



Hillsboro School District 1J

May 22, 2018
Board Meeting

Board of Directors

Lisa Allen • Martin Granum • Erika Lopez • Yadira Martinez • Jaci Spross • Kim Strelchun • Mark Watson

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49th Place, Hillsboro, OR

Board Meeting Agenda

May 22, 2018

5:15 PM

1. 5:15 PM - Executive Session

- A. ORS 192.660(2)(i)--Evaluation of the Superintendent
- B. ORS 192.660(2)(d)--Labor Negotiator Consultation

2. 5:45 PM - Work Session

- A. School Safety Discussion 5
Presenter: Mike Scott
- B. Discuss Policy JBB: Educational Equity 6
Presenter: Travis Reiman
- C. Discuss Revisions to Policy AC: Nondiscrimination 11
Presenter: Kona Lew-Williams
- D. Board Leadership Planning 14
Presenter: Lisa Allen
- E. Board Discussion Time
 - 1. Student Representatives to the Board
 - 2. Board Discussion
- F. Recess Board Meeting

3. 7:00 PM - Regular Session

Call to Order and Flag Salute

4. Recognition / Student Presentation

- A. Presentation: Century High School Wellness Center
Presenter: Jaci Spross
- B. Recognition: Don McCoun, KUIK 15
Presenter: Mike Scott / Kim Strelchun

5. Approval of Agenda

6. Audience Time

7. Reports and Discussion

- A. Chicas Youth Development Program 16
Presenter: Olga Acuña
- B. Student Input Report 17
Presenter: Mike Scott
- C. AdvancED Report 20
Presenter: Travis Reiman
- D. NSBA Conference Reports 21
Presenter: Jaci Spross / Mark Watson

E. Discuss Board Meeting Dates for 2018-19 Presenter: Lisa Allen / Mike Scott	22
F. Financial Report (<i>see written report</i>) Presenter: Michelle Morrison	23
G. 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 will be placed on the consent agenda for approval during the next regular meeting.</i>	
1. Policy JBB: Educational Equity Presenter: Travis Reiman	28
2. Policy EBBB: Injury / Illness Reports Presenter: Michelle Morrison	33
3. Policy JOA: Directory Information Presenter: Don Wolff	36
4. FF-AR-1: Naming of School Mascots Presenter: Casey Waletich	39
5. Policies Regarding Evaluations Presenter: Kona Lew-Williams	42
a. Policy CCG: Evaluation of Administrators	43
b. Policy GCN/GDN: Evaluation of Staff	46
6. Policies Regarding Special Education Presenter: Elaine Fox	49
a. Policy IGBA: Students with Disabilities – Child Identification Procedures	50
b. Policy IGBAG-AR: Special Education – Procedural Safeguards	52
c. Policy IGBAH: Special Education – Evaluation Procedures	62
d. Policy IGBAJ: Special Education – Free Appropriate Public Education (FAPE)	65
e. Policy IGBAJ-AR: Special Education – Free Appropriate Public Education (FAPE)	67
8. Consent Agenda <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of April 10, 2018, Board Meeting	72
B. Approve Minutes of April 24, 2018, Board Meeting and Budget Committee Meeting	75
C. Approve Routine Personnel Matters	86
D. Accept Donations	92
E. Approve Consolidated ESEA Subgrants	93

F. Approve Policy Revisions (<i>presented for first reading on April 24, 2018</i>)	
1. Policies Regarding Controlled Substances	94
a. Policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems	95
b. Policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems	97
2. Policies Regarding Medications	100
a. Policy JHCD: Nonprescription Medication (Delete)	101
b. Policy JHCDA: Prescription Medication (Delete)	102
c. Policy JHCD/JHCDA: Medications (Proposed)	104
d. JHCD/JHCDA-AR: Medications (Revised)	107
3. Policy GBH/JECAC: Staff/Student/Parent Relations	116
4. Policy EEA: Student Transportation Services	119
9. Action Items	
A. Award Contracts for Parent / Bus Drop-Off Improvement Projects at Ladd Acres, Eastwood, McKinney, and Jackson Elementary Schools Presenter: Adam Stewart / Casey Waletich	123
B. Declare Surplus Equipment and Authorize Recycling of Classroom Furniture Presenter: Adam Stewart / Casey Waletich	128
C. Adjust Appropriations Presenter: Michelle Morrison	129
10. HCU / HEA Reports	
11. Superintendent's Time	
12. Board of Directors' Time	
13. Executive Session	
If needed, the Board may wish to go into executive session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the regular session to take action.)	
14. Adjourn Regular Session	
15. Next Meetings of the Board of Directors	
• June 26, 2018, Regular Session	
• August 6, 2018, Full-Day Work Session / Retreat (tentative)	

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
SCHOOL SAFETY DISCUSSION

SITUATION

During the April 24 Board meeting, District administrators provided an overview of the District's safety protocol and plans. This evening, the discussion regarding school safety will continue.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
DISCUSS POLICY JBB: EDUCATIONAL EQUITY

SITUATION

Proposed policy JBB: Educational Equity has been developed in response to the request of the Hillsboro School District Board of Directors, and is based on the recommendations of the Oregon School Boards Association, modified to reflect the District's values and Strategic Plan. During this evening's work session, Board members will have an opportunity to discuss policy JBB and ask questions; and during this evening's regular session, policy JBB will be presented for first reading.

RECOMMENDATION

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

Educational Equity

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Educational equity promotes equality of educational outcomes for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

- Systematically using districtwide, school- and classroom-level data, disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualification for special education services, gender, socioeconomic status and mobility) to inform district decision making.
- Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
- Eliminating the predictability and disparity in all aspects of our education system and its administration, including but not limited to, the disproportionate representation of students by race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity¹ in discipline, special education services and in various advanced learning opportunities.
- Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

- The Hillsboro School District shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

- The Hillsboro School District shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
- The Hillsboro School District shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex, gender, and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
- The Hillsboro School District shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
- The Hillsboro School District shall create schools with a safe, welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, district staff, and our community. Information provided by the district and schools shall be accessible to families.
- The Hillsboro School District shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- The Hillsboro School District shall provide multiple pathways to success in order to meet the needs of the diverse student body (in terms of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity) and shall actively encourage, support and expect high academic achievement for each student.
- The Hillsboro School District shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, language, ethnicity, socioeconomic status, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan in order to embed equity practices in the district's strategic plan, for which updates are provided throughout the course of the year.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)
[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

Educación Equitativa

El Distrito Escolar de Hillsboro está comprometido con el éxito de todos los estudiantes en cada una de nuestras escuelas. Para que ese éxito suceda, el Distrito está comprometido con la equidad reconociendo y eliminando barreras institucionales, y creando acceso y oportunidades que beneficien a cada estudiante. “Lograr equidad” significa que las identidades de los estudiantes no predecirán ni predeterminarán su éxito en la escuela.

La educación equitativa se basa en el principio de que cada estudiante recibe lo que necesita en términos de asignación de recursos, oportunidades, trato y acceso para que alcance el éxito.

El principio de la equidad educativa va más allá de la igualdad formal donde todos los estudiantes son tratados de la misma manera. En lugar de esto, la equidad educativa fomenta un entorno sin barreras en el que todos los estudiantes tienen la oportunidad de beneficiarse por igual. La educación equitativa promueve igualdad de resultados educativos para cada estudiante y entre diversos grupos de estudiantes. Las estrategias de equidad son intencionales, sistémicas y están centradas en el proceso fundamental de la enseñanza y el aprendizaje.

Para lograr la educación equitativa, el Distrito se comprometerá a:

- Utilizar sistemáticamente los datos a nivel de distrito, escuela y salón de clase, separados en conjuntos de datos del Departamento de Educación de Oregón (por ejemplo, raza/etnicidad, origen nacional, idioma, elegibilidad para servicios de educación especial, género, nivel socioeconómico y movilidad) para informar la toma de decisiones del Distrito.
- Aumentar el rendimiento de todos los estudiantes mientras se reduce la brecha entre los estudiantes de más bajo y más alto rendimiento.
- Eliminar la predictibilidad y la desigualdad en todos los aspectos de nuestro sistema de educación y su administración, incluyendo, entre otros, la representación desproporcionada de estudiantes por raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada, identidad de género¹, en asuntos de disciplina, servicios de educación especial y en varias oportunidades de aprendizaje avanzado.
- Graduar a todos los estudiantes listos para tener éxito en una comunidad diversa local, nacional y global.

Para lograr la educación equitativa para todos y cada uno de los estudiantes:

- El Distrito Escolar de Hillsboro debe proporcionar a cada estudiante un acceso equitativo a un currículo de alta calidad, apoyo, instalaciones y otros recursos educativos, incluso cuando esto signifique diferenciar la asignación de recursos.

¹ La “orientación sexual” está definida por los Estatutos Revisados de Oregón (ORS) 174.100 (7) como la heterosexualidad, homosexualidad, bisexualidad o identidad de género real o percibida de un individuo, independientemente de si la identidad de género, apariencia, expresión o conducta del individuo difieren de lo que tradicionalmente se asocia con el sexo del individuo al nacer.

- El Distrito Escolar de Hillsboro debe revisar las políticas, programas, desarrollo profesional y procedimientos existentes para la promoción de la educación equitativa; y todas las nuevas políticas, los programas y procedimientos aplicables serán desarrollados tomando la educación equitativa como prioridad.
- El Distrito Escolar de Hillsboro debe trabajar activamente hacia una fuerza laboral balanceada de maestros y administradores para reflejar la diversidad del cuerpo estudiantil. El Distrito busca reclutar, emplear, apoyar y retener una fuerza laboral que incluya diversidad de raza, sexo, género y lingüística, así como personal administrativo, de instrucción y de apoyo que sea culturalmente receptivo.
- El Distrito Escolar de Hillsboro debe proporcionar desarrollo profesional para fortalecer el conocimiento y las destrezas de los empleados para eliminar las brechas de oportunidades y otras desigualdades en el rendimiento.
- El Distrito Escolar de Hillsboro debe crear escuelas con una cultura y un entorno seguro, acogedor e inclusivo que refleje y apoye la diversidad de la población estudiantil, de sus familias, del personal del Distrito y de nuestra comunidad. La información provista por el Distrito y las escuelas debe estar accesible para las familias.
- El Distrito Escolar de Hillsboro debe incluir socios que hayan demostrado un conocimiento culturalmente específico, incluyendo, entre otros, familias, agencias gubernamentales, instituciones de educación superior, organizaciones de educación temprana, organizaciones comunitarias, empresas locales y la comunidad en general, para lograr nuestras altas metas de resultados educativos. El Distrito debe buscar involucrar a estudiantes, personal, familias y miembros de la comunidad que reflejen los datos demográficos del Distrito para tomar decisiones informadas acerca de la reducción de las brechas de rendimiento y otras oportunidades.
- El Distrito Escolar de Hillsboro debe proporcionar múltiples vías para el éxito con el fin de satisfacer las necesidades del cuerpo estudiantil diverso (en términos de raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada e identidad de género), y debe activamente alentar, apoyar y esperar un alto rendimiento académico para cada estudiante.
- El Distrito Escolar de Hillsboro debe proporcionar materiales y evaluaciones que reflejen la diversidad de los estudiantes y del personal, y que estén orientados a la comprensión y apreciación de la cultura, idioma, etnicidad, nivel socioeconómico, habilidad y otras diferencias que contribuyen a la singularidad de cada estudiante y miembro del personal.

El superintendente debe desarrollar un plan de acción con el fin de integrar prácticas de equidad en el plan estratégico del Distrito, para el cual se proporcionen informes actualizados durante el transcurso del año.

FIN DE LA POLÍTICA

Referencias legales:

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
DISCUSS POLICY AC: NONDISCRIMINATION

SITUATION

Revisions to policy AC: Nondiscrimination, based on recommendations from the Oregon School Boards Association, were presented to the Board for first reading on February 27, 2018, and included on the April 24 consent agenda. Approval of the policy was postponed to allow time to research options regarding additional text requested by Hillsboro School District Board members to reflect the District's values. During this evening's work session, Board members will have an opportunity to discuss the proposed revisions to policy AC, which is scheduled to be presented for approval on June 26.

RECOMMENDATION

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

Hillsboro School District 1J

Code: AC
Adopted: 7/96
Revised/Readopted: 6/19/07; 08/25/09; 2/12;
11/01/16;

Nondiscrimination

The District prohibits discrimination and harassment on any basis protected by law; including, but not limited to¹:

1. An individual's perceived or actual race, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status; or
2. The perceived or actual race, color, religion, sex, sexual orientation¹, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

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

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

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX, and other civil rights or discrimination issues³. The District will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public, and such procedures will be available at the district's administrative office and on the home page of the district's website.

The District prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ The district will also abide by the parameters of the Immigration and Nationality Act

² "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

³ Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.321
ORS 192.630	ORS 659A.009	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 659.805	ORS 659A.030	OAR 581-021-0046
ORS 659.815	ORS 659A.040	OAR 581-021-0049
ORS 659.850 to -860	ORS 659A.103 to -145	OAR 581-022-2310
ORS 659.865	ORS 659A.230 to -233	OAR 581-022-2370
ORS 659.870	ORS 659A.236	OAR 839-003
ORS 659A.003	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2017).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2017); 29 C.F.R Part 1626 (2017).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2017).

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2017).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2017).

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

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2017).

Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

Immigration and Nationality Act of 1952, as amended

Cross Reference(s):

ACA - Americans with Disabilities Act

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
BOARD LEADERSHIP PLANNING

SITUATION

The Board takes time each year to discuss the election of officers for the subsequent year. The election of Chair and Vice Chair will take place during the regular Board meeting in June. All seven Board members are eligible to run for office. The Board Chair will facilitate a discussion that allows each Board member to express an interest in running for office, and gives Board members an opportunity to ask questions, express the qualities they would like to see in the Chair and Vice Chair, and consider the decisions they must make for leadership.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss Board leadership planning for 2018-19.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
RECOGNITION: DON MCCOUN, KUIK

SITUATION

Don McCoun, owner and general manager of Hillsboro's KUIK 1360, turned off the station's radio transmitter on March 31, and retired from more than fifty years of work in the radio industry. KUIK has been active in Washington County since 1954, and Don began working in radio in 1961. In 1978, Don purchased KUIK, and in the 1980s he began broadcasting local high school sporting events. KUIK also honored high school "athletes of the week," recognizing "the hard work and great accomplishments of our local student athletes."

For many years, Don's hour-long weekly program, Washington County Today, provided essential information to Washington County residents, with interviews of guests whose roles were important to Washington County, including political, municipal, school, community, and business leaders.

During the decades when Don McCoun and KUIK were broadcasting local news and sports coverage to Washington County students and their families, the county's population grew to 600,000; and Don and KUIK helped build connections throughout this vast community.

RECOMMENDATION

The Superintendent recommends that the Board of Directors recognize Don McCoun for providing decades of valuable service to local students and their families.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
CHICAS YOUTH DEVELOPMENT PROGRAM REPORT

SITUATION

Chicas is a school-based youth empowerment program for Latina girls, grades 3 through 12. The program helps to assure academic success for approximately 500 girls by addressing their ability to navigate the educational system, and their challenges related to gender, race, and class in a comprehensive and proactive manner, during after-school sessions and summer scholastic camps. Chicas provides 25-week sessions to cohorts of 25-30 Latina girls. The program is offered at 20 schools within the Forest Grove, Hillsboro and Beaverton School Districts. The program offers academic support, early intervention, college readiness preparation, financial literacy, leadership development, parent involvement, soccer academy, and summer scholastics. For the past four school years, 100 percent of participating high school seniors in the program have graduated from high school, and they are currently enrolled in a college or university. The program's model of wrap-around services and solid partnerships, including those within the school districts, responds to the needs of high-risk students.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
STUDENT INPUT REPORT

SITUATION

This year, the Hillsboro School District Superintendent has met with students from each of the District high schools to receive their input on what is going well and their suggestions for improvements. This evening, Superintendent Scott will present a summary of the students' ideas and feedback, and Board members who also participated in the meetings will share their insights.

RECOMMENDATION

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

Student Input
2017-18

Over the course of the 2017-18 school year, Superintendent Mike Scott and members of the Board of Directors conducted visits with students from each high school. During the visits, students were asked a variety of questions in order to provide insight into their high school experiences. Following are some of the questions that were asked. The students had a variety of responses to these questions; however, the summary below is an attempt to identify patterns that emerged during the visits. These responses will be shared with the Assistant Superintendent of School Performance and principals so they can work to address the concerns that were expressed.

