



# Hillsboro School District 1J

May 28, 2019  
Board Meeting

## Board of Directors

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

## Student Representatives to the Board of Directors

Jessica Jose-Nickerson • Samanta Vega Contreras

## HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, OR

### Board Meeting Agenda

May 28, 2019

5:15 PM

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

#### 1. 5:15 PM - Executive Session

- A. ORS 192.660(2)(i)—Evaluation of the Superintendent  
Time: 5:15 PM, 15 minutes
- B. Recess Board Meeting  
Time: 5:30 PM

#### 2. 5:35 PM - Work Session

- A. Hillsboro School District Parent Advisory Committee Report and Discussion 7  
Presenter: Travis Reiman / Olga Acuña  
Time: 5:35 PM, 30 minutes
- B. Discuss Board Leadership 8  
Presenter: Lisa Allen  
Time: 6:05 PM, 5 minutes
- C. Discuss 2019-20 Board Meeting Schedule 9  
Presenter: Mike Scott  
Time: 6:10 PM, 5 minutes
- D. Local Option Discussion 10  
Presenter: Mike Scott / Lisa Allen  
Time: 6:15 PM, 20 minutes
- E. Discussion Time  
Time: 6:35 PM, 15 minutes
- F. Recess Board Meeting  
Time: 6:50 PM

#### 3. 7:00 PM - Regular Session

- A. Call to Order and Flag Salute  
Presenter: Lisa Allen  
Time: 7:00 PM, 5 minutes
- B. Recognition / Student Presentation
  - 1. Student Presentation: Tobi's TEAM from Tobias Elementary School  
Presenter: Jaci Spross  
Time: 7:05 PM, 10 minutes
  - 2. Recognition: Jennifer Johnson - Kaiser Permanente Thriving Schools Honor Roll Award 11  
Presenter: Kim Strelchun  
Time: 7:15 PM, 10 minutes
- C. Approval of Agenda  
Time: 7:25 PM

|   |    |
|---|----|
| D. Audience Time  |    |
| Time: 7:25 PM, 10 minutes   |    |
| E. Consent Agenda   |    |
| <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>              |    |
| Time: 7:35 PM, 5 minutes  |    |
| 1. Approve Routine Personnel Matters  | 12 |
| 2. Approve ESEA Subgrant Application  | 16 |
| 3. Approve Policy Revisions ( <i>presented for first reading on May 14, 2019</i> )  |    |
| a. Approve Revisions to Policies Included in Annual Notifications to Staff, Students, and Families (part 2)                       | 17 |
| 1. Policies in Section G  | 19 |
| - GBN/JBA: Sexual Harassment  |    |
| - GCAB: Personal Electronic Devices and Social Media – Staff  |    |
| 2. Policies in Section I  | 24 |
| - IB: Freedom of Expression   |    |
| - IBB: Freedom of Expression/Staff (delete)   |    |
| - IGAEB: Drug, Alcohol, and Tobacco Prevention, Health Education  |    |
| - IGBAG: Special Education – Procedural Safeguards  |    |
| - IGBAG-AR: Special Education – Procedural Safeguards   |    |
| - IGDA: Student Organizations   |    |
| - IIBGA: Electronic Communications System   |    |
| - IICB: Community Resources--Guest Speakers   |    |
| - IKI: Academic Integrity   |    |
| - ING: Animals in District Facilities   |    |
| 3. Policies in Section J  | 50 |
| - JB: Equal Educational Opportunity   |    |
| - JE/JED/JEDA: Student Attendance   |    |
| - JEA: Compulsory Attendance  |    |
| - JFC: Student Conduct  |    |
| - JFCA: Student Dress and Appearance  |    |
| - JFCB: Care of District Property by Students   |    |
| - JFCC: Student Conduct on Buses (delete)   |    |
| - JFCEA: Gangs  |    |
| - JFCEB: Personal Electronic Devices and Social Media – Students  |    |
| - JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student |    |
| - JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems   |    |
| - JFG: Student Search and Seizure   |    |
| - JFH: Student Complaints   |    |
| - JG: Student Discipline  |    |
| - JGA: Corporal Punishment  |    |
| - JGAB: Use of Restraint and Seclusion  |    |
| - JGD: Suspension   |    |
| - JGDA: Discipline of Disabled Students   |    |
| - JGE: Expulsion  |    |
| - JHCCA: Students – HIV, HBV, and AIDS  |    |

|  |     |
|--|-----|
| - JHCD/JHCDA: Medications  |     |
| - JHCD/JHCDA-AR: Medications   |     |
| - JHFA: Supervision of Students  |     |
| - JO/IGBAB: Education Records/Records of Students with Disabilities  |     |
| - JO/IGBAB-AR(1): Education Records/Records of Students with Disabilities Management   |     |
| 4. Policies in Section K-L   | 116 |
| - KBE: Political Campaigns   |     |
| F. Action Items  |     |
| 1. Accept Gifts and Donations  | 117 |
| Presenter: Michelle Morrison   |     |
| Time: 7:40 PM, 5 minutes   |     |
| 2. Approve Boundary Adjustment Process   | 118 |
| Presenter: Mike Scott  |     |
| Time: 7:45 PM, 5 minutes   |     |
| 3. Approve Facility Naming Process   | 121 |
| Presenter: Mike Scott  |     |
| Time: 7:50 PM, 5 minutes   |     |
| 4. Approve Financing of School Buses   | 124 |
| Presenter: Michelle Morrison   |     |
| Time: 7:55 PM, 5 minutes   |     |
| 5. Approve Dedication of Deed to the City of Hillsboro for 13' Along Century High School Drake Street Frontage   | 128 |
| Presenter: Adam Stewart / Casey Waletich   |     |
| Time: 8:00 PM, 5 minutes   |     |
| 6. Approve Four-Party Memorandum of Understanding between Hillsboro School District, Washington County, Clean Water Services, and the City of Hillsboro for Surface Water Management | 134 |
| Presenter: Adam Stewart, Casey Waletich  |     |
| Time: 8:05 PM, 5 minutes   |     |
| 7. Approve Increase in the Number of Inter-District Transfer Slots   | 150 |
| Presenter: Beth Graser   |     |
| Time: 8:10 PM, 5 minutes   |     |
| G. Reports and Discussion  |     |
| 1. 2019 School Bond Project Scope and Budget Overview  | 151 |
| Presenter: Adam Stewart  |     |
| Time: 8:15 PM, 15 minutes  |     |
| 2. First Reading - Chemistry and Biology Materials Adoption  | 153 |
| Presenter: Travis Reiman / Rebecca Nelson / Becky Kingsmith / Andy Byerley   |     |
| Time: 8:30 PM, 10 minutes  |     |
| 3. Financial Report ( <i>see written report</i> )  | 154 |
| Presenter: Michelle Morrison   |     |
| Time: 8:40 PM, 5 minutes   |     |
| 4. 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,</i>                |     |



*unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.*

Time: 8:45 PM, 5 minutes

a. First Reading - Policies included in Annual Notifications to Staff, Students, 159  
and Families (part 3)

- GBDA: Mother-Friendly Workplace (Delete, Adopt)
  - IF: Curriculum Development (Delete / Adopt)
  - IGBBC: Talented and Gifted - Programs and Services
  - IIA: Instructional Resources / Instructional Materials
  - IIAAB: Use of Commercially Produced Feature Films and Other Digital Media
  - JGEA: Alternative Education Programs Following Expulsion
  - JHFD: Student Vehicle Use
  - KLB: Complaints about Curriculum or Instructional Materials
- Presenter: Mike Scott / Travis Reiman / Dayle Spitzer / Kona Lew-Williams

H. Information - Administrative Regulation Updates

1. Administrative Regulations Included in Annual Notifications to Staff, 173  
Students, and Families (part 2)

- GBDA-AR: Mother-Friendly Workplace (Delete)
- GCAB-AR: Social Media and Personal Electronic Devices – Staff (Delete)
- IF-AR: Curriculum Guide (Delete)
- IGBBC-AR: Complaints Regarding the Talented and Gifted Program
- IGDA-AR: Student Organizations
- IIBGA-AR: Electronic Communications System
- ING-AR(1): Service Animals in District Facilities
- ING-AR(2): Animals in Schools
- JB-AR(1): Equal Opportunity Plan (Students)
- JB-AR(2): Equal Opportunity Discrimination Complaint (Delete)
- JFCB-AR: Graffiti
- JFCEA-AR: Gang Dress, Attire, and/or Property
- JFCEB-AR: Personal Electronic Devices and Social Media – Students
- JFCF-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, OR Teen Dating Violence Reporting Procedures – Student
- JFCG/JFCH/JFCI-AR: Alcohol Testing (Delete)
- JFG-AR: Student Search and Seizure
- JGAB-AR: Use of Restraint and Seclusion
- JGDA-AR: Discipline of Students with Disabilities
- JGE-AR(1): Expulsion Protocol
- JGE-AR(2): Expulsion Waiver
- JGE-AR(3): Example Student Expulsion Letter
- JO/IGBAB-AR(2): Education Records/Records of Students with Disabilities Management
- JO/IGBAB-AR(3): Request for Student Records (Delete)
- JO/IGBAB-AR(4): Establishing Fees for Copies of Educational Records
- KBE-AR: Use of District Facilities for Political Campaigns and Events (Delete)
- KLB-AR(1): Instructional Materials Reconsideration Procedure

- KLB-AR(2): Request for Reconsideration of Instructional Materials  
Presenter: Mike Scott / Travis Reiman / Dayle Spitzer / Michelle Morrison /  
Casey Waletich / Jordan Beveridge / Elaine Fox  
Time: 8:50 PM, 5 minutes

I. HCU / HEA Reports

Time: 8:55 PM, 5 minutes

J. Discussion Time

Time: 9:00 PM, 20 minutes

1. Student Representatives' Time
2. Superintendent's Time
3. Board of Directors' Time

K. Adjourn Regular Session

Time: 9:20 PM

4. Next Meetings of the Board of Directors:

- June 11, 2019 - Regular Session
- August 5, 2019 - Full-Day Work Session / Retreat (tentative)

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**HILLSBORO SCHOOL DISTRICT PARENT ADVISORY COMMITTEE**  
**REPORT AND DISCUSSION**

**SITUATION**

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

Further, the PAC collaborates and consults with the District's Office of Federal Programs, which receives federal funds under the Every Student Succeeds Act (ESSA), in order to: 1) raise achievement for low-income and/or otherwise disadvantaged children; 2) provide access and opportunities for parent involvement; 3) increase family engagement in schools; and 4) enhance collaboration between educators and parents.

