City of Hillsboro.

One of the adjacent property owners has engaged with the District realtor Hayden Group regarding the potential sale of the property. The next step is to proceed with a Purchase and Sale Agreement (PSA) with the final approval and closing date contingent upon Board approval at the May 23, 2023, Regular Session.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve entering into negotiations for a Purchase and Sale Agreement with the final sale to be authorized at a later date.

*I move that the Board of Directors approve entering into negotiations for a Purchase and Sale Agreement with the final sale to be authorized at a later date.*