- 1) What do you wish you had known as you transitioned from 8th grade to high school?
 - The importance of time management and study skills
 - That it will only get more difficult after 9th grade
 - The importance of not procrastinating - if students fall behind, it is difficult to catch up
 - That it requires a lot of effort to succeed
 - That students wouldn't get the same degree of oversight, support, outreach for academic support that they received at the elementary or middle school
 - Grades matter
 - Attendance matters
 - The importance of getting involved in extracurricular things
- 2) Do you have an adult in the building that you could go to if you needed support?
 - Although specific data is not available for this question, anecdotally approximately 75 percent of students indicated that they do. Adults frequently mentioned included:
 - Coach
 - Favorite teacher
 - AVID teacher
- 3) What can be done to improve school safety?
 - At the high schools where this question was asked, the students had difficulty giving responses that would directly impact safety. Instead, they tended to focus on what was inconvenient about the safety measures that were currently in place (i.e., we want open campuses; why do we have to wear lanyards? etc.). The limited helpful responses included the following:

- Need to do more practice drills that all students and staff take seriously
- When new security staff are hired, make sure they are introduced to students

4) Career and College Pathways comments:

- Students would access classes at other schools - need to provide transportation
- The program and opportunities need to be more clearly communicated
- Classes that students wish were offered. The responses were all over the board on this question. Generally, students expressed a desire for additional electives that are specific to their career interest. Many classes were suggested. Examples included:
 - Law courses
 - Additional engineering courses
 - Music
 - Additional art classes
 - There was also a pattern of responses from students who would like to have personal finance classes offered

5) A/B block schedule versus everyday schedule

- The students were split on this. Some preferred the current system, while others encouraged the District to make a switch that would allow for every class every day.

6) Miscellaneous suggestions and concerns

- Better lunch choices
- More funding for arts and athletics
- Need more opportunities to prepare for ACT and SAT
- Need more adults who have time to talk to students about coping and stress
- Need a program to integrate students who are new to the school
- Allow students to test out of classes if they already know the content

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
ADVANCED PROCESS REPORT

SITUATION

Two years ago, the Hillsboro School District achieved a full systems accreditation through AdvancED. This year, the District has renewed its accreditation by completing a progress report process. The purpose of tonight's report is to update the Board regarding the District's areas of improvement and share feedback from AdvancED

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
NATIONAL SCHOOL BOARDS ASSOCIATE (NSBA)
CONFERENCE REPORT

SITUATION

Two Board members attended the annual conference of the National School Boards Association in San Antonio, Texas, on April 7 – 9, 2018. Directors Jaci Spross and Mark Watson will briefly share highlights of this conference.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
DISCUSS 2018-19 BOARD MEETING DATES

SITUATION

The Board annually sets the schedule of Board meeting dates for the upcoming school year. Board meetings are usually held on the second and fourth Tuesdays of the month, with some exceptions to accommodate school breaks. Proposed meeting dates for the 2018-19 school year are provided below for Board discussion. The Board is scheduled to approve the 2018-19 meeting dates on June 26, 2018.

<u>Date</u>	<u>Meeting / Session</u>
August 6, 2018	Full-Day Work Session / Retreat
September 11, 2018	Work Session
September 25, 2018	Regular Session
October 2, 2018	Work Session
October 23, 2018	Regular Session
November 13, 2018	Regular Session
December 11, 2018	Regular Session
January 8, 2019	Work Session
January 22, 2019	Regular Session
February 12, 2019	Work Session
February 26, 2019	Regular Session
March 12, 2019	Regular Session
April 9, 2019	Work Session
April 30, 2019	Regular Session
May 9, 2019	Budget Committee Meeting
May 14, 2019	Work Session
May 28, 2019	Regular Session
June 25, 2019	Regular Session

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss Board meeting dates for the 2018-19 school year.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
FINANCIAL REPORT

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

Example 19: Operations Leadership – Pressure Points for Teachers – Planning for 2018-19

K-12 administrators attend professional learning collaboration (PLC) meetings each month. During a recent PLC breakout session, department leaders paired up to discuss “pressure and pain” points for teachers, which create static between teachers and principals. Following the discussion period, each paired team gave a report to the group, which included at least one project for 2018-19, which the paired teams will lead with their departments, to reduce “noise” between teachers and principals.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance department comprises a finance manager, a general ledger accountant, and two financial assistants. Due to a large influx of bond-related activities, the Finance team is adding a third financial assistant to the team to assist with bond purchasing and cash flows. The position is partially funded with bond proceeds, and partially with general funds from restructuring the Business Office. The Finance team is looking forward to welcoming a new team member to the Business Office.

Finance Team – Financial Reporting and Grants. Manager of Business Services Jeff Jones and Fiscal Planning Specialist Christy Woodard continue to transition from previous positions in the District to their new positions. A knowledge of what the work entails, skill sets, and the ability to multitask allow the transitions to continue while providing a high level of service. While Ms. Woodard continues the fiscal grant coordinator training, Mr. Jones will focus on the annual District audit and developing of the 2018 comprehensive annual financial report. As transitions progress, Mr. Jones will expand budget support for departments and schools.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis has closed the 2018 first quarter payroll reporting to state and federal department entities. District staff have been notified of the year-end payroll deadlines and pay dates in June. Ms. Grannis and the Payroll team are working closely with Human Resources staff to prepare for the 2018-19 fiscal year. Key transition components for 2018-19 include updating staff positions, calendars, and salary schedules.

Benefits supervisor Lynette Coffman continues to reorganize Benefits Office workflows and cross-train the Benefits team. The new request and approval workflow for family / medical leave will be divided alphabetically, to ensure that all Benefits team members can assist employees when needed.

Oregon Educators Benefit Board (OEBB) insurance enrollments and changes will also be divided. Ms. Coffman will implement online access to family / medical leave request forms to improve convenience and recordkeeping for staff members. The system is currently in development with a rollout planned for July 2018. The Benefits team will begin encouraging staff to take advantage of the Member Choice investment program as soon as PERS has finalized the mechanism to this program, as required by recent legislative action.

Workers' Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in March 2018.

The District received 11 workers' compensation claims in March 2018. As of March 31, 2018, there were 52 open claims; 27 were for medical costs only, and 25 included time loss. There were seven (7) employees on modified work plans during March.

Workers' Compensation Reports			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	2
September	10	7	6
October	8	15	18
November	7	17	13
December	13	7	11
January	11	5	4
February	11	11	10
March	12	12	11
April	10	13	
May	8	10	
June	9	14	
Yearly Total:	104	120	78

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 237 student incidents reported in March.

Student Incident Reports					
	2016-17 Total Incidents	Average Incidents Per School Day	2017-18 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	8	N/A	0
August	14	N/A	1	N/A	0
September	249	13.1	267	14.0	2
October	291	15.3	298	14.9	1
November	235	14.7	191	11.9	0
December	104	13	177	16.1	1
January	150	10	324	16.2	1
February	220	12.9	192	11.3	2
March	228	12.7	237	13.9	2
April	216	11.4			
May	261	11.9			
June	179	14.9			
Yearly Total:	2,148		1,458		7

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 two (2) bus accident in March.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
MONTHLY FINANCIAL REPORT - Actual as of April 30, 2018

	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	4th Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Revenues										
Taxes	\$326,579.00	\$68,184,849.00	\$2,252,259.00	\$113,753.13	\$113,753.13	\$70,877,440.13	\$70,221,745.00	100.93%	\$66,939,018.62	109.85%
Interest	\$129,715.00	\$203,575.00	\$384,492.00	\$0.00	\$0.00	\$717,782.00	\$404,635.00	177.39%	\$478,618.32	168.51%
Local Sources	\$219,425.00	\$96,795.00	\$399,391.00	\$18,560.00	\$18,560.00	\$734,171.00	\$1,790,759.00	41.00%	\$1,094,811.32	64.28%
Total Local	\$675,719.00	\$68,485,219.00	\$3,036,142.00	\$132,313.13	\$132,313.13	\$72,329,393.13	\$72,417,139.00	99.88%	\$68,512,448.26	108.88%
County / ESD	\$1,034,848.00	\$819,324.00	\$919,915.00	\$0.00	\$0.00	\$2,774,087.00	\$3,554,545.00	78.04%	\$3,974,295.91	88.62%
State Sources	\$43,026,812.00	\$32,480,355.00	\$33,615,636.00	\$10,623,484.00	\$10,623,484.00	\$119,746,287.00	\$130,042,910.00	92.08%	\$124,985,835.01	101.36%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	\$0.00
Other Sources	\$5,685.00	\$4,300.00	\$398.00	\$0.00	\$0.00	\$10,383.00	\$1,000,000.00	1.04%	\$1,703.74	\$0.00
Beginning Balance	\$12,985,264.72	\$0.00	\$0.00	\$0.00	\$0.00	\$12,985,264.72	\$11,598,462.00	111.96%	\$14,558,454.24	87.39%
Total Revenue	\$57,728,328.72	\$101,789,198.00	\$37,572,091.00	\$10,755,797.13	\$10,755,797.13	\$207,845,414.85	\$218,613,056.00	95.07%	\$212,032,737.16	102.24%
Expenditures										
Instruction										
Salaries	\$6,795,543.00	\$20,134,691.00	\$20,104,842.00	\$6,673,509.00	\$6,673,509.00	\$53,708,585.00	\$77,955,932.49	68.90%	\$50,915,550.55	75.73%
Benefits	\$3,362,611.00	\$10,576,013.00	\$10,559,535.00	\$3,542,073.00	\$3,542,073.00	\$28,040,232.00	\$38,646,081.96	72.56%	\$23,597,978.46	7662.88%
Purchased Service	\$1,101,829.00	\$2,004,412.00	\$2,404,827.00	\$166,331.00	\$166,331.00	\$5,677,399.00	\$4,203,855.40	135.05%	\$5,049,038.04	266.41%
Supplies / Materials	\$454,788.00	\$501,302.00	\$370,303.00	\$95,572.00	\$95,572.00	\$1,421,965.00	\$1,914,845.70	74.26%	\$1,545,147.10	2.23%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$82,018.00	\$72,032.00	\$20,899.00	\$878.00	\$878.00	\$175,827.00	\$199,392.45	88.18%	\$178,256.96	0.14%
Total Instruction	\$11,796,789.00	\$33,288,450.00	\$33,460,406.00	\$10,478,363.00	\$10,478,363.00	\$89,024,008.00	\$122,920,108.00	72.42%	\$81,288,971.11	65.37%
Support Services										
Salaries	\$6,758,255.00	\$9,720,966.00	\$9,631,189.00	\$3,178,536.00	\$3,178,536.00	\$29,288,946.00	\$39,746,401.28	73.69%	\$29,348,248.51	214.88%
Benefits	\$3,717,975.00	\$5,722,464.00	\$6,029,013.00	\$1,857,470.00	\$1,857,470.00	\$17,326,922.00	\$24,893,304.97	69.60%	\$15,240,417.85	7.23%
Purchased Service	\$3,025,669.00	\$2,411,610.00	\$2,532,637.00	\$737,346.00	\$737,346.00	\$8,707,262.00	\$14,973,635.58	58.15%	\$10,780,063.96	0.00%
Supplies / Materials	\$1,510,956.00	\$1,909,518.00	\$1,065,791.00	\$244,645.00	\$244,645.00	\$4,730,910.00	\$3,407,810.16	138.83%	\$4,879,556.60	0.00%
Capital Purchases	\$297,235.00	-\$190,971.00	\$204,402.00	\$31,436.00	\$31,436.00	\$342,102.00	\$101,962.00	335.52%	\$418,195.70	0.54%
Other	\$1,188,604.00	\$82,229.00	\$5,956.00	\$436.00	\$436.00	\$1,277,225.00	\$1,625,907.02	78.55%	\$1,215,009.06	3.35%
Total Support	\$16,498,694.00	\$19,655,816.00	\$19,468,988.00	\$6,049,869.00	\$6,049,869.00	\$61,673,367.00	\$84,749,021.01	72.77%	\$61,881,491.68	50.93%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	4th Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Community Services										
Salaries	\$67,929.00	\$96,054.00	\$94,341.00	\$27,165.00	\$27,165.00	\$285,489.00	\$316,891.23	90.09%	\$228,461.47	0.00%
Benefits	\$33,073.00	\$52,058.00	\$50,182.00	\$15,929.00	\$15,929.00	\$151,242.00	\$161,434.07	93.69%	\$99,414.00	54.55%
Purchased Service	\$6,677.00	\$14,171.00	\$19,094.00	\$1,500.00	\$1,500.00	\$41,442.00	\$88,964.02	46.58%	\$86,059.66	0.07%
Supplies / Materials	\$1,441.00	\$1,468.00	\$1,808.00	\$153.00	\$153.00	\$4,870.00	\$6,494.14	74.99%	\$10,318.69	0.00%
Capital Purchases	\$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	\$919.52	0.00%	\$700.00	0.00%
Total Community Services	\$109,120.00	\$163,751.00	\$165,425.00	\$44,747.00	\$44,747.00	\$483,043.00	\$574,703.00	84.05%	\$424,953.82	3.15%
Capital Projects										
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$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%
Debt Service Payment	-\$41.00	-\$726.00	-\$3.00	\$0.00	\$0.00	-\$770.00	\$528,500.00	-0.15%	\$531,428.69	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,404,562.00	\$53,107,291.00	\$53,094,816.00	\$16,572,979.00	\$16,572,979.00	\$151,179,648.00	\$218,613,056.01	69.15%	\$144,126,845.30	68.41%

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
FIRST READING – POLICY JBB: EDUCATIONAL EQUITY

SITUATION

Proposed policy JBB: Educational Equity has been developed in response to the request of the Hillsboro School District Board of Directors, and is based on the recommendations of the Oregon School Boards Association, modified to reflect the District's values and Strategic Plan. During this evening's work session, Board members will have an opportunity to discuss policy JBB and ask questions; and during this evening's regular session, policy JBB will be presented for first reading.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JBB: Educational Equity.

Educational Equity

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Educational equity promotes equality of educational outcomes for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

- Systematically using districtwide, school- and classroom-level data, disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualification for special education services, gender, socioeconomic status and mobility) to inform district decision making.
- Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
- Eliminating the predictability and disparity in all aspects of our education system and its administration, including but not limited to, the disproportionate representation of students by race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity¹ in discipline, special education services and in various advanced learning opportunities.
- Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

- The Hillsboro School District shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

- The Hillsboro School District shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
- The Hillsboro School District shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex, gender, and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
- The Hillsboro School District shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
- The Hillsboro School District shall create schools with a safe, welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, district staff, and our community. Information provided by the district and schools shall be accessible to families.
- The Hillsboro School District shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- The Hillsboro School District shall provide multiple pathways to success in order to meet the needs of the diverse student body (in terms of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity) and shall actively encourage, support and expect high academic achievement for each student.
- The Hillsboro School District shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, language, ethnicity, socioeconomic status, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan in order to embed equity practices in the district's strategic plan, for which updates are provided throughout the course of the year.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)
[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

Educación Equitativa

El Distrito Escolar de Hillsboro está comprometido con el éxito de todos los estudiantes en cada una de nuestras escuelas. Para que ese éxito suceda, el Distrito está comprometido con la equidad reconociendo y eliminando barreras institucionales, y creando acceso y oportunidades que beneficien a cada estudiante. “Lograr equidad” significa que las identidades de los estudiantes no predecirán ni predeterminarán su éxito en la escuela.

La educación equitativa se basa en el principio de que cada estudiante recibe lo que necesita en términos de asignación de recursos, oportunidades, trato y acceso para que alcance el éxito.

El principio de la equidad educativa va más allá de la igualdad formal donde todos los estudiantes son tratados de la misma manera. En lugar de esto, la equidad educativa fomenta un entorno sin barreras en el que todos los estudiantes tienen la oportunidad de beneficiarse por igual. La educación equitativa promueve igualdad de resultados educativos para cada estudiante y entre diversos grupos de estudiantes. Las estrategias de equidad son intencionales, sistémicas y están centradas en el proceso fundamental de la enseñanza y el aprendizaje.

Para lograr la educación equitativa, el Distrito se comprometerá a:

- Utilizar sistemáticamente los datos a nivel de distrito, escuela y salón de clase, separados en conjuntos de datos del Departamento de Educación de Oregón (por ejemplo, raza/etnicidad, origen nacional, idioma, elegibilidad para servicios de educación especial, género, nivel socioeconómico y movilidad) para informar la toma de decisiones del Distrito.
- Aumentar el rendimiento de todos los estudiantes mientras se reduce la brecha entre los estudiantes de más bajo y más alto rendimiento.
- Eliminar la predictibilidad y la desigualdad en todos los aspectos de nuestro sistema de educación y su administración, incluyendo, entre otros, la representación desproporcionada de estudiantes por raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada, identidad de género¹, en asuntos de disciplina, servicios de educación especial y en varias oportunidades de aprendizaje avanzado.
- Graduar a todos los estudiantes listos para tener éxito en una comunidad diversa local, nacional y global.