PAC members are selected from schools serving high concentrations of students who are eligible to receive services under federal programs. In order to ensure that the majority of the membership is representative of ESSA-funded programs, the responsibility of recommending members for appointment is delegated to the District's PAC or the parent advisory committee area from which the member is selected.

**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 28, 2019**  
**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 2019-20.



**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**DISCUSS 2019-20 BOARD MEETING SCHEDULE**

**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 2019-20 school year are provided below for Board discussion. The Board is scheduled to approve the 2019-20 meeting dates on June 11, 2019. Staff will also reach out to the newly elected Board member to confirm availability.

| <u><b>Date</b></u> | <u><b>Meeting / Session</b></u>            |
|--------------------|--|
| August 5, 2019     | Full-Day Session (Retreat)                 |
| September 10, 2019 | Work Session                               |
| September 24, 2019 | Regular Session                            |
| October 8, 2019    | Work Session                               |
| October 29, 2019   | Regular Session                            |
| November 19, 2019  | Regular Session                            |
| December 10, 2019  | Regular Session                            |
| January 14, 2020   | Work Session                               |
| January 28, 2020   | Regular Session                            |
| February 11, 2020  | Work Session                               |
| February 25, 2020  | Regular Session                            |
| March 17, 2020     | Regular Session                            |
| April 14, 2020     | Work Session                               |
| April 28, 2020     | Regular Session / Budget Committee Meeting |
| May 12, 2020       | Work Session                               |
| May 26, 2020       | Regular Session                            |
| June 23, 2020      | Regular Session                            |

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors discuss the Board meeting schedule for the 2019-20 school year.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**LOCAL OPTION LEVY DISCUSSION**

**SITUATION**

During the August 2018 Board retreat, the Board discussed the possibility and potential timeline for a local option levy, and chose to place this topic on hold under there was greater clarity regarding K-12 funding at the state level. Board members will now revisit this topic.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors discuss the pros and cons, and potential timing, of a local option levy.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**RECOGNITION: JENNIFER JOHNSON SELECTED TO RECEIVE**  
**KAISER PERMANENTE'S THRIVING SCHOOLS HONOR ROLL AWARD**

**SITUATION**

The Kaiser Permanente Thriving Schools Honor Roll awards program recognizes individuals who are championing sustainable, healthy school environments. The program celebrates successes, recognizes innovation, and elevates best practices so that we can all be inspired.

Jennifer Johnson, Hillsboro School District's Climate and Culture TOSA, was selected to receive a 2018-19 Kaiser Permanente Thriving Schools Honor Roll award. Several individuals at Kaiser Permanente and in community organizations nominated Jenn for this award for her exemplary work championing healthy schools, and were thrilled when she was accepted by the Kaiser Permanente national staff. Eighteen other champions across the country also received a 2018-19 award; Jenn is the only recipient in Oregon.

Jenn's commitment to the students, staff and families in Hillsboro schools is inspiring and creates a learning opportunity for many of those who work with her. Jennifer Johnson, and her colleagues established the PAX Good Behavior Game, an initiative that creates safe and welcoming classroom environments where students can grow and thrive both emotionally and academically. The initiative took root in Hillsboro School District and is quickly gaining popularity and spreading to other school districts in Washington County.

Jennifer also helped establish the Hillsboro School District's Wellness Centers — classroom environments that offer a quiet, caring, and inclusive space for students to reflect and learn self-regulation skills so they can calm themselves when they are under stress. And she has been an advocate for Playworks, an evidence-based program that teaches young people resilience skills through games, play, and physical activity.

As a result of Jennifer's work, students are finding healthier ways to manage their emotions and continue to learn in the classroom. This work has far-reaching benefits, improving the experiences of staff members and other students.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors join Kaiser Permanente in recognizing Jennifer Johnson for championing a healthier school environment and for her commitment to our students.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends that the Board of Directors:

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

**Linda Busse**

Assignment: 1.0 FTE Math Teacher  
Location: Brown Middle School  
Effective Date: June 18, 2019  
Years of Service: 20 years

**Carol Liebertz**

Assignment: 1.0 FTE PE Teacher  
Location: South Meadows Middle School  
Effective Date: June 18, 2019  
Years of Service: 20 years

**Mark McDowall**

Assignment: 1.0 FTE 4<sup>th</sup> Grade Teacher  
Location: North Plains Elementary School  
Effective Date: June 18, 2019  
Years of Service: 13 years

**Cheryl McKernan**

Assignment: 1.0 FTE 2<sup>nd</sup> Grade Teacher  
Location: Imlay Elementary School  
Effective Date: June 18, 2019  
Years of Service: 28 years

**Michele Mudd**

Assignment: 1.0 FTE 1<sup>st</sup> /2<sup>nd</sup> Grade Teacher  
Location: Eastwood Elementary School  
Effective Date: June 18, 2019  
Years of Service: 30 years

**Mary Stover**

Assignment: 1.0 FTE Counselor  
Location: Century High School  
Effective Date: June 18, 2019  
Years of Service: 14 years



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

**Kayleen Alumbaugh**

Assignment: 1.0 FTE 1<sup>st</sup> Grade Teacher  
Location: Rosedale Elementary School  
Effective Date: June 18, 2019

**Sharon Bailey**

Assignment: 1.0 FTE Secondary Resource Specialist  
Location: Glencoe High School  
Effective Date: May 17, 2019

**Casey Crane**

Assignment: 1.0 FTE Music Teacher – Band Director  
Location: Glencoe High School  
Effective Date: June 18, 2019

**Kyle Ely**

Assignment: 1.0 FTE Resource Specialist  
Location: Evergreen Middle School – Student Services  
Effective Date: June 18, 2019

**Lorena Encinas Valenzuela**

Assignment: 1.0 FTE Chemistry Teacher  
Location: Hillsboro High School  
Effective Date: June 18, 2019

**Jacob Ferrie**

Assignment: 1.0 FTE 5<sup>th</sup> Grade Teacher  
Location: Indian Hills Elementary School  
Effective Date: June 18, 2019

**Cesar Garcia**

Assignment: 1.0 FTE Dual Language 3<sup>rd</sup> Grade Teacher  
Location: Free Orchards Elementary School  
Effective Date: June 18, 2019

**Paige Grandas**

Assignment: 1.0 FTE 3<sup>rd</sup> Grade Teacher  
Location: Farmington View Elementary School  
Effective Date: June 18, 2019

**Ashley Griffiths**

Assignment: 1.0 FTE Science Teacher  
Location: Poynter Middle School  
Effective Date: June 18, 2019

**Gwendolyn Hullinger**

Assignment: 1.0 FTE Art Teacher  
Location: Liberty High School  
Effective Date: June 18, 2019

**Grace Liao**

Assignment: 1.0 FTE Science Teacher  
Location: Glencoe High School  
Effective Date: June 18, 2019

**Matthew Odman**

Assignment: 1.0 FTE 6<sup>th</sup> Grade Teacher  
Location: Quatama Elementary School  
Effective Date: June 18, 2019

**Shirley Pate**

Assignment: 0.4 FTE School Counselor  
Location: Patterson Elementary School  
Effective Date: June 18, 2019

**Trevor Spangle**

Assignment: 1.0 FTE Social Learning Center Teacher  
Location: Tobias Elementary School  
Effective Date: June 18, 2019

**Brooke Vilante**

Assignment: 1.0 FTE TOSA  
Location: Administration Center – Office for School Performance  
Effective Date: June 18, 2019

**Kimberly Watson**

Assignment: 0.5 FTE English Language Learner Teacher  
Location: Rosedale Elementary School  
Effective Date: May 16, 2019

- C. Approve the employment of the following administrative personnel in the 2019-20 school year:

**Justin Welch**

Assignment: Principal  
Location: South Meadows Middle School  
Effective Date: July 1, 2019

- D. Approve the employment of the following licensed personnel in the 2018-19 school year:

**Krista Becker**

Education: MA – Portland State University, Portland, OR  
Experience: 1 Year  
Assignment: 1.0 FTE 5<sup>th</sup> Grade Teacher – WL Henry Elementary School

**Janae May**

Education: MA – American College of Education, Indianapolis, IN  
Experience: 1 Year  
Assignment: 1.0 FTE Kindergarten Teacher – McKinney Elementary School

**Cassandra Moore**

Education: BA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE Social Learning Center Teacher – Reedville Elementary School

**Susan Serres**

Education: MA – Western Governor's University, Salt Lake City, UT  
Experience: None  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade – Tobias Elementary School

**Amy Taylor**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 8 Years  
Assignment: 1.0 FTE 6<sup>th</sup> Grade – Minter Bridge Elementary School

**Leah Wegner**

Education: MA – Portland State University, Portland, OR  
Experience: 2 Years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade – Tobias Elementary School

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**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 2018-19 school year. The following figures are final allocations approved by the Oregon Department of Education (ODE) from the subgrant applications submitted November 2018 through January 2019.

| <b>Name of Title Program</b>                             | <b>Allocation</b>  |
|--|--------------------|
| Title I-A  | \$3,979,442        |
| Title I-C - Regular School Program                       | \$1,016,917        |
| Title I-C - Preschool Program                            | \$97,557           |
| Title I-C - Summer School                                | \$397,392          |
| Title I-D - Neglected & Delinquent                       | \$22,738           |
| Title II-A - Highly Qualified & Professional Development | \$565,307          |
| Title III - English Language Acquisition                 | \$496,563          |
| Title IV-A Student Support and Academic Enrichment       | \$263,377          |
| Perkins Basic  | \$175,413          |
| <b>Total</b>   | <b>\$7,014,706</b> |

The District submitted all of the components of the ESEA Budget Narrative Spending Workbooks by the January 30, 2019, due date. Individual grant departments at ODE approved their particular sections. The final approvals were received in January 2019. Details of the project goals and narrative were also submitted to ODE, and are available for review.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve the consolidated federal funds for 2018-19.



**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE REVISIONS TO POLICIES INCLUDED IN ANNUAL NOTIFICATIONS TO**  
**STAFF, STUDENTS, AND FAMILIES (PART 2)**

**SITUATION**

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

Policy language must meet the following criteria:

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

In April, May, and June, policies and administrative regulations that are included in annual notifications to staff, students, and families are being prioritized. Revisions to the second section of these, listed below, were reviewed by the Superintendent and Cabinet members, and presented to the Board for first reading on May 14. No comments or questions were received from the public regarding these policies and administrative regulations during the review period.

- Policies in Section G
  - GBN/JBA: Sexual Harassment
  - GCAB: Personal Electronic Devices and Social Media – Staff
- Policies in Section I
  - IB: Freedom of Expression
  - IBB: Freedom of Expression/Staff (delete)
  - IGAEB: Drug, Alcohol, and Tobacco Prevention, Health Education
  - IGBAG: Special Education – Procedural Safeguards
  - IGBAG-AR: Special Education – Procedural Safeguards
  - IGDA: Student Organizations
  - IIBGA: Electronic Communications System
  - IICB: Community Resources--Guest Speakers
  - IKI: Academic Integrity
  - ING: Animals in District Facilities
- Policies in Section J
  - JB: Equal Educational Opportunity
  - JE/JED/JEDA: Student Attendance
  - JEA: Compulsory Attendance
  - JFC: Student Conduct
  - JFCA: Student Dress and Appearance
  - JFCB: Care of District Property by Students

- JFCC: Student Conduct on Buses (delete)
- JFCEA: Gangs
- JFCEB: Personal Electronic Devices and Social Media – Students
- JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student
- JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- JFG: Student Search and Seizure
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- JGE: Expulsion
- JHCCA: Students – HIV, HBV, and AIDS
- JHCD/JHCDA: Medications
- JHCD/JHCDA-AR: Medications
- JHFA: Supervision of Students
- JO/IGBAB: Education Records/Records of Students with Disabilities
- JO/IGBAB-AR(1): Education Records/Records of Students with Disabilities Management
- Policies in Section K
  - KBE: Political Campaigns

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve the revisions to these policies, which will be included in annual notifications to staff, students, and families.



Code: **GBN/JBA**  
Adopted: 12/16/14  
Orig. Code: GBN/JBA

## Sexual Harassment

The Board is committed to the elimination of sexual harassment in District facilities and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff members, or third parties who are on or immediately adjacent to school grounds, at any District-sponsored activity, on any District-provided transportation, or at any official District bus stop, by other students, staff members, Board members, or third parties.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events.

“District” includes District facilities, District premises and nondistrict property if the student or employee staff member is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control jurisdiction of the District, or where the employee staff member is engaged in District business.

The prohibition also includes off-duty conduct that has the effect of interfering with a staff member’s or third party’s ability to perform District business.

Sexual harassment of students, and staff members, or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student, or employment or assignment of staff members;
3. The conduct or communication is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance or with an employee’s staff member’s ability to perform his/her job responsibilities; or creates an intimidating, offensive, or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile, was it reasonable to view the environment as hostile, the nature of the conduct, how often the conduct occurred and how long it continued, age and sex of the complainant, whether the alleged harasser was in a position of power

over the student or staff member subjected to the harassment, number of individuals involved, age of the alleged harasser, where the harassment occurred, and other incidents of sexual harassment at the school involving the same or other students, ~~or staff members, or third parties.~~

Examples of sexual harassment may include, but not be limited to, physical touching of a sexual nature; displaying or distributing sexually explicit drawings, pictures, graffiti, or written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity, or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, ~~or employees~~ staff members, or third parties who ~~has~~ have knowledge of conduct in violation of this policy or feels ~~he/she is~~ they are a victim of sexual harassment must immediately report ~~his/her~~ their concerns to the building principal, compliance officer, or Superintendent ~~for~~ designee, who has overall responsibility for all investigations. ~~As~~ Students may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate District official.

Upon receipt of a complaint by a student, student's parents, a staff member, or a third party alleging behavior that may violate this policy, the District shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

~~In the event the person responsible for the investigation is the subject of the complaint, the assistant superintendent of Human Resources shall receive the report. If the assistant superintendent of Human Resources is the subject of the complaint, the complaint shall be referred to the assistant superintendent of the Office for School Performance.~~

The student and/or the student's parents, ~~or staff member,~~ or third party who initiated the complaint shall be notified ~~of the findings of the investigation and, if appropriate, that remedial action has been taken~~ that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy ~~shall~~ may not adversely affect the educational assignments or ~~study~~ educational environment of a student complainant, ~~or any terms or conditions of employment or work environment of a~~ the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the District against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the District to stop the sexual harassment, prevent its recurrence, and address negative consequences. Students in violation of this policy shall be subject to discipline, up to and including, expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. ~~Employees~~ Staff members in violation of this policy shall be subject to discipline, up to and including, dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent ~~or~~ designee or the Board.

Additionally, the District may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The Superintendent ~~for~~ designee shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff ~~members~~, and students, and that annually, the name and position of District officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses, or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, ~~and staff members, and third parties, posted on the District's website, and published in student/parent and staff handbooks.~~ The District's policy shall be posted on a sign in all schools. ~~Such posting~~ Posted signs shall be ~~by a sign of at least 8-1/2" inches by 11" inches.~~

The Superintendent ~~for~~ designee will establish a process of reporting incidents of sexual harassment.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.706](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)  
[ORS 342.850](#)

[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)

[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)  
HB 4150 (2018)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Corrected 3/20/19; Corrected 5/01/19



Code: **GCAB**  
Adopted: 8/26/14  
Orig. Code: GCAB

## **Personal Electronic Devices and Social Media - Staff\*\***

Staff member possession or use of personal electronic devices on District property, in District facilities during the work day, and while the staff member is on duty in attendance at District-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the Superintendent ~~or~~ designee. At no time, whether used on-duty or off-duty will a personal electronic device be used in a manner that interferes with staff duties and responsibilities, or in a manner that violates state and/or federal law.

A “personal electronic device” is a device not issued by the District that is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Social media tools may be used by staff in a manner that supports the instructional and learning environment.

The District will not be liable for loss or damage to personal electronic devices brought onto District property and to District-sponsored activities.

Staff members, while on duty and off duty, will utilize social media websites, public websites, and blogs judiciously by not posting confidential information about students, staff or District business.<sup>1</sup> Staff may not post images of District facilities, staff, students, volunteers, or parents without authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students, and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school. Communication with students using personal electronic devices will be appropriate, professional, and school-related. **Messaging students for nonschool-related activities or matters is prohibited.**

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with Superintendent ~~or~~ designee approval.

Staff members are subject to disciplinary action, up to and including dismissal, for using a personal electronic device in any manner that is illegal or violates the terms of this policy, administrative regulation, or other District acceptable use guidelines. Staff actions on social media websites, public websites, and blogs, while on or off duty, ~~which that~~ **disrupts** the school environment, are subject to disciplinary action,

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<sup>1</sup> Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

up to and including dismissal. A “disruption” for purposes of this policy includes, but is not limited to, one or more parents threaten to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school, and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) is prohibited and may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies as required by law or as deemed appropriate by the administration.

Licensed staff are subject at all times to the Standards of Competent and Ethical Performance for Teachers. (See Board policy GCAA)

The Superintendent or designee shall ensure that this policy is available to all employees.

END OF POLICY

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**Legal Reference(s):**

[ORS 167.057](#)  
[ORS 163.432](#)  
[ORS 163.433](#)  
[ORS 163.684](#)  
[ORS 163.686](#)  
[ORS 163.687](#)

[ORS 163.688](#)  
[ORS 163.689](#)  
[ORS 163.693](#)  
[ORS 163.700](#)  
[ORS 326.011](#)  
[ORS 326.051](#)

[ORS 332.072](#)  
[ORS 332.107](#)  
[ORS 336.840](#)  
[OAR 584-020-0000 to -0035](#)

Copyrights, Title 17, as amended, United States Code; 19 C.F.R. Part 133 (2014).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Corrected 3/20/19; Corrected 4/17/19; 5/01/19



Code: **IB**  
Adopted: 11/29/11  
Orig. Code: IB

## **Freedom of Expression**

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

### **Freedom of Student Inquiry and Expression**

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

### **Freedom of Association**

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age.

Each student organization must have a faculty advisor to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures, and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

### **Publications**

On occasion, materials such as leaflets, newsletters, cartoons, and other items are prepared and distributed by students as part of the educational process and free expression in an academic community. Such materials may be reviewed by the administrator or may be restricted or prohibited, however, pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level, and/or maturity of the reading audience;



3. The material is poorly written, inadequately researched, biased, or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, ~~for example, e.g.,~~ if the material uses, advocates, or condones the use of profane language, or advocates or condones the commission of unlawful acts; and
7. Students, parents, and members of the public might reasonably perceive the materials to bear the sanction or approval of the District.

### **High School Student Journalists**

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. “School-sponsored media” means materials that are prepared, substantially written, published, or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student-media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place, and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent, or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law; or
6. So incites students as to create a clear and present danger of:
  - a. The commission of unlawful acts on or off school premises;
  - b. The violation of District policies; or
  - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the Superintendent’s designee. The Superintendent’s designee shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials, and the Superintendent’s designee. At the

Superintendent’s designee’s discretion, the District’s legal counsel may also attend the meeting. The Superintendent’s designee shall make his/her decision within three school days of the meeting.

If the complainant is not satisfied with the decision of the Superintendent’s designee, he/she may appeal to the Board under established District procedures.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.477](#)

[ORS 339.880](#)

[ORS 339.885](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.



Code: **IBB**  
Adopted: 12/16/08  
Orig. Code: IBB

## Freedom of Expression/Staff

*(See policy INB and GCAA)*

The Board seeks to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of expression, as defined by federal and state law and by Board policy, will be guaranteed to teachers to create a classroom atmosphere that allows students to raise questions dealing with critical issues.