Para lograr la educación equitativa para todos y cada uno de los estudiantes:

- El Distrito Escolar de Hillsboro debe proporcionar a cada estudiante un acceso equitativo a un currículo de alta calidad, apoyo, instalaciones y otros recursos educativos, incluso cuando esto signifique diferenciar la asignación de recursos.

¹ La “orientación sexual” está definida por los Estatutos Revisados de Oregón (ORS) 174.100 (7) como la heterosexualidad, homosexualidad, bisexualidad o identidad de género real o percibida de un individuo, independientemente de si la identidad de género, apariencia, expresión o conducta del individuo difieren de lo que tradicionalmente se asocia con el sexo del individuo al nacer.

- El Distrito Escolar de Hillsboro debe revisar las políticas, programas, desarrollo profesional y procedimientos existentes para la promoción de la educación equitativa; y todas las nuevas políticas, los programas y procedimientos aplicables serán desarrollados tomando la educación equitativa como prioridad.
- El Distrito Escolar de Hillsboro debe trabajar activamente hacia una fuerza laboral balanceada de maestros y administradores para reflejar la diversidad del cuerpo estudiantil. El Distrito busca reclutar, emplear, apoyar y retener una fuerza laboral que incluya diversidad de raza, sexo, género y lingüística, así como personal administrativo, de instrucción y de apoyo que sea culturalmente receptivo.
- El Distrito Escolar de Hillsboro debe proporcionar desarrollo profesional para fortalecer el conocimiento y las destrezas de los empleados para eliminar las brechas de oportunidades y otras desigualdades en el rendimiento.
- El Distrito Escolar de Hillsboro debe crear escuelas con una cultura y un entorno seguro, acogedor e inclusivo que refleje y apoye la diversidad de la población estudiantil, de sus familias, del personal del Distrito y de nuestra comunidad. La información provista por el Distrito y las escuelas debe estar accesible para las familias.
- El Distrito Escolar de Hillsboro debe incluir socios que hayan demostrado un conocimiento culturalmente específico, incluyendo, entre otros, familias, agencias gubernamentales, instituciones de educación superior, organizaciones de educación temprana, organizaciones comunitarias, empresas locales y la comunidad en general, para lograr nuestras altas metas de resultados educativos. El Distrito debe buscar involucrar a estudiantes, personal, familias y miembros de la comunidad que reflejen los datos demográficos del Distrito para tomar decisiones informadas acerca de la reducción de las brechas de rendimiento y otras oportunidades.
- El Distrito Escolar de Hillsboro debe proporcionar múltiples vías para el éxito con el fin de satisfacer las necesidades del cuerpo estudiantil diverso (en términos de raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada e identidad de género), y debe activamente alentar, apoyar y esperar un alto rendimiento académico para cada estudiante.
- El Distrito Escolar de Hillsboro debe proporcionar materiales y evaluaciones que reflejen la diversidad de los estudiantes y del personal, y que estén orientados a la comprensión y apreciación de la cultura, idioma, etnicidad, nivel socioeconómico, habilidad y otras diferencias que contribuyen a la singularidad de cada estudiante y miembro del personal.

El superintendente debe desarrollar un plan de acción con el fin de integrar prácticas de equidad en el plan estratégico del Distrito, para el cual se proporcionen informes actualizados durante el transcurso del año.

FIN DE LA POLÍTICA

Referencias legales:

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
FIRST READING – POLICY EBBB: INJURY / ILLNESS REPORTS

SITUATION

Revisions to policy EBBB: Injury / Illness Reports have been recommended by the Oregon School Boards Association (OSBA) to align with the revised reporting rules of the Occupational Safety and Health Administration (OSHA). The revised version of the policy includes accidents involving staff, students, visiting members of the public, and District property.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy EBBB: Injury / Illness Reports.

Hillsboro School District 1J

Code: **EBBB**

Adopted: 7/96

Revised/Readopted: 11/03/08; 11/24/14; _____

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee, occurring on District premises, in District vehicles, at a District-sponsored activity; or involving staff members who may be elsewhere on District business; will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the risk manager. Reports will cover property damage as well as personal injury. Copies of such reports will be forwarded to the District's agent-of-record and legal counsel.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the risk manager shall inform report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). A this report will be made within 24 hours after notification to the District of an illness or injury. Fatalities or catastrophes³ shall be reported to OSHA within eight hours.

All injuries/illnesses sustained by the an employee, while in the actual performance of the duty of the employee, or by a student or visiting public will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least semi-annually by the risk manager.~~

The risk manager will notify the Superintendent and chief financial officer as soon as possible after serious accidents. ~~The risk manager will also prepare semi-annual statistical reports on the number and types of accidents occurring in the District, as well as on the measures being taken to prevent such accidents in the future.~~

~~The Board will receive~~ risk manager will maintain records and reports on serious injuries/illnesses, including accidents involving District property, or employees, students, or the visiting public, and annual periodic statistical reports on the number and types of injuries/illnesses occurring in the District, as well as on the measures being taken to prevent such injuries/illnesses in the future.

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent or designee for review annually.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 437-001-0015](#)

[OAR 581-022-2225](#)

Cross Reference(s):

EH - Electronic Data Management

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
FIRST READING – POLICY JOA: DIRECTORY INFORMATION

SITUATION

Revisions to policy JOA: Directory Information are recommended by Oregon School Boards Association (OSBA) to align the policy with legislation added by House Bill 3464 (2017) regarding the disclosure of personal information and the Every Student Succeeds Act of 2015.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JOA: Directory Information.

Directory Information**

Directory information means those items of personally identifiable information contained in a student education record which are not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name;
2. Student's address;
3. Student's telephone listing;
4. Student's electronic address;
5. Student's photograph;
6. Date and place of birth;
7. Major field of study;
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. Dates of attendance;
11. Grade level
12. Degrees, honors or awards received;
13. Most recent previous school or program attended.

Public Notice

The District will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District's option to release such information, and the requirement that the District must, by law, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request that the District withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the District from disclosing or requiring a student to disclose their names, identifier, username, or institutional email address in a class in which the student is enrolled, or from requiring a student to disclose a student ID card or badge that

exhibits information that has been properly designated directory information by the District in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the District to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021](#)-0220 to -0430

[OAR 581-022](#)-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006~~17~~).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2014~~7~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2014~~7~~).

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).~~

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
POLICY FIRST READING – FF-AR-1: NAMING OF SCHOOL MASCOTS

SITUATION

With the approval of the District's capital construction bond, the review of policy FF-AR-1: Naming of School Mascots is timely. Recommended revisions are being presented to the Board this evening for first reading.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy FF-AR-1: Naming of School Mascots.

Naming of School Mascots

School mascots will be determined through a process involving student and staff input. In determining a mascot for a new school or changing an existing mascot, the principal will follow the process below:

- ~~1. Solicit suggestions for a mascot from the student body;~~
 - ~~2. Students will be encouraged to avoid mascot names currently in use in the District;~~
 - ~~3. Included along with the solicitation of names, entries must include a reason or explanation for the entry;~~
 - ~~4. Names viewed as disruptive or having a negative connotation will not be considered (the school administrative team will make this determination);~~
 - ~~5. Classrooms or selected groups of students will narrow the slate of names prior to voting;~~
 - ~~6. Names will be placed on the ballot for a vote by the student body and staff of the school;~~
 - ~~7. The selected name will be announced upon the completion of the tally;~~
 - ~~8. The scores of all voting will be retained for inspection (upon request) for one year.~~
1. The principal will select a colors / mascot committee that will include students and staff from the school.
 2. Selection of school colors and mascot will occur in concert with the naming process, with a final decision being made after the naming process has been completed. The school colors and mascot committee will be largely student-driven with guidance from the principal or superintendent / designee.
 3. The colors / mascot committee will research all relevant information (colors and mascots already in use in the region and the state), generate objectives for colors and mascot consistent with community values and culture (e.g., past, present and future), and generate lists of possible colors and mascots that meet stated criteria.
 4. The colors / mascot committee will solicit community input and feedback on ideas, and narrow the selection to ten semi-finalist options, then three finalist options. The superintendent or designee will formulate a recommendation consisting of a minimum of the top three most popular choices, in ranked order.

5. Time permitting, mockups of finalist colors and mascots will be created and presented by student representatives. Final selection of the mascot and colors will be based on the vote of the student committee described above, with final approval given by the superintendent.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
FIRST READING – POLICIES REGARDING EVALUATIONS:
CCG: EVALUATION OF ADMINISTRATORS
GCN/GDN: EVALUATION OF STAFF

SITUATION

Revisions to policies CCG: Evaluation of Administrators and GCN/GDN: Evaluation of Staff are based on recommendations from Oregon School Boards Association (OSBA) to align these policies with the provisions of the Oregon Administrative Rule (OAR) 581-022-2410, as revised by the Oregon Board of Education, and to include information specific to Hillsboro School District's staff evaluation schedule.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies CCG: Evaluation of Administrators and GCN/GDN: Evaluation of Staff.

Hillsboro School District 1J

Code: CCG
Adopted: 10/30/07
Revised/Readopted: 11/25/14; _____

Licensed-Evaluation - of Administrators

The Superintendent/designee will implement and supervise an evaluation system for administrative personnel. He/she will report to the Board annually on the performance of all administrators, and The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

The purpose of administrator evaluations is to assist administrators to develop and strengthen their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Each administrator will receive a formal evaluation from his/her immediate supervisor at least every two years. Formal The evaluations will shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the Superintendent and/or a qualified designee with an administrative license;
3. Evaluations will be in writing, and discussed with the administrator by the person who makes conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and right of appeal through established grievance procedures, if applicable.

An Administrator's² evaluations shall be customized based on collaborative efforts, and include use the following educational leadership-administrator standards¹ adopted by the State Board of Education. The standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;

And Evaluations using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance, and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
5. Use evaluation methods and professional development, support, and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The administrative evaluation system will also include provisions for initiating dismissal or contract non-extension procedures, if the need for such procedures is indicated. Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

Contract administrators shall be evaluated at least every other year.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[ORS 342.850](#)
[ORS 342.856](#)

[OAR 581-022-2405](#)
[OAR 581-022-2410](#)
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Hillsboro School District 1J

Code: GCN/GDN
Adopted: 7/96
Revised/Readopted: 11/25/08; 10/28/14; _____

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or nonrenewal, dismissal, and discipline.

~~The evaluation of staff members will consist of the following components:~~

- ~~1. The observation of each employee in the performance of their assigned duties by an appropriate supervisor;~~
- ~~2. A written evaluation of the employee's performance as an employee of the District;~~
- ~~3. A conference between the employee and the evaluating supervisor during which the employee's weaknesses and strengths are discussed;~~
- ~~4. When performance is unacceptable, the supervisor will identify in writing, areas needing improvement, suggestions for improvement, and an adequate time to show substantial improvement;~~
- ~~5. An opportunity during the conference for the employee to record a disclaimer to the evaluation.~~

~~Supervisors will make every effort to assist any employee in the remediation of deficiencies disclosed by observation and evaluation, and may conduct additional observations and evaluations for employees who are performing below expectations.~~

Licensed Staff

~~Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.~~

Teachers' The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts, and include the core teaching standards adopted by the State Board of Education with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;
3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;
5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

Annex E Evaluations using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition, and classroom practices of teachers;
2. Refine the support, assistance, and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the student, the school and the district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards, and are targeted to the needs of the teacher; and
6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Contract teachers shall be evaluated at least every other year.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor in accordance with the classified bargaining agreement.

Supervisory / Technical Staff

All supervisory / technical employees shall be formally evaluated by their immediate supervisor in accordance with the memorandum of agreement.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.505](#)
[ORS 342.850](#)

[ORS 342.856](#)
[OAR 581-022-2405](#)

[OAR 581-022-2410](#)
[OAR 581-022-2415](#)

HILLSBORO SCHOOL DISTRICT 1J

May 22, 2018

FIRST READING – POLICIES REGARDING SPECIAL EDUCATION:

POLICY IGBA: STUDENTS WITH DISABILITIES –

CHILD IDENTIFICATION PROCEDURES

POLICY IGBAG-AR: SPECIAL EDUCATION – PROCEDURAL SAFEGUARDS

POLICY IGBAH: SPECIAL EDUCATION – EVALUATION PROCEDURES

POLICY IGBAJ: SPECIAL EDUCATION –

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

POLICY IGBAJ-AR: SPECIAL EDUCATION –

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

SITUATION

Revisions to the following policies are based on the recommendations of Oregon School Boards Association (OSBA) and the District's special education legal advisor to align these policies with the provisions of Senate Bill 20 and Senate Bill 1522. Senate Bill 20 included updates related to the Every Student Succeeds Act of 2015 (ESSA) and regarding modified diplomas; and Senate Bill 1522 included updates to ensure that students who receive modified diplomas continue receiving additional assistance transitioning to life after high school, and that school districts continue receiving state school funds to provide needed transition services.

- Policy IGBA: Students with Disabilities – Child Identification Procedures
- Policy IGBAG-AR: Special Education – Procedural Safeguards
- Policy IGBAH: Special Education – Evaluation Procedures
- Policy IGBAJ: Special Education – Free Appropriate Public Education (FAPE)
- Policy IGBAJ-AR: Special Education – Free Appropriate Public Education (FAPE)

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies IGBA, IGBAG-AR, IGBAH, IGBAJ, and IGBAJ-AR.

Hillsboro School District 1J

Code: **IGBA**

Adopted: 7/96

Revised/Readopted: 03/18/08; 1/22/13; _____

Students with Disabilities – Child Identification Procedures

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

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. ~~Indian~~ Native American preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and are advancing~~ advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The District determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The District enrolls all students who are five by September 1 of the school year. Students with disabilities are eligible to enroll in the District through the school year in which they reach the age of 21 if they have not graduated with a regular diploma. If they have graduated with a modified diploma and have a current special education eligibility, they are eligible to enroll through the school year in which they reach the age of 21.

The District shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located, and evaluated; and are receiving special education and related services. The District conducts an annual count of the total number of private school children attending private schools located within the boundaries of the District, and a count of all children with disabilities attending private schools located within the boundaries of the

District, in accordance with OAR 581-015-2465. The District reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 to -137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-2315
ORS 343.221	OAR 581-015-2085	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

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;
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is ~~considered~~ emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in 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 ~~D~~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 ~~D~~district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~district secures nominations of persons to serve as surrogates. The ~~D~~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 ~~D~~district will only appoint a surrogate who:
 - (1) Is not an employee of the ~~D~~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 ~~D~~district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The ~~D~~district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the ~~D~~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 or modified 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.

6. Prior Written Notice

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

7. Consent – 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, 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

- 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 ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~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 ~~D~~district does not need written parental consent if an administrative law judge (~~ALJ~~) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations

- a. A parent of a student with a disability has a right to an independent educational evaluation (~~IEE~~) at public expense if the parent disagrees with an evaluation obtained by the ~~D~~district.
- b. If a parent requests an ~~IEE~~ independent educational evaluation at public expense, the ~~D~~district provides information to parents about where an ~~IEE~~ independent educational evaluation may be obtained, and the ~~D~~district criteria applicable for ~~IEEs~~ independent educational evaluations.

- c. If a parent requests an ~~IEE~~ independent educational evaluation at public expense, the ~~D~~district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an ~~IEE~~ independent educational evaluation is provided at public expense unless the ~~D~~district demonstrates in a hearing that the evaluation obtained by the parent did not meet ~~D~~district criteria.
- d. The ~~D~~district criteria for ~~IEEs~~ independent educational evaluations are the same as for ~~D~~district evaluations including, but not limited to, location, examiner qualifications; and cost.
 - (1) Criteria established by the ~~D~~district do not preclude the parent's access to an ~~IEE~~ independent educational evaluation.
 - (2) The ~~D~~district provides the parents the opportunity to demonstrate the unique circumstances justifying an ~~IEE~~ independent educational evaluation that does not meet the ~~D~~district's criteria.
 - (3) A parent may be limited to one ~~IEE~~ independent educational evaluation at public expense each time the ~~D~~district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an ~~IEE~~ independent educational evaluation, the ~~D~~district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The ~~D~~district may not:
 - (1) Unreasonably delay either providing the ~~IEE~~ 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 ~~D~~district considers an ~~IEE~~ 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 ~~D~~district criteria.

13. Dispute Resolution – Mediation

- a. The ~~D~~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 ~~D~~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 ~~D~~district who has the authority to bind the ~~D~~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 ~~school~~ 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 ~~D~~district acknowledges that parents may request a due process hearing if they disagree with a ~~D~~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 ~~D~~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 ~~D~~district or the attorney representing the ~~D~~district provides notice to the parent and to ODE.
- d. The party, including the ~~D~~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 ~~D~~district's proposal or refusal, the ~~D~~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 ~~D~~district proposed or refused to take the action raised in the hearing request;

- (2) A description of other options that the Ddistrict considered and the reasons why those options were rejected;
- (3) A description of each evaluation procedure, assessment, record, or report the Ddistrict used as the basis for the proposed or refused action; and
- (4) A description of the factors relevant to the Ddistrict's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the Ddistrict 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 Ddistrict who has decision-making authority for the Ddistrict.
 - (1) The Ddistrict will not include an attorney unless the parent brings an attorney.
 - (2) The Ddistrict will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the Ddistrict has an opportunity to resolve the dispute.
 - (3) The Ddistrict 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 Ddistrict 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 Ddistrict act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the Ddistrict 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 Ddistrict reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement, and other related matters.
- b. The Ddistrict 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 Ddistrict 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 Disabled Students.

Special Education – Evaluation Procedures

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

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

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

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. ~~Indian~~ Native American preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, Attending private school (religious or secular) school located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The District is responsible for evaluating and determining eligibility for special education services for school age children. The District is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The District's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the District:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The District conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular or modified diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the District provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the District provides the parent or eligible child documentation of eligibility determination at no cost.

The District ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The District conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless the parent and the District agree that a re-evaluation is unnecessary.

The District does not conduct reevaluation more than once a year, unless the parent and District agree otherwise, and at least once every three years, unless the parent and District agree that a re-evaluation is unnecessary.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the District will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Hillsboro School District 1J

Code: **IGBAJ**

Adopted: 07/96

Revised/Readopted: 03/18/08; 08/25/09; 7/22/14;

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

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

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 to-2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

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

Hillsboro School District 1J

Code: IGBAJ-AR

Adopted: 08/01

Revised/Readopted: 04/22/08; 10/22/13; _____

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

1. ~~Free Appropriate Public Education (FAPE)~~ and Age Ranges

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

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

2. Nonacademic Services

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

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. A student who has graduated with a modified diploma and whose IEP team has determined that transition services are necessary is entitled to FAPE.
- c. The ~~D~~district provides prior written notice a reasonable time before a student with a disability graduates with a regular or modified high school diploma.
- d. The ~~D~~district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- e. Graduation with an alternative document:
 - (1) The ~~D~~district may award an alternative document meeting the criteria of the State Board of Education to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation, or require prior written notice.

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

4. Incarcerated Youth

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

5. Residential Placement

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

6. Physical Education

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

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

7. Public Charter Schools

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

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

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

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

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

8. Recovery of Funds for Misclassified Students

The ~~D~~district ensures that students identified on the special education child count under Part B of the ~~Individuals with Disabilities Education Act (IDEA)~~ are limited to students who:

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

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

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

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

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

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

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

10. Accessible Materials

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

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

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

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

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
April 10, 2018
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **EXECUTIVE SESSION**

ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez*

Yadira Martinez

Jaci Spross

Mark Watson

*on speaker phone

Administration / Staff Present:

Mike Scott, Superintendent

Val Bokma, Assistant to the Board

Board Chair Lisa Allen called the meeting to order at 5:17 PM, and moved the Board into executive session under ORS 192.660(2)(i)—evaluation of the Superintendent. Director Erika Lopez attended the executive session via speaker phone. The Board discussed the Superintendent's evaluation with the Superintendent. No action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:52 PM.

2. **WORK SESSION**

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez*

Yadira Martinez

Jaci Spross

Mark Watson

*on speaker phone

Staff Present:

Mike Scott, Superintendent

Travis Reiman, Assistant Superintendent, Academic Services

Dayle Spitzer, Assistant Superintendent, School Performance

Beth Graser, Chief Communications Officer

Kona Lew-Williams, Chief Human Resources Officer

Michelle Morrison, Chief Financial Officer

Adam Stewart, Capital Projects Officer

Don Wolff, Chief Information Officer

Grant Corlis, Executive Director of Schools

Budget Committee Present:

Elizabeth Christensen

Christopher Clark

Alexander Diaz

Heather Monaghan

Michael Smith

Rian Petrick, Director, Extracurricular Programs, Community Outreach

Val Bokma, Assistant to the Board

Diana Kleintob, Technology Support

Others Present:

Kristen Miles, OSBA

Board Chair Lisa Allen called the meeting to order at 5:55 PM.

a. **2018-19 Budget Development Discussion**

Superintendent Mike Scott and Chief Financial Officer Michelle Morrison presented information regarding the District's budget planning process for the 2018-19 school

year, and an outline of proposed strategies to balance the 2018-19 budget. The Superintendent and executive leadership team have identified a \$3.7 million shortfall for the District, and their proposed strategies include leveraging other funds, as appropriate, and reducing costs in identified areas.

The proposed budget will be presented to the Budget Committee on April 24, and the Board is scheduled to adopt the District budget on June 26.

b. Bond Update

Capital Projects Officer Adam Stewart presented an overview of bond construction projects that are scheduled for the summer of 2018, and activities that are currently taking place to prepare for these projects. He also discussed the Citizens' Bond Oversight Committee's meeting and reporting schedule.

c. Extracurricular Programs and Community Outreach Report

Director of Extracurricular Programs and Community Outreach Rian Petrick presented an overview of work that is being done to enhance the connectedness of all District students, to ensure that every student is known by "name, strength and need," and to improve the quality, accessibility, and financial stability of K-12 extracurricular activities. The report included information regarding the value of school-based extracurricular activities, work that is being done to improve accessibility for all students, and updates on projects, programs, and revenue.

d. Teaching and Learning Report – A Culture of Care

Assistant Superintendent Dayle Spitzer and Executive Director Grant Corliss presented an overview of the effects of trauma on a student's ability to learn, steps that educators can take to mitigate these impacts, and work that is being done to create a "culture of care" in buildings throughout the District.

The meeting was recessed at 7:51 PM and reconvened at 8:00 PM.

e. OSBA Board Development Workshop Series – Promise Scholarship Program

Oregon School Boards Association (OSBA) Board Development Specialist Kristen Miles facilitated a discussion regarding the development of the Board's community engagement project for the OSBA Promise Scholarship program. The project will focus on improving the accessibility of District-level information, Board policies, and Board activities for parents who traditionally have not been able to access the information and activities. During a recent listening session, Spanish-speaking community members discussed their challenges in accessing information needed for their students' success. Board members discussed steps they could take to make this information more accessible, reaching a consensus that effective activities for Board members could include attending listening sessions, Parent Advisory Committee meetings, and multicultural community events; and adopting an equity policy. Ms. Miles will draft a project outline and monitoring plan for the Board to review.

Following completion of the Promise Scholarship Program requirements, the Board will receive scholarship funds to disperse to students. A plan for distributing the funds will be discussed during a future Board meeting.

- f. Human Resources Report on Hiring: Diversifying the Workforce
One of the goals in the District's Strategic Plan is to diversify the workforce as a tenet of supporting success for all students. Chief Human Resources Officer Kona Lew-Williams reported on the District's progress toward meeting this goal.
- g. ACTION: Approve Inclement Weather Makeup Proposal
Chief Human Resources Officer Kona Lew-Williams explained that inclement weather this past winter resulted in school being closed for one full day (February 21) and two partial days (early release on February 20 and delayed start on February 22). In accordance with the District's guidelines for determining whether to make up inclement weather school closure days, Chief Human Resources Officer Lew-Williams recommended that the school closure day not be made up, explaining that this is the District's normal practice when only one full day of school is missed, and takes into account instructional seat time requirements and other relevant factors.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, to approve the proposal to not make up the February 21, 2018, inclement weather day. The MOTION CARRIED (7-0).
- h. Board Discussion Time
 - 1) Discuss Board Meeting Efficiencies
Board members agreed upon processes for engaging in discussion and taking action during Board meetings.
 - 2) Board Discussion
Board members provided brief summaries of their recent and upcoming activities and discussed District processes.
- i. Adjourn Board Meeting
The meeting was adjourned at 9:43 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
April 24, 2018
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **EXECUTIVE SESSION**

ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez

Yadira Martinez

Jaci Spross

Mark Watson

Administration / Staff Present:

Mike Scott, Superintendent

Val Bokma, Assistant to the Board

Board Chair Lisa Allen called the meeting to order at 5:02 PM, and moved the Board into executive session under ORS 192.660(2)(i) – evaluation of the Superintendent. The Board discussed the Superintendent's evaluation with the Superintendent. No action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:19 PM.

2. **WORK SESSION**

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez

Yadira Martinez

Jaci Spross

Mark Watson

Staff Present:

Mike Scott, Superintendent

Travis Reiman, Assistant Superintendent, Academic Services

Dayle Spitzer, Assistant Superintendent, School Performance

Beth Graser, Chief Communications Officer

Kona Lew-Williams, Chief Human Resources Officer

Michelle Morrison, Chief Financial Officer

Casey Waletich, Chief Operations Officer

Val Bokma, Assistant to the Board

Devin Hunter, Technology Support

Board Chair Lisa Allen called the meeting to order at 5:22 PM.

a. **School Safety Discussion**

Superintendent Mike Scott and Chief Operations Officer Casey Waletich presented an overview of the District's current safety protocols, preventative practices, partnerships, resources, and plans for implementing additional security measures. A follow-up report and discussion will be scheduled during a future Board meeting.

b. **Recess Board Meeting**

The meeting was recessed at 6:04 PM.

3. 2018-19 BUDGET COMMITTEE MEETING (SPECIAL SESSION)

Budget Committee Present:

Lisa Allen, Chair
Elizabeth Christensen
Christopher Clark
Alexander Diaz
Martin Granum
Matthew Long
Erika Lopez
Yadira Martinez
Heather Monaghan
Michael Smith
Jaci Spross
Kim Strelchun
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Val Bokma, Assistant to the Board
Devin Hunter, Technology Support

Board Chair Lisa Allen called the meeting of the Budget Committee to order at 6:04 PM. Budget Committee member Nina Carlson was not able to attend the meeting.

Ms. Allen called for a motion to approve the agenda. Kim Strelchun MOVED, SECONDED by Erika Lopez, to approve the agenda as printed. The MOTION CARRIED (11-0). (Budget Committee members Elizabeth Christensen and Matthew Long were not present during the vote.)

Superintendent Mike Scott and Chief Financial Officer Michelle Morrison presented an overview of the District's budget process, including the role of the Budget Committee and the factors that were considered in the development of the proposed budget. They explained that the goal was to develop a proposed budget that is sustainable for the 2018-19 year; the proposed budget is based on an \$8.2 billion statewide K-12 biennial funding level (50/50 biennial split), which will require a reduction of \$3.6 million from the District's current service level budget; and the actual statewide K-12 funding level cannot be predicted, since there is considerable uncertainty regarding State School Fund revenue in legislative years.

Ms. Allen called for nominations for the Budget Committee Chair. Kim Strelchun nominated Lisa Allen. Hearing no further nominations, Ms. Allen closed the nominations and called for the vote. The vote was 13-0 in favor of Lisa Allen. Ms. Allen continued chairing the meeting, and asked Superintendent Scott to read the budget message.

Superintendent Scott read the following budget message into the record.

Dear Hillsboro School District Budget Committee Members and Patrons:

In accordance with ORS 294.391, I am submitting to you the Hillsboro School District IJ proposed 2018-19 budget.

Last year, when I presented the 2017-18 proposed budget, the State Legislature had not yet finalized its K-12 funding allocation for the 2017-19 biennium. We elected to move forward with an assumed allocation of \$8.15 billion, which meant reductions in the Hillsboro School District of approximately \$7.5 million.

At that time, hope was being held out for the possibility of a higher allocation to K-12, made possible by compromises around revenue reform and cost containment at the state level. Unfortunately, the bills representing those compromises were not successful; however, the final biennial allocation to K-12 education was \$8.2 billion.

Even though the allocation was \$50 million more than the amount that HSD's budget was built upon, we were unable to lessen the impact of reductions because there was a 50/50 split of funds over the biennium - as opposed to the typical 49/51 split - and we need the additional funds to help cover anticipated shortfalls in the 2018-19 school year.

Because state revenue projections have been relatively flat, and we are heading into the second year of the biennium, there were no changes to the 2017-19 K-12 budget during the 2018 short session. Furthermore, our student enrollment has fallen short of projections for the last two years, while student enrollment across the state has increased, thereby reducing the amount of state funding that we receive for each student.

As a result of these factors, we are, once again, in a reduction mode for the 2018-19 school year.

We estimate our shortfall to be \$3,679,289, which already accounts for the utilization of the last \$1 million in our PERS Reserve Fund and the further reduction of our Ending Fund Balance to 4 percent after the 2018-19 school year.

We propose managing the shortfall in two primary ways:

Leveraging other funds:

- Use Construction Excise Tax funds to pay principal and interest on our administration center - **\$530,000***
- Pay for certain technology and equipment expenses out of bond funds - **\$700,000***

Reduce roll-up cost estimates:

- Staffing, salaries, and benefits reductions - **\$2,449,289***

Because we are in the process of bargaining with both of our employee groups, Hillsboro Education Association (HEA, licensed staff) and Hillsboro Classified United (HCU, classified staff), we have built some assumptions and variables into our estimated shortfall. Depending upon the agreements made with our employee groups, our shortfall may increase or decrease. Our goal in this process, as always, is to provide a fair total compensation package to staff while being good stewards of the public's money and delivering the best possible education to our students.

Over the course of this school year, we continued in our Smarter School Spending (S3) process and looked deeply at all areas of our system for opportunities to operate more efficiently. This work has changed the way our central office administrators think about and analyze their current or proposed efforts, and it will continue to be an important element in these processes.

This year, for the first time, we are including a Strategic Financial Plan in our budget document. The Strategic Financial Plan outlines our approach to resource

management and helps us identify what is required to remain focused on investments that increase student achievement. The plan is included on pages 5-10 of the Proposed Budget.

A couple of bright spots in our funding situation center around career and college pathways and our capital construction bond.

In the 2017-18 school year, the District received \$2.9 million through Measure 98 - the High School Graduation and College and Career Readiness Act of 2016. This money funded student support and wellness counselors and an additional graduation coach at each high school, allowed us to run an 8.5 summer bridge program for students entering ninth grade who could benefit from extra support, and bought planning time for the expansion of career and technical education (CTE) programming at each high school. We will receive \$3 million in the 2018-19 school year to continue this work and to support actual program expansion.

In December 2017, we also learned that we had been awarded \$434,000 in CTE Revitalization Grants from the Oregon Department of Education to support a major expansion of the Bioscience Technologies program at Hilhi (\$343,100) and to create a CTE Innovation Summer Camp for Latino and other historically underserved middle school students (\$90,900).

Additionally, our \$408 million capital construction bond, approved by voters in November 2017, includes \$14 million for the expansion of CTE programs at our high schools over the next five years.

Together, all of these funds will allow us to increase CTE opportunities for students.

As we head toward the fall and into the 2019 Legislative Session, we will again turn our focus to advocating for stable and adequate funding for education. With our PERS Reserve Fund now depleted, our Ending Fund Balance at 4 percent, and costs continuing to escalate each year, we know we are in need of a significant allocation increase at the state level. This allocation should not only take into account regular roll-up costs and PERS employer rate increases, but should also reflect our values around education. If we are truly committed to doing what is best for all of our students and helping them achieve at high levels, our investment needs to match our expectations.

As always, I truly appreciate the hard work of our students and staff, and the support of our parents and community partners. Please continue to stay informed and engaged in the year to come.

Respectfully submitted,

*Mike Scott
Superintendent*

Following the reading of the budget message, Chief Financial Officer Michelle Morrison presented the proposed budget, highlighting key points throughout the document and responding to Budget Committee members' questions.

Budget Committee members discussed various elements of the proposed budget, funding challenges for school districts, and the importance of advocating for stable and adequate funding.

Budget Committee Chair Lisa Allen invited public comments. Three requests to address the Budget Committee were received.

- Jill Golay discussed the importance of funding safety supports for students, emphasizing the importance of adequate staff and facilities for students who need additional support.
- Chris Adzima discussed the importance of adequate funding for talented and gifted students.
- Angela Adzima discussed the impact of class size on student safety and success.

Budget Committee members discussed the importance of class size, the need to access other funding sources to supplement inadequate state school funding, the District's history of multiple years of budget cuts, and the importance of communicating regarding the District's funding situation and advocating for stable and adequate school funding.