The teacher is responsible for exercising judgment in selecting issues of educational value for discussion.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)  
[ORS 332.107](#)  
[ORS 339.880](#)

[ORS 339.885](#)  
[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).  
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).  
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).  
U.S. CONST. amend. I; U.S. CONST. amend. XIV.  
OR. CONST., art. I, § 8.



Code: **IGAEB**  
Adopted: 10/01/16  
Orig. Code: IGAEB

## **Drug, Alcohol, and Tobacco Prevention, Health Education\*\***

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

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

The District's drug, alcohol, and tobacco curriculum will be age-appropriate, reviewed annually, and updated as necessary to reflect current research and Oregon's Health Education Academic Content Standards.

Drug, alcohol, and tobacco prevention instruction will be integrated in the District's health education courses for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all high school students, grades 9-12, shall receive instruction about drug and alcohol prevention. Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules.

The District will include information regarding the District's intervention and referral procedures, including those for drug-related medical emergencies, in student/parent and staff handbooks.

**"Intervention"** is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally, as a result of prohibited drug, alcohol, and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or under the influence of, unlawful drugs, alcohol, other intoxicants, or tobacco on District property, on a school bus, or while participating in any District-sponsored activity, whether on District property or at sites off District property, will escort the student to the office or designated area, and will report the information to the principal or his/her designated representative.

The building principal or designee will:

1. Call law enforcement, if deemed appropriate;

2. Call the parents ~~or~~ guardians for a meeting;
3. Discuss the incident with student, parents ~~or~~ guardians if available, and ~~police~~ law enforcement if contacted;
4. Impose the penalty for violations using due process procedures;
5. Tell the parents ~~or~~ guardians about resources that offer treatment or assistance for young people suffering from drug-, alcohol-, or tobacco-related problems.

Students possessing, using, and/or selling unlawful drugs, including drug paraphernalia, alcohol, or tobacco on District property, in District vehicles, at District-sponsored activities on or off District grounds, shall be subject to discipline up to and including expulsion, as outlined in the Standards of Student Conduct handbook (JF/JFA-AR). 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 or placement, manifestation determination, and an interim alternative educational setting. Students may also be referred to law enforcement officials.

Each year the administration will meet with law enforcement officials to discuss the following:

1. Who the school should call for suspected violations of the law or other needs;
2. How school representatives should handle evidence of a suspected offense (e.g., school staff should not taste a substance to ascertain whether or not it is a drug).
3. What questioning procedures may take place on District property;
4. Other needs of the District and law enforcement to avoid conflicts or confusion before a substance-related incident occurs.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents ~~or~~ guardians shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in District-sponsored activities off District grounds, shall be included in the District's comprehensive first aid/emergency plan.

The District will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies, or the education service district for drug-free schools grants.

A planned staff development program that includes current drug, alcohol, and tobacco prevention education, and an explanation of the District's plan and staff responsibilities within that plan, will be developed by the Superintendent ~~or~~ designee. The input of staff, parents, and the community is encouraged to ensure a staff development program that best meets the needs of District students.

The District will develop a public information plan for students, staff, and parents.

The District’s drug, alcohol, and tobacco prevention policy; health education policy; and other related Board policies, rules, and procedures will be reviewed annually and updated as needed.

END OF POLICY

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**Legal Reference(s):**

|   |   |   |
|---|---|---|
| <a href="#"><u>ORS 163.575</u></a>      | <a href="#"><u>OAR 581-015-2060</u></a> | <a href="#"><u>OAR 581-015-2420</u></a> |
| <a href="#"><u>ORS 336.067</u></a>      | <a href="#"><u>OAR 581-015-2070</u></a> | <a href="#"><u>OAR 581-015-2425</u></a> |
| <a href="#"><u>ORS 336.222</u></a>      | <a href="#"><u>OAR 581-015-2075</u></a> | <a href="#"><u>OAR 581-015-2430</u></a> |
| <a href="#"><u>ORS 339.873</u></a>      | <a href="#"><u>OAR 581-015-2205</u></a> | <a href="#"><u>OAR 581-015-2435</u></a> |
| <a href="#"><u>ORS Chapter 475</u></a>  | <a href="#"><u>OAR 581-015-2220</u></a> | <a href="#"><u>OAR 581-015-2440</u></a> |
|   | <a href="#"><u>OAR 581-015-2225</u></a> | <a href="#"><u>OAR 581-015-2600</u></a> |
| <a href="#"><u>OAR 581-011-0052</u></a> | <a href="#"><u>OAR 581-015-2230</u></a> | <a href="#"><u>OAR 581-015-2605</u></a> |
| <a href="#"><u>OAR 581-015-2000</u></a> | <a href="#"><u>OAR 581-015-2235</u></a> | <a href="#"><u>OAR 581-021-0050</u></a> |
| <a href="#"><u>OAR 581-015-2040</u></a> | <a href="#"><u>OAR 581-015-2240</u></a> | <a href="#"><u>OAR 581-021-0055</u></a> |
| <a href="#"><u>OAR 581-015-2045</u></a> | <a href="#"><u>OAR 581-015-2325</u></a> | <a href="#"><u>OAR 581-022-2030</u></a> |
| <a href="#"><u>OAR 581-015-2050</u></a> | <a href="#"><u>OAR 581-015-2410</u></a> | <a href="#"><u>OAR 581-022-2045</u></a> |
| <a href="#"><u>OAR 581-015-2055</u></a> | <a href="#"><u>OAR 581-015-2415</u></a> |   |

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).  
Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).



Code: **IGBAG**  
Adopted: 11/29/11  
Orig. Code: IGBAG

## **Special Education – Procedural Safeguards\*\***

### **Procedural Safeguards – General**

The District ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed District actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions, and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and

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<sup>1</sup> If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

12. Attorney's fees.

### **Procedural Safeguards Notice**

1. The District provides to parents a copy of the *Notice of Procedural Safeguards*, published by the Oregon Department of Education, at least once per year and upon initial referral, or parent request for special education evaluation, and upon any other parent request. The District also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The District provides the *Notice of Procedural Safeguards* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The District maintains written evidence that it meets these requirements.

### **Parent or Adult Student Meeting Participation**

1. The District provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP, and educational placement of the student, and the provision of a free appropriate public education to the student.
2. The District provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - a. States the purpose, time, place of the meeting, and who is invited to attend;
  - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
  - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
    - (1) Indicates that the student will be invited; and
    - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The District takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the District will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.



5. The District may conduct an evaluation planning or eligibility meeting without the parent or adult student if the District provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517 (2008).



Code: **IGBAG-AR**  
Adopted: 6/26/18  
Orig. Code: IGBAG-AR

## **Special Education – Procedural Safeguards\*\***

*(See page 4 for change in item 4.i.(2))*

### **1. Procedural Safeguards**

a. The ~~d~~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 ~~d~~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 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 ~~d~~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 ~~d~~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 eD 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 eD 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 eD 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 eD District will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The eD District may conduct an evaluation planning or eligibility meeting without the parents or adult student if the eD District provided meeting notice to the parents or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The eD District may conduct an IEP or placement meeting without the parents or adult student if the eD 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 eD 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 eD District proceeds with an IEP meeting without a parent or adult student, the eD 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 eDistrict 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 eDistrict 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 eDistrict.
- j. An IEP meeting does not include:
  - (1) Informal or unscheduled conversations involving eDistrict 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 eDistrict 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 eDistrict 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 eDistrict secures nominations of persons to serve as surrogates. The eDistrict 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 eDistrict will only appoint a surrogate who:
  - (1) Is not an employee of the eDistrict 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 eDistrict will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The eDistrict provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the eDistrict 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 ~~e~~District appoints a surrogate at parent request, the ~~e~~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 ~~e~~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 ~~e~~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 ~~e~~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 ~~e~~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 ~~e~~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 eDistrict 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 eDistrict 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 eDistrict.

## 6. Prior Written Notice

- a. The eDistrict provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the eDistrict:
  - (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 eDistrict;
  - (2) An explanation of why the eDistrict 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 eDistrict 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 eDistrict 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 eDistrict to provide special education and related services.
- b. The eDistrict 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 eDistrict may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The eDistrict 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 eDistrict 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 eDistrict 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 eDistrict 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 eDistrict will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The eDistrict stands ready to serve the student if the parent or adult student later consents.

## 9. Consent – Reevaluation

- a. The eDistrict obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
  - (1) The eDistrict does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the eDistrict does not conduct individual intelligence tests or tests of personality without consent.
  - (2) If a parent refuses to consent to the reevaluation, the eDistrict 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 eDistrict 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 eDistrict:
  - (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 eDistrict 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 eDistrict:
  - (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 eDistrict 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 eDistrict 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 eDistrict 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 eDistrict 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 eDistrict 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 eDistrict does not need written parental consent if an administrative law judge determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

## 12. Independent Educational Evaluations

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



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

### 13. Dispute Resolution – Mediation

- a. The eDistrict 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 eDistrict 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 eDistrict who has the authority to bind the eDistrict to the mediation agreement.

- (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
- (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

#### 14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the eDistrict or ESD along with a request for a eDistrict response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the eDistrict responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The eDistrict sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, eDistrict personnel participate in interviews and provide additional documents as needed.
- d. The eDistrict 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 eDistrict satisfies its corrective action obligations in a timely manner.
- f. If the eDistrict 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 eDistrict acknowledges that parents may request a due process hearing if they disagree with a eDistrict 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 eDistrict 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 eDistrict or the attorney representing the eDistrict provides notice to the parent and to ODE.
- d. The party, including the eDistrict, 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 eDistrict's proposal or refusal, the eDistrict, 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 eDistrict proposed or refused to take the action raised in the hearing request;
  - (2) A description of other options that the eDistrict considered and the reasons why those options were rejected;
  - (3) A description of each evaluation procedure, assessment, record, or report the eDistrict used as the basis for the proposed or refused action; and

- (4) A description of the factors relevant to the eDistrict's proposal or refusal.

#### 16. Resolution Session

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



Code: **IGDA**  
Adopted: 2/24/09  
Orig. Code: IGDA

## Student Organizations

The District encourages curriculum-related student organizations. District staff will facilitate such organizations and District resources may be used to support them. The District may also support student organizations which are not directly curriculum-related.