Jaci Spross moved that the Hillsboro School District 1J budget for 2018-19 in the aggregate amount of \$611,526,114 (total of all funds) be approved as proposed, and that the permanent tax rate of \$4.9749 per \$1,000 of assessed value be assessed in support of the General Fund. This permanent rate is expected to raise \$73,561,067. Ms. Spross further moved that tax levies totaling \$34,451,602 be approved for the debt service fund for the purpose of the retirement of bonded debt owed by the District. The MOTION was SECONDED by Kim Strelchun. The MOTION CARRIED (13-0).

Budget Committee Chair Lisa Allen explained that the approved 2018-19 budget will be presented to the Board for public hearing and adoption during the regular Board meeting in June.

The Budget Committee meeting was adjourned at 7:15 PM.

REGULAR SESSION

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Others Present:

Rob Saxton, NWRES
Lisa Poehlitz, NWRES
Jill Golay, HEA
Melody Hansen, HCU

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Don Wolff, Chief Information Officer
Elaine Fox, Executive Director, Student Services
Carol Hatfield, Executive Director, Transportation
Gregg O'Mara, Director, Alternative Education
Leah McCarthy, Risk Manager
Val Bokma, Assistant to the Board
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Gaspar Lopez Lopez, Bilingual Interpreter / Translator
Devin Hunter, Technology Support

4. Call to Order and Flag Salute

Board Chair Lisa Allen reconvened the meeting at 7:30 PM and led the Pledge of Allegiance.

5. Approval of Agenda

Director Erika Lopez asked that policy AC: Nondiscrimination be removed from the consent agenda to be considered separately.

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to approve the agenda as amended. The MOTION CARRIED (7-0).

6. Audience Time

No audience members asked to address the Board.

7. REPORTS AND DISCUSSION

a. NWRES Update

Northwest Regional Education Service District (NWRES) Superintendent Rob Saxton and Director Lisa Poehlitz presented information regarding NWRES's mission, values, goals, and accomplishments. They also explained that NWRES is currently in the process of refreshing its Strategic Plan, and invited the Hillsboro School District Board of Directors to provide input regarding NWRES's Strategic Plan goals. NWRES's refreshed Strategic Plan is tentatively scheduled for adoption in September 2018.

b. Financial Report

Chief Financial Officer Michelle Morrison presented the monthly financial report. Risk Manager Leah McCarthy discussed the new format for reporting student incidents. The financial report is included in the Board meeting packet.

c. Policies—First Reading

The following policies were presented for first reading, and are 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 Board meeting session.

- 1) Policies Regarding Controlled Substances
 - a) Policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems
 - b) Policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
- 2) Policies Regarding Medications
 - a) Policy JHCD: Nonprescription Medication (Delete)
 - b) Policy JHCDA: Prescription Medication (Delete)
 - c) Policy JHCD/JHCDA: Medications (Proposed)
 - d) JHCD/JHCDA-AR: Medications (Revised)
- 3) Policy GBH/JECAC: Staff/Student/Parent Relations
- 4) Policy EEA: Student Transportation Services

Director Jaci Spross requested additional revisions to JHDC/JHCDA and JHDC/JHCDA-AR to improve the clarity and consistency of the language.

8. CONSENT AGENDA

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

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to approve the Consent Agenda as amended.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of March 13, 2018, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Donations
- d. Approve Contractor Prequalification
- e. Approve New High School Course Proposals (presented for first reading on March 13, 2018)
 - 1) Link Crew
 - 2) IB Global Politics
 - 3) IB Business Management
 - 4) IB Sports, Exercise, and Health Services
 - 5) AP Spanish Literature and Culture
- f. Approve Policy Revisions
 - 1) Policies Regarding Complaints (presented for first reading on February 27, 2018)
 - a) AC-AR: Discrimination Complaint Procedure
(Policy AC: Nondiscrimination was removed from the consent agenda to be considered individually)
 - b) Policy JFH: Student Complaints
 - 2) Policies Regarding Communicable Diseases (presented for first reading on March 13, 2018)
 - a) Policy GBEB and GBEB-AR: Communicable Diseases – Staff
 - b) Policy JHCC and JHCC-AR: Communicable Diseases – Students

- c) JHCC-AR-1: Procedures for Dealing with Students Having HIV, AIDS, or HBV (Delete)
- d) JHCC/GBEB-AR-2: Communicable Diseases (Delete)

Chief Human Resources Officer Kona Lew-Williams presented a summary of previous discussions regarding policy AC: Nondiscrimination; and presented the District's most recent draft markup of the policy, which adds a footnote referencing the Immigration and Nationality Act, based on previous discussions with Board members. Chief Human Resources Officer Lew-Williams explained that OSBA recommends that policy AC not include this additional language, but include only protected classes that are defined by state and federal law and required by law to be included in policy.

Board members who participated in the discussion expressed support for including language in Board policy that prohibits discrimination related to citizen and immigration status, in accordance with the District's value of supporting students; and they asked for additional information regarding their options for accomplishing this. District staff will gather information from additional resources.

Director Erika Lopez MOVED, SECONDED by Director Jaci Spross, to postpone the approval of policy AC until the May 22 or June 26 Board meeting, with further discussion during the May 22 work session. The MOTION CARRIED (7-0).

9. ACTION ITEMS

a. Approve Inter-District Transfers

Chief Communications Officer Beth Graser presented a list of the slots that are available at specific schools for the House Bill 2747 inter-district transfer process. She recommended that the District participate in this process, opening a total of 30 Hillsboro School District slots, with a limited number of openings identified at specific schools. She recommended that up to four (4) kindergarten slots be opened districtwide, with placements to be finalized in August, based on available space.

Director Jaci Spross MOVED, SECONDED by Director Martin Granum, to adopt the plan presented for inter-district transfers for the 2018-19 school year. The MOTION CARRIED (7-0).

b. Approve 2018-19 Alternative Education Programs

Director of Alternative Education Gregg O'Mara presented the annual review of the alternative education programs available to Hillsboro School District students, and asked the Board to formally approve the programs for the 2018-19 school year. A list of the programs is included in the Board meeting packet.

Director Yadira Martinez MOVED, SECONDED by Director Erika Lopez, to approve the District's 2018-19 alternative programs. The MOTION CARRIED (7-0).

c. Approve Financing of School Buses

Chief Financial Officer Michelle Morrison explained that the District has an ongoing schedule to replace buses that no longer meet emissions standards and asked the Board to approve the financing of eleven (11) vehicles – including ten (10) conventional buses and one (1) large (box) courier van.

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the financing of eleven (11) vehicles on a five-year lease, with an annual payment of

\$244,068, and adopt a resolution for reimbursement, as required by U.S. Bank Government Leasing. The MOTION CARRIED (7-0).

- d. Amend Authorization and Award Contract for CM/GC Services for Reedville Elementary School Renovations to INLINE Construction at a Not-to-Exceed Cost of \$5,200,000

Chief Operations Officer Casey Waletich explained that, during the January 23, 2018, Board meeting, the Board awarded the Construction Management/General Contractor (CM/GC) contract for the Reedville Elementary School renovation project to INLINE Construction. However, the award resolution did not include the not-to-exceed cost of the project, because this information was not yet available. Chief Operations Officer Waletich asked the Board to include the not-to-exceed cost of \$5,200,000 in the contract award to INLINE Construction.

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to amend the authorization previously adopted, awarding the contract for CM/GC services for Reedville Elementary School renovations to INLINE Construction at a cost not to exceed \$5,200,000. The MOTION CARRIED (7-0).

- e. Amend Authorization and Award Contract for Site Work Contracted Services at Glencoe High School and Hillsboro High School for Synthetic Turf Fields and Track at a Not-to-Exceed Cost of \$4,675,200 to Bernhardt Golf

Chief Operations Officer Casey Waletich explained that, during the March 13, 2018, Board meeting, the Board awarded the contract for site work contracted services for the Glencoe High School and Hillsboro High School field renovation projects to Bernhardt Golf. However, the award resolution did not include the not-to-exceed costs of these projects, because this information was not yet available. Chief Operations Officer Waletich asked the Board to include the not-to-exceed cost of the projects in the award to Bernhardt Gold. The not-to-exceed cost for site work contracted services for the synthetic turf field project at Glencoe High School is \$2,147,050. The not-to-exceed cost for site work contracted services for the synthetic turf field and track project at Hillsboro High School is \$2,508,150.

Director Martin Granum MOVED, SECONDED by Director Erika Lopez, to amend the authorizations previously adopted, as follows:

- Award the contract for site work contracted services for the synthetic turf field project at Glencoe High School at a cost not to exceed \$2,147,050 to Bernhardt Golf.
- Award the contract for site work contracted services for the synthetic turf field and 6-lane track project at Hillsboro High School at a cost not to exceed \$2,508,150 to Bernhardt Golf.

The MOTION CARRIED (7-0).

- f. Award Turf Contract for Glencoe High School and Hillsboro High School Field Renovation Projects to Fieldturf

Chief Operations Officer Casey Waletich asked the Board to award the turf contract for Glencoe High School for \$708,566.50 and Hillsboro High School for \$500,460.19 to Fieldturf. The Board of Directors, acting as the Local Contract Review Board, approved the use of an alternative procurement method for the site work for synthetic fields on January 23, 2018.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, to award the turf contract for Glencoe High School for \$708,566.50 and Hillsboro High School for \$500,460.19 to Fieldturf. The MOTION CARRIED (7-0).

g. Award Contracts for Roofing Projects at Tobias Elementary School, Peter Boscow, and North Plains Elementary School

Chief Operations Officer Casey Waletich explained that the District has identified portions of roofs on three buildings that will be replaced during the summer of 2018, as part of the bond program. These buildings are Tobias Elementary School, the Peter Boscow gymnasium, and North Plains Elementary School.

Director Mark Watson MOVED, SECONDED by Director Martin Granum, to award contracts for the roofing projects described in the Board meeting packet, as follows:

- Award contract for roof areas 2-15 at Tobias Elementary School to Anderson Roofing, in the amount of \$842,174;
- Award contract for roof areas 1-8 at the Peter Boscow gymnasium to Anderson Roofing, in the amount of \$243,688;
- Award contract for roof area 1 at North Plains Elementary School to Griffith Roofing, in the amount of \$186,712.

The MOTION CARRIED (7-0).

10. HCU/HEA Reports

HCU Vice President of Bargaining Melody Hunter discussed classified bargaining, the importance of having competitive compensation packages, and the role of seniority and other factors in the interview and candidate selection process.

HEA President Jill Golay discussed recent and upcoming HEA and District activities, the May election in Washington County, notification of teacher assignments for the 2018-19 school year, and the scheduling of music programs.

11. Superintendent's Time

Superintendent Mike Scott provided information regarding upcoming events for the Board's community engagement project; and commended staff members for their accomplishments.

12. Board of Directors' Time

Board members discussed their plans for participating in el Día de los Niños at Centro Cultural on April 30; expressed appreciation for the District's community partners, including the Hillsboro Chamber of Commerce and Hillsboro Schools Foundation; expressed their interest in scheduling meetings with local city officials (Hillsboro, Cornelius, and North Plains); commended staff and students for outstanding accomplishments; and provided brief summaries of their recent and upcoming activities. Director Mark Watson said that he would probably not be available to attend the May 8 Board work session.

13. Follow-Up Items

Agenda Item / Request	Action
Gather additional information regarding policy AC revisions	Will be presented on May 22
Schedule meetings with local city officials	In process for 2018-19

14. Executive Session

No executive session was called.

15. Adjournment

The meeting was adjourned at 9:18 PM.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Bruce Bourget

Assignment: Principal
Location: Indian Hills Elementary School
Effective Date: June 29, 2018
Years of Service: 21 years (7 years as a teacher and 14 years as a principal)

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

Delina Burggraf

Assignment: 1.0 FTE English Language Learner
Location: Glencoe High School / Hillsboro High School
Effective Date: June 18, 2018
Years of Service: 23 years

Judith Forsberg

Assignment: 1.0 FTE English Language Learner
Location: McKinney Elementary School
Effective Date: June 18, 2018
Years of Service: 17 years

Doug Girod

Assignment: 1.0 FTE Mathematics
Location: Liberty High School
Effective Date: June 18, 2018
Years of Service: 37 years

Elizabeth Linehan

Assignment: 0.8 FTE English Language Learner
Location: Indian Hills Elementary School
Effective Date: June 18, 2018
Years of Service: 26 years

Katherine Paisley

Assignment: 1.0 FTE Spanish
Location: Glencoe High School
Effective Date: June 18, 2018
Years of Service: 28 years

Juanita Reiter

Assignment: 1.0 FTE Language Arts
Location: Glencoe High School
Effective Date: June 18, 2018
Years of Service: 36 years

Ronald Stinnett

Assignment: 1.0 FTE Art
Location: Poynter Middle School
Effective Date: June 18, 2018
Years of Service: 19 years

Vance Sele

Assignment: 1.0 FTE Music-Choir
Location: Glencoe High School
Effective Date: June 18, 2018
Years of Service: 36 years

- C. Ratify the acceptance of the resignation of the following administrative personnel:

Lou Bailey

Assignment: Principal
Location: Hillsboro High School
Effective Date: June 29, 2018

Donna Servignat

Assignment: Assistant Principal
Location: Century High School
Effective Date: June 18, 2018

- D. Ratify the acceptance of the resignation of the following supervisory / technical personnel:

Koral Unger

Assignment: Finance Manager, Accounts Payable
Location: Business Office
Effective Date: June 29, 2018

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

Patrick Ackerman

Assignment: 1.0 FTE Social Studies
Location: Glencoe High School
Effective Date: June 18, 2018

Evan DePosit

Assignment: 1.0 FTE Science
Location: Liberty High School
Effective Date: June 18, 2018

Kelsey Gasper

Assignment: 1.0 FTE 5th Grade
Location: Rosedale Elementary School
Effective Date: June 18, 2018

April Gouldbrough

Assignment: 1.0 FTE Autism/Support Specialist
Location: Student Services
Effective Date: June 18, 2018

Kyle Hebard

Assignment: 1.0 FTE Physical Education
Location: Reedville Elementary School
Effective Date: June 18, 2018

Elizabeth Larson

Assignment: 1.0 FTE Life Skills
Location: Jackson Elementary School
Effective Date: June 18, 2018

Jennifer Mallory

Assignment: 1.0 FTE 3rd Grade
Location: Rosedale Elementary School
Effective Date: June 18, 2018

Lorena Reyes

Assignment: 1.0 FTE Dual Kindergarten
Location: Free Orchards Elementary School
Effective Date: June 18, 2018

Rebecca Rice

Assignment: 1.0 FTE Autism/Support Specialist
Location: Student Services
Effective Date: June 18, 2018

Elizabeth Selden

Assignment: 1.0 FTE Speech Language Pathologist
Location: Evergreen Middle School
Effective Date: June 18, 2018

Amber Willett

Assignment: 1.0 FTE Social Learning Center
Location: West Union Elementary School
Effective Date: June 18, 2018

- F. Approve the employment of the following supervisory / technical personnel in the 2017-18 school year:

Christie Woodward

Assignment: Fiscal Planning Specialist
Location: Business Office
Effective Date: March 26, 2018

- G. Approve the employment of the following licensed personnel in the 2017-18 school year:

Isabel Flores

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Secondary Resource Specialist - South Meadows Middle School

Brianna Stephenson

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.667 FTE Temp - Language Arts – Liberty High School

- H. Approve the employment of the following administrative personnel in the 2018-19 school year:

Kelly Purdy

Assignment: Associate Coordinator of PreK-CTE and CCP
Location: Administration Center
Effective Date: July 1, 2018

David Vickery

Assignment: Principal
Location: Hillsboro High School
Effective Date: July 1, 2018

Yolanda Coleman

Assignment: Principal
Location: Quatama Elementary School
Effective Date: July 1, 2018

- I. Approve the employment of the following licensed personnel in the 2018-19 school year, who have held temporary status:

Kayleen Alumbaugh

Education: BA – Harding University, Searcy, AR
Experience: 5 years
Assignment: 1.0 FTE 1st Grade – Rosedale Elementary School

Jena Duhn

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten – Mooberry Elementary School

Montserrat Garcia Ruiz

Education: MA – University of Murcia, Murcia, Spain
Experience: 8 years
Assignment: 1.0 FTE 1st Grade – Minter Bridge Elementary School

Jennifer Hershberger

Education: BA – Iowa State University, Ames, IA
Experience: 1 year
Assignment: 1.0 FTE EL – Newcomer Program Specialist – Hillsboro High School

Sommer Kirk

Education: BA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten – Brookwood Elementary School

Katherine Sweeney

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Elementary Resource Specialist – Jackson Elementary School

Julie Tramelli

Education: MA – Montana State University, Bozeman, MT
Experience: 32 years
Assignment: 1.0 FTE Secondary Resource Specialist – Hillsboro High School

Courtney Webster

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 3rd Grade – McKinney Elementary School

Maya Wheeler

Education: MA – Marylhurst University, Marylhurst, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten – Rosedale Elementary School

Maria (Gabby) Villamagua

Education: MA – George Fox University, Newberg, OR
Experience: 7 years
Assignment: 0.8 FTE New Teacher Mentor – Office for School Performance

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
ACCEPT GIFTS AND DONATIONS
(as of April 30, 2018)

SITUATION

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

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

- Donation of \$23,000 from Hillsboro Schools Foundation to Hillsboro High School for the automotive technology engineering program.