The principal will develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one faculty advisor to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school premises during non-instructional time. If the content of such a club's meetings is religious in nature, school staff may attend only in a non-participatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

END OF POLICY

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### Legal Reference(s):

[ORS 339.880](#)  
[ORS 339.885](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).



Code: **IIBGA**  
Adopted: 5/23/17  
Orig. Code: IIABB

## **Electronic Communications System**

The Board is committed to the development and establishment of a quality, equitable, and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The District's system will be used to provide statewide, national, and global communications opportunities for staff and students.

The Superintendent will establish administrative regulations for the use of the District's system, including compliance with the following provisions of the Children's Internet Protection Act (CIPA):

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using electronic mail, social media, chat rooms, and other forms of direct electronic communications;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities, by minors online;
7. Prohibiting unauthorized disclosure, use, and dissemination of personal information regarding minors;
8. Installing measures designed to restrict minors' access to materials harmful to minors.

The Superintendent will establish administrative regulations for use of the District's system by staff using their own personal electronic devices to download and store District proprietary information, including personally recognizable information about District students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the

Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, and will include a complaint procedure for reporting violations.

The Superintendent will also establish administrative regulations for use of the District's electronic communications system to comply with copyright law.

Failure to abide by District policy and administrative regulations governing use of the District's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline, up to and including expulsion. Staff violations will also result in discipline, up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines, or other charges may also be imposed.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.765](#)  
[ORS 133.739](#)  
[ORS 163.435](#)  
[ORS 164.345](#)  
[ORS 164.365](#)

[ORS 167.060 to -167.100](#)  
[ORS Chapter 192](#)  
[ORS 332.107](#)  
[ORS 339.250](#)  
[ORS 339.270](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (2012); 47 C.F.R. Section 54.520 (2017).

Copyrights, 17, U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

*Oregon Attorney General's Public Records and Meetings Manual*, Appendix H, (2014).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (2012); 34 C.F.R. Part 84, Subpart F (2017).

Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (2012); 21 C.F.R. §§ 1308.11-1308.15 (2017).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012); 34 C.F.R. Part 99 (2017).

Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

Every Student Succeeds Act, 20 U.S.C. § 7131 (2012).

Americans with Disabilities Act Amendments Act of 2008.



Code: **IICB**  
Adopted: 2/24/09  
Orig. Code: IICB

## Community Resources – Guest Speakers

In order to maintain an accurate accounting of guest speakers appearing at our schools, teachers are to provide the following information to the building principal at least one week before an invitation is extended:

1. Name of speaker(s);
2. Whom they represent;
3. Issues or topics to be covered in the presentation and how they relate to academic content standards;
4. Class(es) and period(s) to whom they will be speaking;
5. Teacher who wishes to extend the invitation; and
6. Dates the speaker will be on campus.

Prior arrangements shall be made with the administrator for guest speaker presentation. In cases where speakers may be controversial, it shall be the responsibility of the Superintendent, principal, department coordinator and teacher to see that differing viewpoints of an issue are presented. When opinions differ as to the advisability of using a particular speaker, the Superintendent shall have the final determination.

Principals will make arrangements to maintain a permanent record of the above information and will be certain all staff members in their building are informed of this policy.

The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).



Code: **IKI**  
Adopted: 3/14/17  
Orig. Code: IKI

## Academic Integrity

The Board believes that students should strive to achieve their academic goals. This objective is accomplished through honest and diligent efforts by students to understand the subject matter, themselves, and the world in which they live. The Board desires to encourage the development of critical thinking skills in students, to show them the benefits of setting and accomplishing goals, and to help students realize the satisfaction and reward of learning.

Students are expected to put forth their best efforts on tests and assignments, and not deliberately underperform. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

Students are encouraged to converse with others and assist other students, except when doing so is inconsistent with testing or assignment instructions. This dialogue or exchange of ideas both inside and outside the classroom helps facilitate learning by everyone. Assisting others is prohibited, however, when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aids or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Students who engage in academic dishonesty must either complete the invalidated summative assessment or an alternative assessment chosen by staff. Violation of this policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense. Discipline may include detention; prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors, or privileges; or suspension or expulsion<sup>1</sup>.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 339.240](#)

[ORS 339.250](#)

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

Corrected 5/01/19

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<sup>1</sup> Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.





Code: **ING**  
Adopted: 5/23/17  
Orig. Code: ING

## Animals in District Facilities

Only service animals<sup>1</sup> serving persons with a disability and animals approved by the superintendent or designee that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

Approved animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)  
[ORS 659A.400](#)

[OAR 581-053-0010](#)  
[OAR 581-053-0230\(9\)\(j\)](#)  
[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)  
[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).  
Americans with Disabilities Act Amendments Act of 2008.

<sup>1</sup> The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.



Code: JB  
Adopted: 4/28/09  
Orig. Code(s): JB

## Equal Educational Opportunity

~~It is the policy of the Board that equal educational opportunity and treatment be provided to all students. No student legally enrolled in the District shall, on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity administered or authorized by the Board.~~ Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation<sup>1</sup>, race, religion, color, national origin, disability, marital status, familial status, or parental status, linguistic background, culture, capability or geographic location.

The District staff shall acknowledge the dignity and worth of individuals and groups and their participative roles in society.

The District shall implement, in each school, programs which assure equity, opportunity, and access for all students, and will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.

The Superintendent will designate an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX through the District's complaint process. The Title IX coordinator's name, address, and telephone number will be provided to all students and employees.

The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

The Superintendent and District staff are directed to make continuous efforts to provide equal educational opportunities and to eliminate those conditions which may cause discrimination.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051](#)

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<sup>1</sup> "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 behaviors differs from that traditionally associated with the individual's sex at birth.

[ORS 329.025](#)  
[ORS 336.067](#)  
[ORS 336.082](#)  
[ORS 336.086](#)  
[ORS 342.123](#)

[ORS 659.850](#)  
[ORS Chapter 659](#)  
[ORS Chapter 659A](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.030](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Corrected 4/17/19



Code: **JE/JED/JEDA**  
Adopted: 5/01/16  
Orig. Code: JE/JED/JEDA

## Student Attendance

Regular and consistent attendance at school is fundamental to student success and personal responsibility. A pattern of regular attendance reflects a positive work ethic and attitude that is desirable in the workplace. It is, therefore, a responsibility of the school to promote good attendance and enforce the compulsory attendance laws of the State of Oregon.

~~It is the policy of this~~ The District ~~to will~~ meet these objectives:

1. Promote individual responsibility for each student's own learning and to understand the positive correlation between regular attendance at school and academic success.
2. Communicate clear expectations for student attendance, and inform parents/guardians about their student's attendance pattern.
3. Enforce this policy consistently with respect to consequences for unexcused and/or irregular attendance.

### Excused Absences

Except when exempt by Oregon law (ORS 339.030), all students between ages 6 and 18, who have not completed grade 12, are required to attend school full-time on a regular basis at the designated school within the attendance area.

All students five years of age who have been enrolled in a public school are required to attend regularly.

It is the student's responsibility to maintain regular attendance in all assigned classes. Criteria for excusing students for absences upon parent/guardian request may include:

1. Student illness/injury/quarantine;
2. Bereavement;
3. Serious illness in the family;
4. Religious instruction as permitted by policy JEFB – Release Time for Religious Instruction;
5. ~~In~~clement weather;
- 6.5. Family eEmergency situations;

## 7.6. Legal or court appointments requiring the student's attendance.

## 8.7. Approved district-sponsored activities.

The building administrator has the ultimate responsibility for deciding whether an absence is excused or unexcused, and may choose to excuse student absences for necessary family travel. Medical professionals may request that a student be granted an excused absence; however, parents/guardians are encouraged to schedule medical appointments outside the school day when possible. Students are encouraged to pre-arrange absences for reasons other than illness or family emergency. See school handbooks for specific procedures.

### Unexcused Absence/Truancy

"Truancy" is defined as absence from school without permission. Regular and punctual attendance is a major contributing factor to a student's progress in school, and also helps the student develop habits of responsibility which are essential for success later in life.

An absence is considered unexcused and a student shall be considered truant if the student:

1. Is absent without an excuse ~~by~~ ~~from~~ the parent/guardian; or
2. Leaves school or a class without permission from the teacher or administrator in charge.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

### Irregular/Excessive Excused Absences

Excessive absences negatively affect a student's academic progress. Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance. A student may be excused by the District for a period not to exceed ~~five~~ ~~5~~ days in a term of three months, or not to exceed ~~ten~~ ~~10~~ days in any term of at least ~~six~~ ~~6~~ months. Any such excuse shall be in writing directed to the building administrator, and include documentation (e.g., healthcare provider) (ORS 339.065).

According to Oregon state law, any student absent from school for ~~ten~~ ~~10~~ consecutive days must be dropped from school rolls (ORS 339.250, OAR 581-~~023~~-~~0006~~). Persons having legal control of a student ~~between the ages of 7 to and 18~~ who have not completed Grade 12 are required to ~~have the student attend school as~~ send the child to, and maintain the child in, regular attendance at a public full-time school during the entire school term pursuant to ORS 339.020. ~~Violation of this requirement is a Class C violation.~~ If the school determines that a parent/guardian has failed to enroll the child and to maintain the child in regular attendance, written notification shall be given to the parent/guardian, requiring the parent/guardian to attend a conference with a designated school official. If the parent/guardian does not attend or fails to send the child to school after the conference, state law and District policy allow the Superintendent ~~or~~ designee to issue a citation to appear in ~~Circuit~~ ~~C~~ court.

### Response and Intervention

Administrative procedures implementing this policy are published in the *Hillsboro School District Attendance Manual*, and reinforced annually in the student handbook. School attendance teams will respond to students who have unexcused or excessive absences using Attendance Manual procedures, which include intervention, the allocation of resources, and/or the application of disciplinary consequences. Per ORS 339.250(2)(b)(B), expulsion may not be used to address truancy.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.010](#)  
[ORS 339.020](#)  
[ORS 339.030](#)

[ORS 339.055](#)  
[ORS 339.065](#)  
[ORS 339.071](#)

[OAR 581-021-0050](#)  
[OAR 581-022-2000](#)

*(Annotation: verify legal references at finalization; this policy is triple coded. Policy on attendance (JE) is not required; JED and JEDA are both required policies.)*

Corrected 4/17/19



Code: JEA  
Adopted: 1/23/18  
Orig. Code: JEA

## **Compulsory Attendance\*\***

Except when exempt by Oregon law, all students between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages 6 and 18, who has not completed the 12th grade, are required to have the student attend school, and maintain the child in regular attendance during the entire school term. Persons having legal control of a student who is five years of age and who has been enrolled in a public school are required to have the student attend, and maintain the student in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.

A parent or other person lawfully charged with care or custody of a child, who is not supervising his/her student by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

The district will develop procedures for issuing a citation.

### **Exemptions from Compulsory School Attendance**

In the following cases, students shall not be required to attend public, full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools; and in attendance for a period equivalent to that required of students attending public schools;
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools;
3. Students who have received a high school diploma or a modified diploma.

4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school, for a period equivalent to that required of students attending public schools;
5. Students being educated in the home by a parent or guardian;
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
  - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
    - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
    - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
  - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
  - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
  - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
  - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law;



9. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college, or an alternative education program as defined in ORS 336.615.
10. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.588.

END OF POLICY

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**Legal Reference(s):**

[ORS 153.018](#)  
[ORS 163.577](#)  
[ORS 336.615](#) to -336.665  
[ORS 339.010](#) to -339.090  
[ORS 339.095](#)

[ORS 339.257](#)  
[ORS 339.990](#)  
[ORS 419B.550](#) to -419B.558  
[ORS 807.065](#)  
[ORS 807.066](#)

[OAR 581-021-0026](#)  
[OAR 581-021-0029](#)  
[OAR 581-021-0071](#)  
[OAR 581-021-0077](#)



Code: JFC  
Adopted: 5/18  
Orig. Code: JFC

## Student Conduct and Discipline

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the District's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day and during District-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning environment.

~~When considering s~~ Student disciplinary procedures that may result in removal of the student, the District follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA); for a student with disabilities must be in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

- ~~1. If the student is receiving IEP services;~~
- ~~2. For the student not yet identified as a student with a disability, the District had knowledge that the student had a disability and needed special education.~~

~~Disciplinary procedures that are age appropriate and, to the extent practicable, use approaches that are shown through research to be effective, shall be used by District personnel to correct behavioral problems, while supporting students' attendance at school and classes. Examples include, but are not limited to, reprimands, conferences, detention, loss of privileges, including bus riding, and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g. commencement ceremonies, valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, parking privileges, etc.). Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257, as provided by Board policy JHFD – Suspension of Driving Privileges. The District shall consider the age of the student and the student's past pattern of behavior prior to a suspension or expulsion of the student.~~

~~Students may be suspended in cases of serious infractions or repeated failure to comply with Board policy, administrative regulation, or school or classroom rules. Students may be expelled for any of the following circumstances: (a) when a student's conduct poses a threat to the health or safety of students or employees;~~

~~(b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or (c) when required by law.~~

~~The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:~~

- ~~1. Non-accidental conduct causing serious physical harm to a student or employee;~~
- ~~2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or~~
- ~~3. When the suspension or expulsion is required by law.~~

~~When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.~~

Restitution may be sought for willful damage to District property. Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257, as provided by Board policy JHFDA - Suspension of Driving Privileges. A referral to law enforcement may also be made for violations of the law. Parental assistance shall be requested when persistent violations occur. *(move to JG?)*

In accordance with Oregon Revised Statute (ORS) 339.250, ~~students shall be liable to discipline, the following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension, or expulsion for misconduct including, but not limited to:~~

1. Assault;
2. Hazing, ~~/Harassment, /Intimidation/ or Bullying, /Menacing, /Cyberbullying, / or Teen Dating V~~violence;
3. Coercion;
4. Threats of violence or harm;
5. Disorderly conduct;
6. Bringing, possessing, concealing, or using a weapon;
7. Vandalism, ~~/Malicious Mischief, / Theft or willful damage or destruction of private or District property on District premises or at District-sponsored activities;~~
8. Sexual harassment;
9. Possession, distribution, or ~~Use of tobacco products, alcohol, drugs, or inhalant delivery systems, or other controlled substances as prohibited by Board policy(ies) or law;~~

10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, or school or classroom rules.

The District recognizes that under the Unsafe School Choice Option of the Every Student Succeeds Act of 2015 (ESSA), a school can be deemed unsafe as a whole entity or for an individual student, based on expulsions for weapons violations, violent behavior, or expulsions for students arrested for the following criminal offenses occurring on District grounds, on District-sponsored transportation, and/or at District-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force, or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The District will record and report these infractions to the Oregon Department of Education, as required.

The District will provide the opportunity for all students in any District school identified as persistently dangerous, or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the District.

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.240](#)  
[ORS 339.250](#)

[ORS 659.850](#)

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

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).  
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).  
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).  
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).  
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).  
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).  
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).



Code: JFCA  
Adopted: 4/28/09  
Orig. Code: JFCA

## Student Dress and Appearance\*\*

Responsibility for dress and appearance rests primarily with students and their parents. However, the District expects student dress and appearance to meet standards which ensure that the following conditions do not exist:

1. Disruption or interference with the classroom learning environment;
2. Threat to the health and/or safety of the student or other students.

All students will abide by the dress and grooming standards identified in the Standards of Student Conduct. Violations, as determined by the district, may result in serious disciplinary action, including expulsion.

Students who represent the school in a voluntary activity may be required to conform to dress and appearance standards approved by the Superintendent or designee, and may be denied the opportunity to participate if those standards are not met.

END OF POLICY

### Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

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

Corrected 4/19/19 (via email)



Code: JFCB  
Adopted: 4/28/09  
Orig. Code: JFCB

### Care of District Property by Students\*\*

It is each student's responsibility to show respect for all school-District property. Any student who willfully damages or defaces District property ~~will~~ may be disciplined and charged restitution for costs related to ~~his/her~~ their acts.

The Board declares its intent to hold students and their parents responsible for the full costs of restitution, including prosecution to the full extent of the law if such costs are not paid. Notice of the District's intent will be provided annually in the student/parent handbook ~~as required by law~~.

It is the responsibility of each employee to see that students do not damage or injure any school-District property. Upon ~~detecting~~ determining the name of the student and property damaged, this information shall be passed on in writing to the school's building administrator. The District ~~will~~ may take disciplinary action, as well as action to recover the costs of the damage when students injure District property.

END OF POLICY

#### Legal Reference(s):

[ORS 30.765](#)  
[ORS 339.250](#)

[ORS 339.270](#)

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

Corrected 4/17/19



Code: JFCC  
Adopted: 4/28/09  
Orig. Code: JFCC

## Student Conduct on Buses

*(Can this be in the student handbook and on buses, or in bus conduct acknowledgement from parents/students? Also see EEACC for discipline procedures.)*

Students shall conform with all rules and regulations relating to conduct on school buses.

The bus driver shall be responsible for maintaining discipline at all times; however, this authority does not extend to taking disciplinary action.

The bus driver shall immediately report all cases of serious misconduct, using the bus conduct report form, to the building administrator or his/her designee, and the latter shall inform the driver of disciplinary action taken.

Permission to ride a school bus is a privilege granted by the District. It may be suspended by the building administrator if the student's conduct poses a threat to the safety or well-being of others or causes damage to District property.

Students who ride buses to and from school or school-sponsored activities will be notified of the rules set forth in Oregon Administrative Rules governing their conduct on buses, as well as of the consequences for violation of those rules.

END OF POLICY

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### Legal Reference(s):

[ORS 332.405](#)

[OAR 581-021](#)-0050 to -0075  
[OAR 581-053](#)-0010





Code: JFCEA  
Adopted: 4/28/09  
Orig. Code: JFCEA

## Gangs and Secret Societies

*(Kept secret societies in the policy title here since policy covers such topic.)*

The Board believes that the presence of gangs, and gang activities, and secret societies can cause a substantial disruption of, or material interferences with, school and school activities.

A “gang” is defined as a group that identifies itself through the use of a name, unique appearance, or language, including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.

Secret societies of every kind and character are unlawful in any public school in Oregon. A student may be subject to discipline up to and including expulsion.

~~By this policy, the Board acts to prohibit the existence of gangs, and gang activities as follows, and secret societies in District schools, on District property, and at district-sponsored activities or events.~~

No student on or about school-District property or at any school activity shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang;
2. Commit any act or omission, or use any speech, either verbal or nonverbal (e.g., gestures, handshakes, etc.) showing membership or affiliation in a gang;
3. Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to:
  - a. Soliciting others for membership in any gangs;
  - b. Requesting any person to pay for protection or otherwise intimidating or threatening any person;
  - c. Committing any other illegal act or other violation of District policies;
  - d. Inciting other students to act with physical violence upon any other person.

All students will abide by the Standards of Student Conduct, this policy, and its administrative regulation. Violations, as determined by the district, may result in serious disciplinary action, up to and including expulsion.

The Superintendent or designee will develop an administrative regulation to implement this policy.

END OF POLICY

**Legal Reference(s):**

[ORS 336](#).109

[ORS 339](#).240 to -339.280

[ORS 339](#).885

[ORS 659](#).850

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

Olesen v. Board of Educ. of Sch. Dist., 676 F. Supp. 820 (N.D. Ill. 1987).

Neuhaus v. Federico, 12 Or. App. 314 (1973).

Burkitt v. Sch. Dist. No. 1, 195 Or. 471 (1952).

Tinker v. Des Moines Community Sch. District, 393 U.S. 503 (1969).

Corrected 4/19/19 (via email)



Code: JFCEB  
Adopted: 7/14  
Orig. Code: JFCEB

## **Personal Electronic Devices and Social Media – Students\*\***

Students may be allowed to use and possess personal electronic devices on District property and at District-sponsored activities, provided such devices are not used in any manner that may disrupt the learning environment or District-sponsored activities, or violate Board policies, administrative regulations, acceptable use guidelines, school or classroom rules, or state and federal law.<sup>1</sup>

As used in this policy, a “personal electronic device (PED)” is a device not issued by the District, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the District implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

The District will not be liable for personal electronic devices brought on District property or to District-sponsored activities. The District will not be liable for information or comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

Social media tools (as defined in administrative regulation JFCEB-AR) may be used by students in a manner that supports the instructional and learning environment. The District will not be responsible for information/comments posted by students on social media websites when the student is not using social media tools directly related to District activities.

The Superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on District property and at District-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the Superintendent may deem necessary. The Superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations, and school rules

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<sup>1</sup> The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually, and updated as necessary.

END OF POLICY

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**Legal Reference(s):**

[ORS 332](#).107

[ORS 336](#).840

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2017).

Corrected 4/17/19



Code: JFCF  
Adopted: 6/01/16  
Revised/Readopted:  
Orig. Code: JFCF

## **Hazing, Harassment, Intimidation, Bullying, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student\*\***

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes law.

Hazing, harassment, intimidation, or bullying, menacing, bullying, and cyberbullying by students, staff, and third parties toward students are strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is also strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense, and will result in disciplinary action or other consequences and appropriate sanctions remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. The District may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to District property, or the use of threats, intimidation, harassment, or coercion. *ORS 339.254 repealed*

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The building principals/supervisors and the Superintendent or designee are responsible for ensuring that this policy is implemented.

R2/28/19 | PH

Hazing, Harassment, Intimidation, Bullying, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student\*\* – JFCF

## Definitions

“District” includes District facilities, District premises, and nondistrict property if the student is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events where students are under the ~~control~~-jurisdiction of the District.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or grade-level attainment (e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student); that requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or the assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance that takes place on or immediately adjacent to District grounds, at any District-sponsored activity, on District-provided transportation, or at any official District bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; ~~or~~
3. Creating a hostile educational environment including interfering with the psychological well-being of the student ~~and may be based on, but not limited to, the protected class of the person.~~

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, familial status, source of income, or disability.

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<sup>1</sup> “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 behaviors differs from that traditionally associated with the individual’s sex at birth.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully. Refer to District policy JFCEB and JFCEB-AR: - Personal Electronic Devices and Social Media - Students for District requirements regarding the use of personal electronic devices.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation, or bullying, menacing, bullying, or cyberbullying, or teen dating violence toward the victim, a person in response to an student for actually or apparently reporting of, or participating in the investigation of, hazing, harassment, intimidation, or bullying, menacing, bullying, cyberbullying, teen dating violence, or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a District employee, student, or third party in fear of imminent serious physical injury.

## Reporting

The building principal/supervisor will take reports and conduct a prompt investigation of any reported of an acts of hazing, harassment, intimidation, or bullying, menacing, bullying, or cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on District property, at a District-sponsored activity, or in a District vehicle or vehicle used for transporting students to a District activity district-provided transportation shall immediately report the incident to the building principal/supervisor. Failure of an employee to report an act of hazing, harassment, intimidation, or bullying, menacing, bullying, or cyberbullying, or teen dating violence to the building principal/supervisor may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has they have been subjected to act of hazing, harassment, intimidation, or bullying, menacing, bullied, cyberbullied, or feels they have been a victim of teen dating violence in violation of this policy is encouraged to immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations.

This report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate District official.

Complaints Reports against the principal/supervisor shall be filed with the Superintendent / designee chief human resources officer. Reports against the chief human resources officer shall be filed with an assistant superintendent of the office for school performance. Reports against an assistant superintendent of the office for school performance shall be filed with the Superintendent. Complaints Reports against the Superintendent shall be filed with the Board Chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the Superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations.

The District shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation, or bullying, menacing, bullying, and cyberbullying and this policy.

The District shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12 in accordance with adopted standards.

The District shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation, or bullying, menacing, bullying, cyberbullying, teen dating violence, and domestic violence and this policy.

The Superintendent / or designee shall be responsible for ensuring annual notice of this policy is provided in a student and/or employee handbook, and available on school and District's websites, and in school and District offices, and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the District, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

#### Legal Reference(s):

[ORS 107.705](#)  
[ORS 166.065](#)  
[ORS 166.155 - 166.165](#)  
[ORS 174.100\(7\)](#)  
[ORS 332.072](#)

[ORS 332.107](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
~~[ORS 339.254](#)~~  
[ORS 339.351 - 339.368](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0055](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Corrected 4/17/19; Corrected 5/01/19

R2/28/19 | PH

Hazing, Harassment, Intimidation, Bullying, Menacing, Bullying,  
Cyberbullying, Teen Dating Violence, or Domestic Violence - Student\*\* – JFCF

4-4





Code: **JFCG/JFCH/JFCI**  
Adopted: 5/22/18  
Orig. Code: JFCG/JFCH/JFCI

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

Student possession, use, distribution, or sale of tobacco products, 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.

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

END OF POLICY

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**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 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).  
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Corrected 5/01/19



Code: JFG  
Adopted: 7/14  
Orig. Code: JFG

## Student Searches and Seizure\*\*

The Board seeks to assure a climate in the schools that is appropriate for institutions of learning and environment which assures ensures the health, safety, and welfare of personnel and students. To assist the Board in attaining these goals, the Superintendent will develop procedures administrative regulations for to implementing this policy in a manner which assures individual rights are balanced with the responsibility of the school to maintain a safe, orderly environment. Provisions for staff, student, and parent notice of the Board's policy and accompanying regulation shall be included.

If District officials have reasonable suspicion to believe an illegal act or a violation of school rules and regulations has been committed, is being committed, or is about to be committed, District officials may question and search the person student and the personal property of the student. District officials may seize any property deemed to be in violation of school rules and regulations, or potentially injurious or detrimental to the safety and welfare of the school, students, or school personnel. District officials will attempt to notify parents of students involved in a search of the person student or their personal property.

1. A search of a student's person or property, including personal communication devices, may be conducted when there is reasonable suspicion to believe the search is likely to produce evidence of a violation of law, Board policy, administrative regulation or school rule. The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally possesses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.

The search shall be "reasonable in scope." That is, the measures used shall be appropriate for the objectives of the search, the unique features of the official's responsibilities, the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the age, sex, maturity of the student, and nature of the suspected infraction, illegal act, or violation of school rules and regulations.

2. District officials may seize any item that is evidence of a violation of law, Board policy, administrative regulation, or school rule, or which the possession or use of is prohibited by such law, policy, regulation, or rule.
3. Items that may be used to disrupt or interfere with the educational process may be temporarily removed from the student's possession.
4. General search of school or district properties including, but not limited to, lockers or desks may occur at any time without individualized suspicion. Items belonging to the school, and items which are unlawful or are in violation of District policy, may be seized. Students will be notified of any

items seized or confiscated. District-owned electronic devices provided to students shall be considered property of the school and district which may be searched without reasonable suspicion being required.

5. At the time school equipment is assigned to students for their use, students will be informed of conditions for the use of such equipment and of the right of school personnel to conduct routine searches.
6. Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on express authorization of the superintendent or designee.

When law enforcement officials find it necessary to question students during the school day or during periods of extra-curricular activity, the building administrator or designee will be present, when possible. District officials will attempt to notify the student's parents or guardian in advance. However, in suspected child abuse cases, child welfare, the Oregon Department of Human Services and law enforcement officials may exclude school personnel from investigation procedures, and may prohibit school personnel from contacting the parents.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

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

New Jersey v. T.L.O., 469 U.S. 325 (1985).

State ex. rel. Juv. Dept. v. M.A.D., 233 P3d. 437, 348 Or. 381 (2010).

State v. B.A.H., 263 P3d. 1046, 245 Or. App. 203 (2011).

State v. A.J.C., 326 P3d. 1195, 355 Or. 552 (2014).

Corrected 5/01/19



Code: JFH  
Adopted: 4/24/18  
Orig. Code: JFH

## Student Complaints

The Board recognizes the necessity for each school to develop and maintain an orderly procedure for resolving student complaints. The building principal ~~for~~ designee<sup>1</sup> shall involve staff and students in establishing procedures which fairly and quickly resolve student complaints. Procedures established should allow for:

1. Informal conferences between the parties concerned;
2. Written appeal to the building principal ~~for~~ designee<sup>1</sup> when step one does not resolve the complaint;
3. Written appeal to the ~~s~~Superintendent or designee when step two does not resolve the complaint;
4. Written appeal to the Board when step three does not solve the complaint.

It is the purpose of appeals and hearings to provide access to appropriate school officials when an informal conference cannot resolve the complaint. It is not the purpose of appeals and hearings to provide a forum through which nonrelated issues are conveyed. It is recommended that as many student complaints as possible be handled through informal conferences.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610](#) to -192.690

[ORS 332.107](#)

[OAR 581-022-2370](#)

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<sup>1</sup> Or site administrator for non-school locations / departments



Code: JG  
Adopted: 5/01/16  
Orig. Code: JG

## Student Discipline

Discipline in the District is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

The major objectives of the District discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity, and safety;
2. Understanding and respect for the law, Board policies, administrative regulations, and school and classroom rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning, and which assures the safety and welfare of personnel and students. The Superintendent will develop ~~administrative regulations~~ ~~procedures~~ whereby those students who disrupt the educational setting or who endanger the safety of others will be ~~offered corrective counseling and be subject to disciplinary sanctions~~ that are age appropriate and, to the extent practicable, that use approaches that are shown through research to be effective. The Superintendent may propose alternative programs of instruction or instruction combined with counseling prior to a student's expulsion or a student leaving school in accordance with law.

The District shall enforce consistently, fairly, and without bias all student conduct policies, administrative regulations, and school and classroom rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: (a) when a student's conduct poses a threat to the health or safety of students or employees; (b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or (c) when required by law. The District shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The District will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 332.061](#)  
[ORS 332.072](#)  
[ORS 332.107](#)

[ORS 339.115](#)  
[ORS 339.240 to -339.280](#)  
[ORS 659.850](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0050 to -0075](#)

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).  
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).  
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Corrected 5/01/19



Code: JGA  
Adopted: 6/09/09  
Orig. Code: JGA

## Corporal Punishment\*\*

The use of corporal punishment in any form is strictly prohibited in the District. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel, or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her/their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent/guardian, person in parental relationship, or school official.