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept these donations.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
APPROVE CONSOLIDATED ESEA SUBGRANTS

SITUATION

The District is allocated consolidated federal funds to operate the subgrant programs under the Elementary and Secondary Education Act (ESEA) during the 2017-18 school year. The following figures are final allocations approved by the Oregon Department of Education (ODE) from the subgrant application submitted in November 2017.

Name of Title Program	Allocation
Title I-A	\$4,196,879
Title I-C - Regular School Program	\$989,539
Title I-C - Preschool Program	\$83,612
Title I-C – Summer School	\$408,448
Title I-D - Neglected & Delinquent	\$18,406
Title II-A - Highly Qualified & Professional Development	\$592,286
Title III - English Language Acquisition	\$461,122
Perkins Basic	\$168,291
Oregon Mentoring Program	\$305,800
Total	\$6,648,699

The District submitted all of the components of the ESEA Budget Narrative Spending Workbook by the November 1, 2017, due date. Individual grant departments at ODE approved their particular sections. The final approvals were received in January 2018. Details of the project goals and narrative were submitted to ODE in October, and are available for review.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the consolidated federal funds for 2017-18.

HILLSBORO SCHOOL DISTRICT 1J

April 24, 2018

APPROVE REVISIONS TO POLICIES REGARDING CONTROLLED SUBSTANCES: POLICY JFCG/JFCH/JFCI: USE OF TOBACCO PRODUCTS, ALCOHOL, DRUGS AND INHALANT DELIVERY SYSTEMS; AND POLICY GBK/KGC: PROHIBITED USE, DISTRIBUTION OR SALE OF TOBACCO PRODUCTS AND INHALANT DELIVERY SYSTEMS

SITUATION

The proposed revisions to the District's policies regarding controlled substances are based on recommendations from Oregon School Boards Association (OSBA) to ensure that these policies align with the provisions of Senate Bill 754, which prohibits the sale or distribution of tobacco products or inhalant delivery systems to persons under the age of 21. The bill also prohibits the possession of tobacco products or inhalant delivery systems for persons under age 21 on District grounds, in a District facility or while at a District-sponsored activity.

In order to minimize confusion, OSBA is also recommending that the current District policy GBK/JFCG/KGC be renamed GBK/KGC in order to avoid duplicating the coding of policy JFCG/JFCH/JFCI. Language relating to students will primarily appear in policy JFCG/JFCH/JFCI.

Recommended revisions to these policies were presented to the Board for first reading on April 24, 2018. No public comments or questions were received regarding these policies during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems; and policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems.

Hillsboro School District 1J

Code: **JFCG/JFCH/JFCI**

Adopted: 7/96

Readopted: 04/28/09; 10/01/15; _____

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student possession, use, distribution, or sale of tobacco products, or inhalant delivery systems, alcohol, or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any District property or grounds, including parking lots, or while participating in District-sponsored activities, is prohibited and will result in disciplinary action. If possession, use, distribution, or sale occurred near District grounds, disciplinary action may include removal from any or all extracurricular activities, and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution, or sale occurred on District grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

The student may also be subject to further requirements before re-admission, which may include drug/alcohol rehabilitation and/or family counseling services. A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs is the individual responsibility of the parent and the private health care system.

Clothing, bags, hats, and other personal items used to display, promote, or advertise tobacco products, inhalant delivery systems, alcohol, or unlawful drugs are prohibited on all District grounds, including parking lots, at school-sponsored activities and in District vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law and is subject to a court-imposed fine.

An "unlawful drug" is any drug as defined by the Controlled Substance Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale, or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulations.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of District property is a Class A felony as provided by ORS 475.904.

~~For the purpose of this policy, "tobacco" is defined to include any lighted or unlighted/electronic cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless dip, chew, or snuff in any form.~~

~~Any person under age 18 possessing a tobacco or inhalant delivery system product is in violation of state law and is subject to a court imposed fine.~~

~~Any person who distributes, sells, or allows to be sold tobacco products or any substance sold for the purpose of being smoked, vaporized, or aerosolized, in any form, or a tobacco burning or inhalant delivery system device, to a person under 18 years of is in violation of state law and is subject to a court imposed fine.~~

Penalties for student possession, use, or sale of tobacco, alcohol, and other controlled substances are contained in the *Standards of Student Conduct handbook*.

~~Parents must attend any conference scheduled to consider the student's re-admission after suspension or expulsion due to a violation of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 161.605](#)
[ORS 161.625](#)
[ORS 163.575](#)
[ORS 332.107](#)
[ORS 336.067](#)
[ORS 336.222](#)
[ORS 336.227](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.883](#)
[ORS 431.840](#)
[ORS 431.845](#)
[ORS 431A.175](#)
[ORS 433.835 to -433.990](#)
[ORS Chapter 475](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-021-0110](#)
[OAR 581-022-2045](#)

[OAR 581-053-0230\(9\)\(s\)](#)
[OAR 581-053-0330\(1\)\(m\)-\(o\)](#)
[OAR 581-053-0430\(12\)-\(14\)](#)
[OAR 581-053-0531\(11\)-\(13\)](#)
[OAR 581-053-0630](#)
[OAR 584-020-0040](#)

SB 754 (2017)

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2017).

Hillsboro School District 1J

Code: **GBK/JFCG/KGC**

Adopted: 7/96

Readopted: 11/25/08; 12/01/15; _____

Prohibited Use, ~~Possession~~, Distribution, or Sale of Tobacco Products and Inhalant Delivery Systems

~~The Board recognizes its responsibility to promote the health, welfare and safety of students, staff, and others on District property and at school-sponsored activities. The Board wishes to establish a school and working environment that is free of smoke, aerosols, and vapors containing inhalants. Student possession, use, distribution, or sale of tobacco products in any form or inhalant delivery systems, including any smoking or use of an inhalant delivery device, on District premises, at school-sponsored activities on or off of District premises, in District-owned, rented, or leased vehicles, on all District grounds, including parking lots or otherwise, while a student is under the jurisdiction of the District, is prohibited.~~

The use, distribution, or sale of tobacco products or inhalant delivery systems by staff and all others on district property, including parking lots, at district-sponsored events, in district-owned, rented or leased vehicles or otherwise while on duty on or off district premises is prohibited. Use, distribution or sale of tobacco products or inhalant delivery systems by all others on District premises, in any building or facility, on District grounds, including parking lots, in any vehicle owned, leased, rented, or chartered by the District, school, or public charter school, and at all school-sponsored activities property, in district vehicles or at district-sponsored events, on or off district premises, on all district grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicle to transport district students to school-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purpose of this policy, “tobacco products” is defined to include, but is not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff, in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products used for the purpose of cessation for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products marked and sold solely for the approved purpose for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Clothing, bags, hats, and other personal items used by staff and students to display, promote, or advertise tobacco products or inhalant delivery system products are prohibited on all District grounds, including parking lots, at school-sponsored activities, or in District vehicles. Advertising is prohibited in all school-sponsored publications, in all school buildings, on District grounds, including parking lots, and at all school-sponsored events. District acceptance of gifts or funds from the tobacco product and inhalant

delivery system industries is similarly prohibited. The District will not contract with other public or private alternative schools that allow student the use of tobacco products or inhalant delivery systems on campus.

~~“Tobacco use prohibited” signs will be posted in appropriate locations in all District buildings.~~

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the District must follow the requirements of Board policy JGDA: Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.~~

Staff violations of this policy will lead to disciplinary action up to and including dismissal.

Violation of this policy by nonstudents all others will result in appropriate sanctions as determined and imposed by the Superintendent or the Board, and may result in the individuals’ removal from District property. The District reserves the right to restrict access to District property by individuals who are repeat offenders.

~~Staff violations of this policy will lead to disciplinary action up to and including dismissal.~~

Information about community resources and/or cessation programs to help staff may be provided.

The Superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by persons under 21 years of age on or off district grounds or at district-sponsored activities.

This policy shall be enforced at all times. The Superintendent will develop administrative regulations guidelines as needed to implement this policy, including provisions for notification of the district’s policy, through such means as staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district’s policy.

~~The administration will develop appropriate regulations, procedures, consent forms, and such notifications as needed for an orderly implementation of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 167.400](#)

[ORS 332.107](#)

[ORS 336.222](#)

[ORS 336.227](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.883](#)

[ORS 431A.175](#)

[ORS 433.835 to- 433.990](#)

[OAR 581-021-0050 to -0075](#)

[OAR 581-021-0110](#)

[OAR 581-022-0413](#)

[OAR 581-053-0230\(9\)\(s\)](#)

[OAR 581-053-0330\(1\)\(m\)](#)

[OAR 581-053-0430\(12\)](#)

[OAR 581-053-0531\(11\)](#)

[OAR 581-053-0630](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE REVISIONS TO POLICIES REGARDING MEDICATIONS:
POLICY JHCD: NONPRESCRIPTION MEDICATION (DELETE);
POLICY JHCDA: PRESCRIPTION MEDICATION (DELETE);
POLICY JHCD/JHCDA: MEDICATIONS;
JHCD/JHCDA-AR: MEDICATIONS

SITUATION

The proposed revisions to the District's policies regarding medications are based on recommendations from Oregon School Boards Association (OSBA) to ensure that the policy aligns with recent legislative changes to Oregon Administrative Rule (OAR) 581-021-0037, "Administration of Medication to Students." OSBA is recommending that the District's current separate policies for prescription and nonprescription medications be combined into a single policy addressing all medications, and the administrative regulation be updated. Statute requires that revisions to this administrative regulation be presented to school boards for approve.

Revisions to OAR 581-021-0037 include, but are not limited to, a new definition of medication; requirements regarding nonprescription medications that are not approved by the Food and Drug Administration (FDA); and changes to school districts' responsibilities during before-school and after-school activities on school property.

Policies addressing medications, which are being presented to the Board for first reading, include:

- Policy JHCD: Nonprescription Medication (Delete)
- Policy JHCDA: Prescription Medication (Delete)
- Policy JHCD/JHCDA: Medications (Proposed)
- JHCD/JHCDA-AR: Medication (Revised)

Recommended revisions to these policies were presented to the Board for first reading on April 24, 2018. No public comments or questions were received regarding these policies during the review period. However, minor revisions have been made for clarity and to correct a legal reference.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the deletion of the District's current policies JHCD and JHCDA, the adoption of the new combined policy JHCD/JHCDA, and revisions to JHCD/JHCDA-AR.

Hillsboro School District 1J

Code: **JHCD**
Adopted: 10/96
Revised: 11/07; 6/12; 12/01/15

Nonprescription Medication** (Version 1)

The District recognizes that administering nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

A request to the District to allow a student to self-medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the District to administer a nonprescription medication shall include written permission and instruction from a parent or guardian.

The District reserves the right to reject a request to administer or allow self-administration of a nonprescription medication when such medication is not necessary for the student to remain in school.

The District shall designate staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established District regulations governing administering noninjectable or injectable, or prescription or nonprescription, medicines to students, including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy, and procedures.

The Superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules, and for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866](#) to -339.871
[ORS 433.800](#) to -433.830

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)

Cross Reference(s):

JHCDA - Administering Injectable Medicines to Students

Nonprescription Medication** to Students
and Self-Medication by Students** - JHCD

Hillsboro School District 1J

Code: **JHCDA**
Adopted: 11/07
Readopted: 11/10; 7/14; 01/01/17
Orig. Code(s): JHCDA

Prescription Medication ** (Version 1)

The District recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes the need to ensure the health and well-being of students who require regular doses or injections of medication, as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon, or other medications, as prescribed and allowed by Oregon law.

When prescribed by a physician² or other health care professional who is licensed to prescribe medication, students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy, as defined by state law, and subject to age-appropriate guidelines.

A written treatment plan for a student who self-administers medication will be developed and signed by a physician or other Oregon licensed health care professional, and kept on file. A written request and permission form signed by a parent or guardian is required, and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the District, the District may revoke the permission given to a student to self-administer medication.

The Superintendent/designee will require that an individualized health care plan is developed for every student with a known life-threatening allergy, and for every student for whom the District has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities.

A request for the District to administer prescription medication to a student shall include the written permission of the parent or guardian, and shall be accompanied by written instructions from a physician, physician assistant, or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.

The District reserves the right to reject a request to administer or allow self-administration of a medication, when such medication is not necessary for the student to remain in school.

A premeasured dose of epinephrine may be administered by designated, trained District staff to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

¹Under proper notice given to the district.

²A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

A process shall be established by which, upon a parent's / guardian's written request, a backup prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom, as provided by state law.

Training shall be provided to designated staff, as required by law, in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive blood-borne pathogens training. Current first aid and CPR cards are strongly encouraged for designated staff.

Prescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established District regulations governing administering noninjectable or injectable, or prescription or nonprescription, medicines to students, including procedures for the disposal of sharps and glass.

The Superintendent or designee will ensure student health management plans are developed, as required by training protocols, maintained on file, and pertinent health information is provided to District staff, as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and procedures.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)
[ORS 475.005 to -475.285](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 to -0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Cross Reference(s):

JHCD - Nonprescription Medication

Hillsboro School District 1J

Code: **JHCD/JHCDA**
Adopted:

Medications/*** (Version 2)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

Current first-aid and CPR cards are required for designated personnel. Other personnel may be strongly encouraged to have current first aid and CPR cards, depending on their duties and / or positions.

When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for district personnel to administer, or to permit a student to administer to themselves, a medication when such medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

¹Under proper notice given to the district by a student or student's parent or guardian.

A request to the district to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber² or an Oregon licensed health care professional.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by designated personnel to any student or other individual on school premises who a staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self administer the medication, subject to state law.

²A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³Subject to ORS 109.610, 109.640 and 109.675.

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, subject to state law.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866](#) to -339.871

[ORS 433.800](#) to -433.830
[ORS 475.005](#) to -475.285

[OAR 166-400-0010](#)(17)
[OAR 166-400-0060](#)(29)

[OAR 333-055-0000](#) to -0035
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

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

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

Prescription/Nonprescription Medications**

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated, trained staff personnel or may be permitted to administer prescription or nonprescription medication to themselves. Self-medication by students will also be permitted in accordance with this administrative regulation and state law.

1. Definitions

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
- b. "Prescription medication" means any noninjectable drug, chemical compound, suspension, or preparation in suitable form for use as a curative or remedial substance, taken either internally or externally by a student under the written direction of a physician; and bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. Prescription medication does not include dietary food supplements. Per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication that under federal law requires a prescription by a prescriber.
- c. "Nonprescription medication" means only Federal Drug Administration approved, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose, and cough drops; cough suppressants; analgesics; decongestants; antihistamines; topical antibiotics; anti-inflammatories; and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the District from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient, with a copy of an order from the student's physician primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. "Physician¹Prescriber¹" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the State of Oregon, an nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing Oregon-

¹A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

- licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the State of Oregon, an optometrist licensed by the Board of Optometry for the State of Oregon, ~~or~~ a naturopathic physician licensed by the Board of Naturopathy for the State of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. ~~“Student self-medication” means a student must be able to administer medication to himself/herself without requiring a trained staff member to assist in the administration of the medication.~~
 - i. ~~“Age appropriate guidelines” means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from the parent/guardian, building administrator/designee, and in the case of a prescription medication, a physician.~~
 - j. ~~“Training” means yearly instruction by a qualified trainer to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable District policies, procedures, and materials.~~
 - k. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting, and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon, or a pharmacist licensed by the State Board of Pharmacy for the State of Oregon.
 - l. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, ~~or~~ dust or insect sting.
 - m. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
 - n. “Designated staff personnel” means the staff person who is school personnel designated by the building principal to administer prescription or nonprescription medication pursuant to district policy and procedure.

2. Designated Staff Personnel/Training

- a. The principal will designate ~~trained staff~~ personnel authorized to administer prescription or nonprescription medication to a students while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care programs on school-owned property, and in transit to or from school or a school-sponsored activities activity, as required by Oregon law. The principal will supervise and ensure that building and activity practices and procedures are consistent with the requirements of law, rules; and this administrative regulation.
- b. The principal will ensure that the training required by Oregon law and Oregon Administrative Rules is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, ~~D~~district policy and administrative regulations, and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency, and student confidentiality. Materials as recommended and/or approved by ODE will be used.

- d. ~~Training will be provided yearly to designated staff authorized to administer medication to students.~~
- e. A copy of the District's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- f. Designated personnel who complete the required training will have their names entered into a database, and the sign-in sheet will be retained.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated District staff members personnel to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

4. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis, while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated staff personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate staff one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated staff personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis, in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide an adequate supply of the student's prescribed medication to the District;
- d. The District will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated staff personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

5. Administering Medication to a Students

- a. A request for to permit designated staff personnel to administer medication to a student may be approved by the District, and is subject to the following:
 - (1) A written request for the District's designated staff personnel to administer prescription medication to a student if, because of the prescribed frequency for the medication or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activities activity, must be submitted to the school office, and shall include:

- (a) The written, signed permission of the student's parent/ or guardian or the student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) The written instruction from the physician, physician assistant, or nurse practitioner prescriber for the administration of the prescription medication to the student, including that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration; and
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription label, prepared by a pharmacist at the direction of the prescriber will be considered to meet this requirement if it contains the information listed in (i) - (vi) above.

- (2) A written request for the District designated personnel to administer nonprescription medication to a student must be submitted to the school office; and shall include is subject to the following:

- (a) The nonprescription medication is necessary for the student to remain in school;
- (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
- ~~(c) The written, signed permission of the parent/guardian;~~
- (d) The written instruction from the student's parent/ or guardian for the administration of the nonprescription medication to the student, including that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (e) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;

- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. ~~Medication is to be submitted in its original container.~~
- d. ~~Medication is to be brought to and returned from the school by the parent/guardian.~~
- e. It is the student's parent's/ or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication.
- f. It is the student's parent's/ or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions.
- g. In the event a student refuses medication, the parent/ or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses ~~District-administered~~ a medication.
- h. Any error in administration of a medication will be reported to the parent/ or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documented on the ~~D~~district's Medication Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration; or method of administration, etc.
- i. Medication shall not be administered ~~or self-medication allowed~~ until the necessary permission form and written instructions have been submitted, as required by the ~~D~~district.

6. ~~Student Self-Medication of Prescription or Nonprescription Medication~~ Administration of Medication by a Student to Themselves

- a. ~~A S~~student self-medication of prescription medication by K-12 students, including a students in kindergarten through grade 12 with asthma or severe allergies, ~~will be allowed,~~ may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent/ or guardian ~~signed permission form,~~ except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the ~~D~~district, must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, ~~A~~a medication that is prescribed by a physician prescriber or other Oregon health care professional who is licensed to prescribe medication, and a written treatment plan developed by a

physician prescriber or other Oregon licensed health care professional for managing the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property; and or in transit to or from school or a school-sponsored activities activity. The physician prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;

- (c) ~~Principal permission is required for all self-medication of prescription medicine requests.~~ The permission to self-administer the medication from a principal / designee² and a prescriber or registered nurse practicing in a school setting.

(2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:

- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
- (b) The student's name affixed to the manufacturer's original container; and
- (c) The permission to self-administer medication from a building principal / designee².

(3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:

- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) A written order from the student's prescriber that includes:
- (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

b. ~~Student self-medication of nonprescription medication by K-12 students may be allowed, subject to the following:~~

- (1) ~~A parent or guardian permission form and other documentation requested by the District must be submitted for self-medication of all nonprescription medications. The signed form from the parent or guardian will ensure that the student has received proper instruction for use;~~
- (2) ~~Principal/designee permission for all self-medication of nonprescription medicine requests is required.~~

² Or site administrator for non-school locations / departments

- c. ~~Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated staff. A permission form and written instructions will be required, as provided in section 5. above;~~
- d. ~~All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:~~
 - (1) ~~Prescription labels must specify the name of the student, name of the medication, dosage, method of administration, frequency or time of administration, and any other special instructions, including permission for the student to self-medicate;~~
 - (2) ~~Nonprescription medication must have the student's name affixed to the original container.~~
- e. The student may have in ~~his/her~~ **their** possession only the amount of medication needed for that school day, except that, for manufacturer's packaging that contains multiple dosages, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- f. Sharing and/or borrowing of medication with another student is strictly prohibited.
- g. For ~~a~~ **students who have** ~~has~~ been prescribed bronchodilators or epinephrine, ~~staff~~ **the designated personnel** will request ~~from the parent/guardian,~~ that the parent/ ~~or~~ guardian provide backup medication for emergency use by that student. Backup medication, if provided ~~by the parent/guardian,~~ will be kept at the student's school in a location to which the student has immediate access, in the event the student has an asthma and/or severe allergy emergency.
- h. Upon written ~~request from a parent/ or guardian request,~~ and with a ~~physician's~~ **prescriber's** written statement that the lack of immediate access to backup autoinjectable epinephrine may be life-threatening to a student, and the location where the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom.
- i. **A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;**
- j. ~~Permission to self-medicate~~ **for a student to administer medication to themselves** may be revoked if the student violates the Board's policy and/or ~~these~~ **this** administrative regulations.
- k. **Additionally, A** ~~students~~ may be subject to discipline, up to and including expulsion, as appropriate;
- l. **A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.**

7. **Handling, Storage, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students**

- a. **Medication administered by designated staff personnel to a student or self-administered by the a student must be delivered by the parent/guardian to the school, in its original container, accompanied by the permission form and written instructions, as required above.**
- b. **Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic, or psychotropic medication will be counted by designated staff personnel in the presence of another District employee upon receipt, documented in the student's medication log, and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.**

- c. Designated staff personnel will follow the written instructions of the physician prescriber and the student or the student's parent/ or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
 - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer, or box.
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator.
 - (3) Access to medication storage keys will be limited to the principal and designated staff personnel.
- e. Designated staff personnel will be responsible for monitoring all medication supplies, and for ensuring that medication is secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated staff personnel will notify the student's parent/ or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

8. Emergency Response

- a. Designated staff personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from District-administered medication or from student self-medication or allergic reactions. The parent/ or guardian, school nurse, and principal will be notified immediately.
- b. Minor adverse reactions that result from District-administered medication or from student self-medication will be reported to the parent/ or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available District staff will immediately call 911 and the student's parent or guardian if the designated staff member personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

9. Disposal of Medication

- a. Medication not picked up by the student's parent/ or guardian or the student, when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff personnel in a nonrecoverable fashion, as follows:
 - (1) Medication in capsule, tablet or liquid form will be removed from its original container (destroy any and personal information) will be destroyed;
 - (2) Crush Solid medications will be crushed, mixed or dissolved in water; (this applies to liquid medications as well) will be mixed or dissolved in water; and
 - (3) Mixed with an undesirable substance, such as e.g., coffee grounds, kitty litter, flour, etc., and
 - (4) Placed in impermeable, non-descript containers such as empty cans or sealable bags; and
 - (5) placing these containers Placed in the trash.

Flush prescriptions down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so (ONDCP Federal Government Guidelines February 20, 2007);

- (6) Other medication will be disposed of in accordance with established training procedures including sharps and glass.
- b. All medication will be disposed of by designated school staff personnel in the presence of another school employee and documented as described in Section 10. Below.

10. ~~Documentation~~ Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student who is administered medication by the District. The medication log will include, but not be limited to:
 - (1) The name of the student, name of the medication, dose, and route of medication administered; dosage, method of administration, date, and time of administration; frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of Emergency and minor adverse reaction incidents by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication, including date, quantity, manner in which the medication was destroyed, and the signature of the staff involved.
- b. All records relating to administration of medicines medications, including permissions slips and written instructions, will be maintained in a separate medical file apart from the student's education records file, unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student medical files health information will be kept confidential. Access shall be limited to those designated staff personnel authorized to administer medication to students, the student, and his/her their parent/ or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others, as may be authorized by the parent/ or guardian in writing or others as allowed under state and federal law.

~~A school administrator, teacher, or other District employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, per state law.~~

~~A school administrator, school nurse, teacher, or other District employee designated by the school administrator, are not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, per state law.~~

~~A school administrator, school nurse, teacher, or other District employee are not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, per state law.~~

~~A school District and the members of a school District board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, per state law.~~

HILLSBORO SCHOOL DISTRICT 1J
April 24, 2018
APPROVE REVISIONS TO POLICY GBH/JECAC:
STAFF / STUDENT / PARENT RELATIONS

SITUATION

The revisions to Board policy GBH/JECAC: Staff / Student / Parent Relations are recommended by Oregon School Boards Association (OSBA) in order to accommodate the Oregon laws that relate to parental plans in cases of separated or divorced parents.

Recommended revisions to policy GBH/JECAC were presented to the Board for first reading on April 24, 2018. No public comments or questions were received regarding this policy during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy GBH/JECAC: Staff / Student / Parent Relations.

Hillsboro School District 1J

Code: **GBH/JECAC**
Adopted: 7/96
Readopted: 11/25/08; 06/09/09
Revised: 10/24/17; _____

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided to the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric, or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order. If the district is provided with a court order or parenting plan that curtails the rights of the noncustodial parent, the student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)
[ORS 107.102](#)

[ORS 107.106](#)
[ORS 107.154](#)

[ORS 109.056](#)
[ORS 163.245](#) to -163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Cross Reference(s):

JM - Staff-Student Relations

HILLSBORO SCHOOL DISTRICT 1J

April 24, 2018

APPROVE REVISIONS TO POLICY EEA: STUDENT TRANSPORTATION SERVICES

SITUATION

The proposed revisions to policy EEA: Student Transportation Services are based on recommendations from Oregon School Boards Association (OSBA) to ensure that the policy aligns with legislative changes to Oregon Administrative Rule (OAR) 581-053-0004, Administration of Pupil Transportation. Revisions to this OAR include the requirement that aides or assistants who ride on school buses be trained on emergency procedures and their role in the safety of all students riding the bus. The OAR revisions also require districts or transportation contractors to verify that a school bus driver's physical examination was certified by a medical examiner whose certificate was listed on the National Registry of Certified Medical Examiners, as of the date of issuance of the medical examiner's certificate.

Recommended revisions to policy EEA were presented to the Board for first reading on April 24, 2018. No public comments or questions were received regarding this policy during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy EEA: Student Transportation Services.

Hillsboro School District 1J

Code: EEA

Adopted: 7/96

Revised/Readopted: 9/07; 11/03/08; 12/18/12;

Student Transportation Services

School transportation services will be provided for students within the limitations of available resources for transporting students to and from school, and for transporting students to and from curricular and extracurricular activities sponsored by the District. The District will comply with all state and federal laws and regulations pertaining to school bus transportation including transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA) Every Student Succeeds Act of 2015 (ESSA) and provisions in NCLB which may require school choice. These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board, superintendent, or designee, in accordance with District procedures.

Elementary students in grades K-6 who live more than one mile from school will be transported. Secondary students in grades 7-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined by the [transportation supervisor] in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(c).

The District may use Type 10 School Activity Vehicles to transport students from home to school, school to home, and from District-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

All students with disabilities for whom transportation is identified as a related service in their IEPs will be provided transportation as required.

¹"School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Children ~~Students~~ attending any private, ~~or~~ parochial or public charter school under the compulsory school attendance laws will, where the private, ~~or~~ parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school children.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

~~School B~~ buses carrying ~~school children~~ students will be considered extensions of the school ~~situation~~ experience. All students using school transportation will abide by the code of conduct posted in each bus and published in the student handbook. Students may be required to show appropriate identification. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of other students, will be reported by the bus driver to the director of transportation. The director of transportation will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of school bus transportation for a period of time as deemed proper by the principal.

~~The bus driver will be responsible for the bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.~~ The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

~~All vehicles used to transport children shall be maintained to provide safe and efficient transportation service with a minimum of delays and disruptions due to mechanical or equipment failure. The Board will develop a bus replacement schedule, reviewed annually, subject to available funds.~~

~~The District may also provide transportation using federal funds or through cooperative agreements with local victims assistance units for a student to attend a safe District school out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or for students who are supposed to attend a school that has been identified as persistently dangerous. If there are no other schools within the District a student may transfer to, the~~

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

~~District may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.~~

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus driver will be responsible for the school bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.055	OAR 581-053-0031
ORS 327.033	ORS 815.080	OAR 581-053-0040
ORS 327.043	ORS 820.100 to-820.190	OAR 581-053-0053
ORS 332.405		OAR 581-053-0060
ORS 332.415	OAR 581-021-0050 to-0075	OAR 581-053-0070
ORS 339.240 to-339.250	OAR 581-022-1530	OAR 581-053-0210
ORS 343.155 to-343.246	OAR 581-023-0040	OAR 581-053-0220
ORS 343.533	OAR 581-053-0002	OAR 581-053-0230
ORS 343.155 to-343.243	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	

~~No Child Left behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015).
~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~
~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2001).~~

Cross Reference(s):

EEAB - School Bus Scheduling and Routing
EEAC - School Bus Safety Program
EEACC - Student Conduct on School Buses

HILLSBORO SCHOOL DISTRICT 1J
MAY 22, 2018
AWARD CONTRACTS FOR PARENT / BUS DROP-OFF IMPROVEMENT PROJECTS
AT LADD ACRES, EASTWOOD, MCKINNEY, AND JACKSON
ELEMENTARY SCHOOLS

SITUATION

As part of the 2017 bond program, the District will be redesigning the parent / bus drop-off areas at four elementary school campuses during the summer of 2018. These schools are Ladd Acres Elementary School, Eastwood Elementary School, McKinney Elementary School, and Jackson Elementary School.

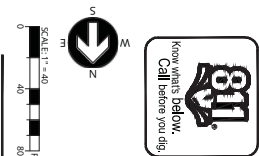
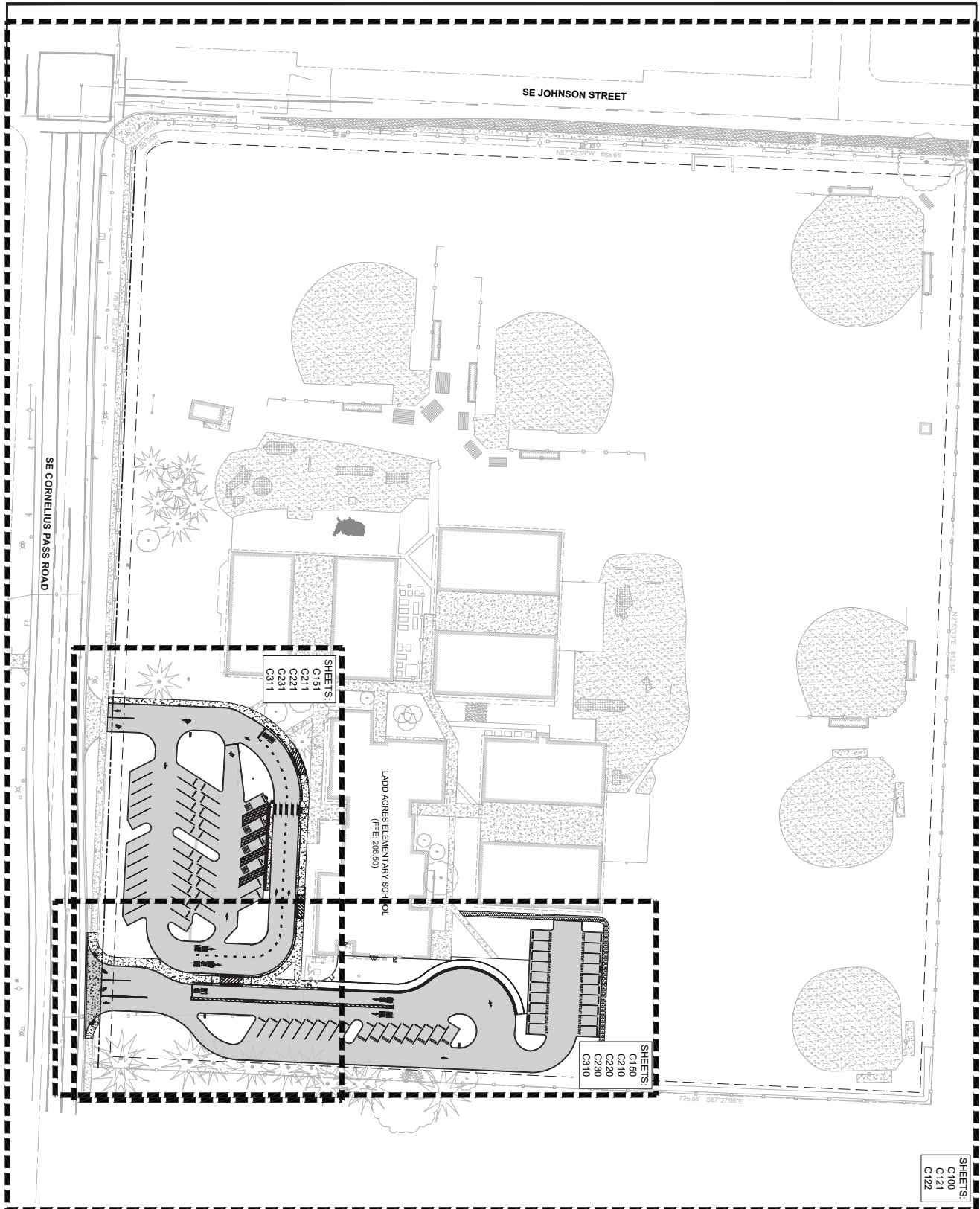
An Invitation to Bid for these projects was sent to pre-qualified contractors on March 30, 2018; a mandatory pre-bid conference was held on April 17, 2018; and bids were due to the District on May 10, 2018, at 2:00 p.m. The bid results are provided below:

- For the parent / bus drop-off improvements at Ladd Acres Elementary School, the low bid was submitted by Kerr Contractors at a cost of \$1,016,230.00.
- For the parent / bus drop-off improvements at Eastwood Elementary School, the low bid was submitted by Kerr Contractors at a cost of \$672,190.00.
- For the parent / bus drop-off improvements at McKinney Elementary School, the low bid was submitted by Five Star Builders, Inc., at a cost of \$568,125.00.
- For the parent / bus drop-off improvements at Jackson Elementary School, the low bid was submitted by Kerr Contractors at a cost of \$888,260.00.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contracts for the summer 2018 parent / bus drop-off improvement projects, as follows:

- Award the Ladd Acres Elementary School contract to Kerr Contractors
 - Low Bid Amount: \$1,016,230.00
- Award the Eastwood Elementary School contract to Kerr Contractors
 - Low Bid Amount: \$672,190.00
- Award the McKinney Elementary School contract to Five Star Buildings, Inc.
 - Low Bid Amount: \$568,125.00
- Award the Jackson Elementary School contract to Kerr Contractors
 - Low Bid Amount: \$888,260.00



PROJECT INFORMATION

3J CONSULTING

C005



LAYOUT PLAN

LADD ACRES ELEMENTARY SCHOOL

PARENT & BUS DROP OFF IMPROVEMENTS

HILLSBORO SCHOOL DISTRICT
HILLSBORO, OR

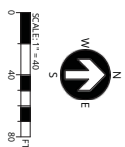
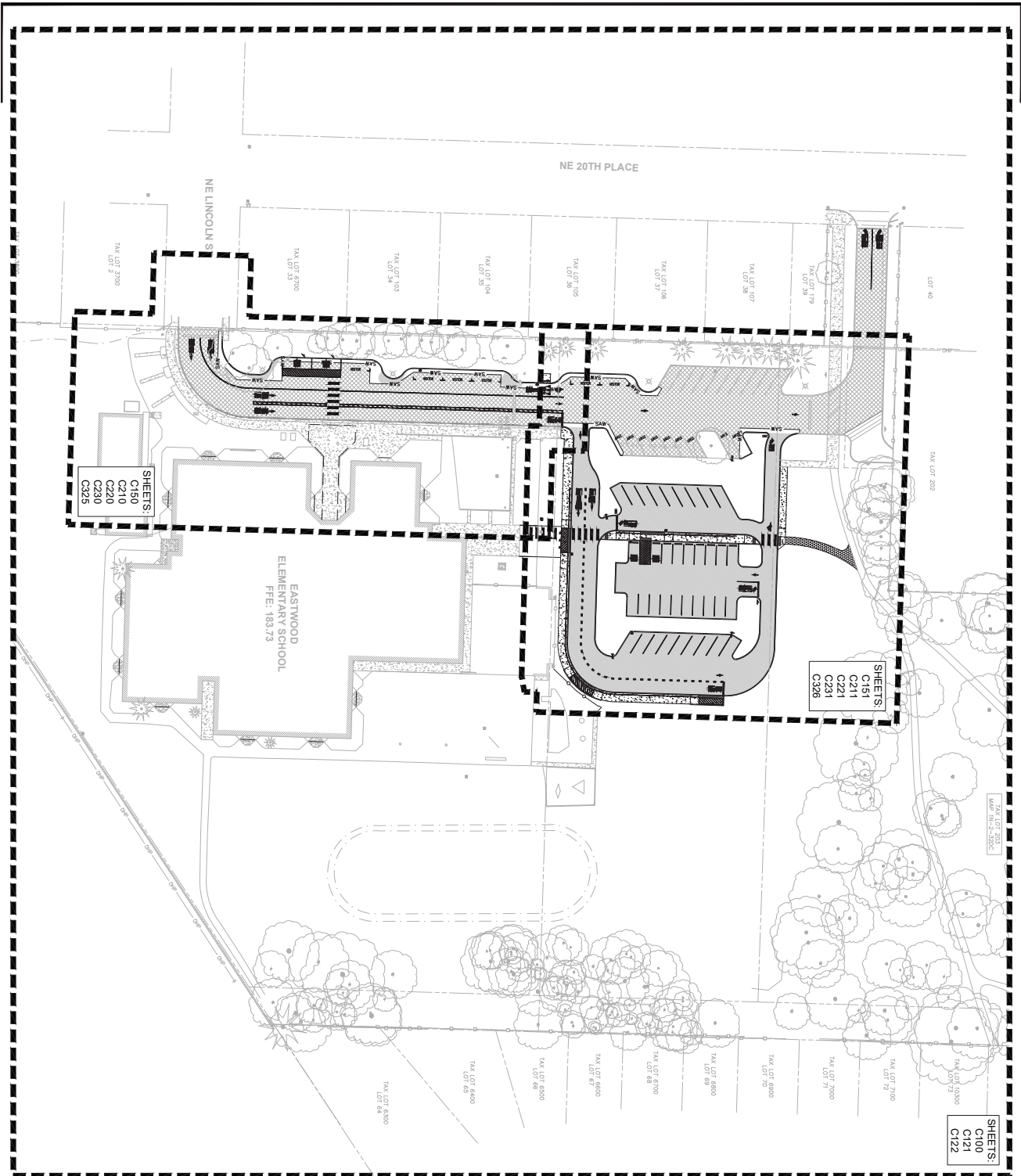
PROPOSED IMPROVEMENTS

DESIGNED BY: 3J CONSULTING

ISSUED FOR: BIDDING

PUBLISH DATE: 04-05-2018

REVISIONS:



C005

3J CONSULTING



LAYOUT PLAN
EASTWOOD ELEMENTARY SCHOOL
PARENT & BUS DROP OFF IMPROVEMENTS

HILLSBORO SCHOOL DISTRICT
HILLSBORO, OR

PUBLISH DATE
04-05-2018
ISSUED FOR
BID SET
REVISIONS

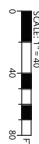
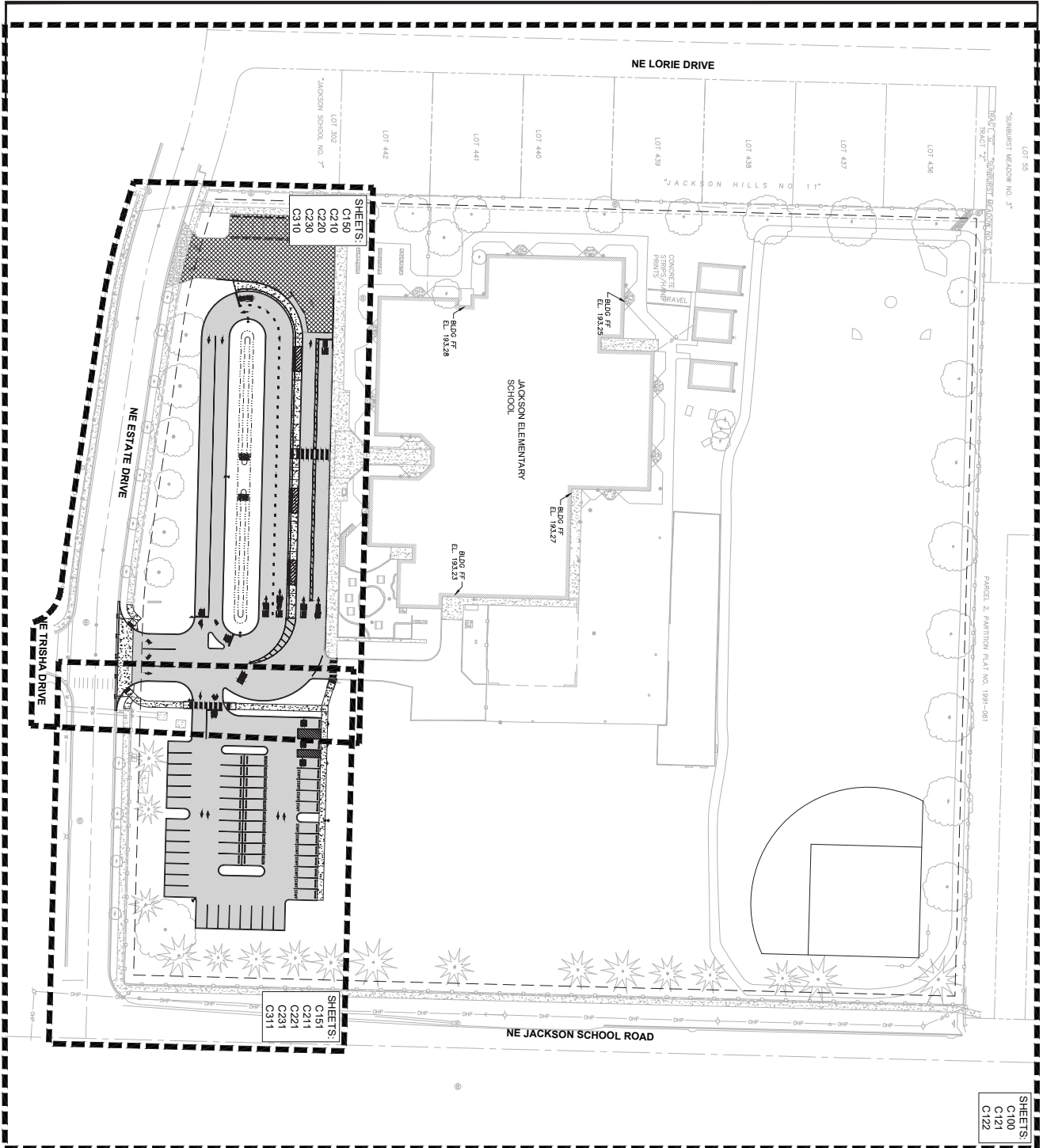




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HILLSBORO SCHOOL DISTRICT
HILLSBORO, OR

PUBLISH DATE
04-05-2018
ISSUED FOR
BID SET
REVISIONS





 SJ CONSULTING	 HILLSBORO SCHOOL DISTRICT	LAYOUT PLAN JACKSON ELEMENTARY SCHOOL PARENT & BUS DROP OFF IMPROVEMENTS	
		HILLSBORO SCHOOL DISTRICT HILLSBORO, OR	
C005			PUBLISH DATE 04-05-2018 ISSUED FOR BID SET REVISIONS

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
DECLARE SURPLUS EQUIPMENT AND
AUTHORIZE RECYCLING OF CLASSROOM FURNITURE

SITUATION

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

As part of the 2017 bond program, the District will be replacing classroom furniture at all District sites. During the summer of 2018, classroom furniture at eleven elementary school buildings will be replaced. Classroom furniture at all other elementary schools will be replaced during the summer of 2019. The District has contracted with the International Reuse Network (IRN) a global furniture recycling company that works with charities and nonprofit organizations across the globe to match those in need of school furniture with those needing to replace classroom furniture.

The following is a list of classroom furniture to be recycled:

FFE Inventory - Summer 2018				
School	Chairs	Desks	Tables	Total
Butternut Creek	514	118	59	691
Farmington View	402	134	55	591
Free Orchards	376	411	55	842
Groner	262	24	173	459
Jackson	560	89	158	807
Lincoln Street	621	257	48	926
Mooberry	517	155	79	751
North Plains	496	137	79	712
Reedville	262	24	173	459
Tobias	505	274	56	835
Witch Hazel	674	318	15	1,007
TOTALS	5,189	1,941	950	8,080

RECOMMENDATION

The Superintendent recommends that the Board of Directors declare the obsolete classroom furniture identified in the May 22 Board meeting packet (see above) as surplus and authorize the recycling of this furniture through International Reuse Network as part of the 2017 bond program.

HILLSBORO SCHOOL DISTRICT 1J
May 22, 2018
ADJUST APPROPRIATIONS

SITUATION

The District adopts current fiscal year appropriations as projected during the annual budget development process of the prior spring. Estimates of revenue and expenditures are adjusted as needed throughout the year as projections become actuals. Per local budget law, changes of less than 10 percent within major funds and functions are approved by the Board of Directors.

The appropriations below include the following:

- Bond revenue – the bond proceeds from the sale last December, although this is circumstantially exempt from appropriations
- Resolution adjustment – a correction to the resolution to adopt the 2017-18 budget, in the Special Revenue Fund category
- Other Special Revenue Fund adjustments throughout the course of the year

Additional General Fund appropriation adjustments may be presented to the Board during the June regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the adjusted appropriations for the following general and special revenue funds.

FUND	DESCRIPTION	MAJOR FUNCTION	ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
140	Energy Efficient Schools SB 1149	Increase Support	\$335,900.00	\$327,340.00	\$8,560.00
141	Oregon First Robotics	Increase Instruction	\$30,000.00	\$15,000.00	\$15,000.00
144	OEA CHOICE TRUST	Increase Support	\$1,765.00	\$0.00	\$1,765.00
154	Confucius Classroom	Increase Instruction	\$31,800.00	\$20,000.00	\$11,800.00
155	QECB-Qualified Energy Conservation Bond	Increase Support	\$177,508.00	\$0.00	\$177,508.00
156	Energy Trust Incentives	Increase Support	\$15,130.00	\$0.00	\$15,130.00
182	Facilities Recycled Material Fund	Increase Support	\$5,360.00	\$0.00	\$5,360.00

196	Systems Performance Review	Increase Support	\$16,927.00	\$11,500.00	\$5,427.00
199	Regional Autism Services	Increase Instruction	\$625,400.00	\$545,000.00	\$80,400.00
200	Special Revenue Fund (Resolution Adjustment)	Increase Community Services	\$29,535,726.00	\$26,850,660.00	\$2,685,066.00
202	Hillsboro Schools Foundation	Increase Instruction	\$202,175.00	\$75,000.00	\$127,175.00
205	Title VI	Increase Instruction	\$24,936.00	\$23,000.00	\$1,936.00
208	Title I of IASA	Increase Instruction	\$4,632,370.00	\$3,576,000.00	\$1,056,370.00
212	Title IC (Migrant)	Increase Instruction	\$1,018,330.00	\$506,000.00	\$512,330.00
213	Title IC Preschool-Migrant	Increase Instruction	\$86,197.00	\$43,000.00	\$43,197.00
215	Focus Planning	Decrease Instruction	\$0.00	\$56,600.00	(\$56,600.00)
220	M98 CCR and Drop Out Prevention	Decrease Instruction	\$0.00	\$3,000,000.00	(\$3,000,000.00)
221	Title IIA Improving Teacher Quality	Increase Support	\$681,760.00	\$530,000.00	\$151,760.00
222	Title I/Perkins Voc Tech	Increase Instruction	\$185,660.00	\$185,000.00	\$660.00
223	CTE Revitalization	Increase Instruction	\$68,500.00	\$0.00	\$68,500.00
224	Bi-literacy Pathways Programs	Increase Support	\$71,921.00	\$0.00	\$71,921.00
231	IDEIA (PL 101-476)	Increase Instruction	\$3,164,023.00	\$2,945,000.00	\$219,023.00
240	Meyer Memorial Grant	Increase Support	\$35,000.00	\$0.00	\$35,000.00
256	MACC-PEG/PCN	Increase Support	\$447,520.00	\$0.00	\$447,520.00
286	INTEL Foundation Grants	Increase Instruction	\$70,500.00	\$40,000.00	\$30,500.00
297	State Clean Diesel Grant	Increase Support	\$53,768.00	\$0.00	\$53,768.00
298	Measure 98 Funds	Increase Instruction	\$2,155,000.00	\$0.00	\$2,155,000.00
400	Capital Projects Fund (2017 Bond)	Increase Facilities, Construction	\$18,863,532.00	\$1,000,200.00	\$17,863,732.00