A staff member is authorized to employ physical force when, in his/her/their professional judgment, the physical force is necessary to prevent a student from harming self, others, or doing harm to District property. Physical force shall not be used to discipline or punish a student. The Superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 161.205](#)  
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)  
[OAR 584-020-0040](#)





Code: **JGAB**  
Adopted: 3/13/18  
Orig. Code: JGAB

## **Use of Restraint and Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint and/or seclusion as an intervention with district students.

### **Definitions**

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.
3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. "Mechanical restraint" does not include:
  - a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must fulfill all legal requirements of Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Oregon Intervention System (OIS) training program of physical restraints for use in the district. As required by state regulation, the selected program shall include behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Deputy Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint or seclusion more than ten times in a school year, and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy ~~KL/KLD~~ - Public Complaints and ~~KL/KLD-AR~~ - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and on the home page of the district's website.

~~A~~The complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a final decision by the Board District to the Deputy Superintendent of Public Instruction Oregon Department of Education (ODE) as provided in pursuant to OAR 581-002-00400005.

The superintendent or designee shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.205](#)  
[ORS 339.250](#)  
[ORS 339.285](#)  
[ORS 339.288](#)  
[ORS 339.291](#)

[OAR 581-021-0061](#)  
[OAR 581-021-0550](#)  
[OAR 581-021-0553](#)  
[OAR 581-021-0556](#)  
[OAR 581-021-0559](#)  
[OAR 581-021-0563](#)

[OAR 581-021-0566](#)  
[OAR 581-021-0568](#)  
[OAR 581-021-0569](#)  
[OAR 581-021-0570](#)  
[OAR 581-022-2370](#)

Corrected 5/01/19



Code: JGD  
Adopted: 5/01/16  
Orig. Code: JGD

## **Suspension\*\***

The Board authorizes the administration to suspend a student suspension for one or more of the following reasons:

1. Willful disobedience and violation of Board policies, administrative regulations, or school rules;
2. Willful conduct that materially and substantially disrupts the rights of others to an education;
3. Willful conduct that endangers the student, other students, or staff members;
4. Willful conduct that damages or injures school property.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the Standards of Student Conduct Handbook, made available by the District.

The District's suspension procedure shall include the elements of prior notice, specification of charges, and an opportunity for the student to present his or her view of the alleged misconduct. The suspending official shall notify the student's parent or guardian of the suspension, the conditions for reinstatement, and appeal procedures, where applicable.

These procedures may be postponed in emergency situations relating to health and safety, where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

Each notice of suspension will include a statement of the reasons for suspension, the length of the suspension, and a readmission plan, and may include a plan for the student to make up school work. No suspension shall extend beyond ~~ten~~ 10 school days, except in special circumstances when a suspension may be continued until some specific, pending action occurs, such as a physical or mental examination, or incarceration by court action. Every reasonable and prompt effort must be made to notify the parents of suspended students. The District may require a student to attend school during non-school hours as an alternative to suspension.

Students who are suspended may not attend after-school activities and athletic events, be present on District property without a parent, or participate in activities directed or sponsored by the District.

Suspensions may be appealed to the Board.

END OF POLICY

**Legal Reference(s):**

[ORS 339.240](#)  
[ORS 339.250](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)

[OAR 581-021-0065](#)  
[OAR 581-021-0071](#)  
[OAR 581-021-0075](#)



Code: JGDA  
Adopted: 12/14  
Orig. Code: JGDA

## **Discipline of Students with Disabilities\*\***

When considering student disciplinary procedures that may result in removal of the student, the District follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Improvement Act (IDEA) if:

1. The student is receiving individualized education program (IEP) services;
2. The student not yet been identified as a student with a disability, but the District had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the District may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to ~~ten~~ 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The District may remove a student with disabilities for additional periods of up to ~~ten~~ 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than ~~ten~~ 10 consecutive school days, or the removal is for more than ~~ten~~ 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement, the District may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the District's failure to implement the student's IEP.

For a violation involving drugs, weapons, or the infliction of serious bodily injury, the District may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The District will provide educational services to a student who is suspended or expelled for more than ~~ten~~ **10** school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 339.252](#)

[ORS 343.177](#)  
  
[OAR 581-015-2400](#)  
[OAR 581-015-2405](#)  
[OAR 581-015-2410](#)  
[OAR 581-015-2415](#)

[OAR 581-015-2420](#)  
[OAR 581-015-2425](#)  
[OAR 581-015-2430](#)  
[OAR 581-015-2435](#)  
[OAR 581-015-2440](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1415(k) (2012).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.507, § 300.508(a)-(c); §§ 300.510-300.514; §§ 300.530-300.536 (2017).



Code: JGE  
Adopted: 5/01/16  
Orig. Code: JGE

## **Expulsion\*\***

A building administrator, after reviewing available information, may recommend to the Superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent or guardian agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing. The notice shall include:
  - a. The specific charge or charges;
  - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
  - c. A recommendation for expulsion;



- d. The student's right to a hearing;
  - e. When and where the hearing will take place; and
  - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the Superintendent or Superintendent's designee, who may also act as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.
  3. Expulsion hearings will be conducted in private, and will not be open to the general public unless the student or the students' parents request an open session.
  4. If the parent or student has difficulty understanding the English language or has other serious communication needs, the District will provide a translator.
  5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The District's attorney may be present.
  6. The student shall be afforded the right to present ~~his/her~~ **their** version of the events underlying the expulsion recommendation, and to introduce evidence by testimony, writings, or other exhibits.
  7. The student shall be permitted to be present and to hear the evidence presented by the District.
  8. The hearings officer or the student may record the hearing.
  9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.
  10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over, and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion.
  11. If the Board has delegated authority to the Superintendent or designee to act as the hearings officer, the Superintendent may designate ~~him or herself~~ **themselves**, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over, to the Board for review. If the hearings officer's decision is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student, and the students' parents at the same time. The Board, at its next regular meeting, will review the hearings officer's decision and will affirm, modify, or reverse the decision.

12. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- The name of the minor student;
  - The issues involved, including a student's confidential medical record and that student's educational program;
  - The discussion;
  - The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the District must propose alternative programs of instruction or instruction combined with counseling to a student expelled for reasons other than a weapons policy violation. The District must document to the parent or guardian of the student that proposals of alternative programs have been made.

#### END OF POLICY

#### Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 to -336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

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



Code: JHCCA  
Adopted: 12/13  
Orig. Code: JHCCA

## Students – HIV, and HBV, and AIDS\*\*

This District will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS.<sup>1</sup>

The District recognizes a parent (student) has no obligation to inform the District of an HIV, HBV, or AIDS condition, and that the student has a right to attend school. If the District is informed of such a student, written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given, and where and when the information will be given.

When informed of the infection, and with written permission from the parent (student), the District will develop procedures for formulating an evaluation team. The team shall address the nature, duration, and severity of risk, as well as any modification of activities. The team shall continue to monitor the student's condition. The district will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

Notification of alternative education programs shall be made to the parent or eligible student if an HIV, HBV, or AIDS student withdraws from school.

~~The District shall also develop procedures for rumor control, infection control, student accommodations, and public relations/media.~~

END OF POLICY

### Legal Reference(s):

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 332.061](#)  
[ORS 336.187](#)  
[ORS 336.615 to -336.665](#)

[ORS 339.030](#)  
[ORS 339.250](#)  
[ORS 433.008](#)  
[ORS 433.045](#)  
[OAR 333-018-0000](#)

[OAR 333-018-0005](#)  
[OAR 581-022-2060](#)  
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).  
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).

<sup>1</sup> HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome



Code: JHCD/JHCDA  
Adopted: 5/22/18  
Orig. Code(s): JHCD; JHCDA

## Medications\*\*

The ~~district~~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 crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the ~~district~~District may administer to a student or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The ~~district~~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~~District may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The ~~district~~District reserves the right to reject a request for ~~district~~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 ~~S~~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~~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

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<sup>1</sup>Under proper notice given to the ~~district~~District by a student or student's parent or guardian.

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.

A request to the ~~district~~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 prescriber<sup>2</sup> 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 law<sup>3</sup>, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the ~~district~~District, the ~~district~~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~~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 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~~District employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other ~~district~~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~~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.

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<sup>2</sup>A 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.

<sup>3</sup>Subject to ORS 109.610, 109.640 and 109.675.

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.

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):

|   |   |   |
|---|---|---|
| <a href="#">ORS 109.610</a>             | <a href="#">ORS 433.800 to -433.830</a> | <a href="#">OAR 333-055-0000 to -0035</a> |
| <a href="#">ORS 109.640</a>             | <a href="#">ORS 475.005 to -475.285</a> | <a href="#">OAR 581-021-0037</a>          |
| <a href="#">ORS 109.675</a>             |   | <a href="#">OAR 581-022-2220</a>          |
| <a href="#">ORS 332.107</a>             | <a href="#">OAR 166-400-0010(17)</a>    | <a href="#">OAR 851-047-0030</a>          |
| <a href="#">ORS 339.866 to -339.871</a> | <a href="#">OAR 166-400-0060(29)</a>    | <a href="#">OAR 851-047-0040</a>          |

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

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



Code: JHCD/JHCDA-AR  
Adopted: 5/22/18  
Orig. Code: JHCD/JHCDA-AR

## Medications\*\*

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated, personnel or may be permitted to administer prescription or nonprescription medication to himself.

### 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 medication that under federal or state law requires a prescription by a prescriber.
- c. “Nonprescription medication” means 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 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. “Prescriber”<sup>1</sup> 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 Oregon-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, 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. “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

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<sup>1</sup>A 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.

Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the State of Oregon.

- i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.

## 2. Designated Personnel/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student 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 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 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, 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. 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.
- e. 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 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 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 one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated 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 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 Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - (1) A written request for designated personnel to administer prescription medication to a student if, because of the prescribed frequency 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 activity, must be submitted to the school office, and shall include:
    - (a) The written, 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 prescriber for the administration of the medication to the student 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 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) - (vii) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and 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 instruction from the student's parent or guardian for the administration of the nonprescription medication 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.

- (d) 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. 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.
- d. 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.
- e. 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 a medication.
- f. 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 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.

- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted, as required by the district.

6. Administration of Medication by a Student to Themselves

- a. A student, including a student in kindergarten through grade 12 with asthma or severe allergies, 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, 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 district, must be submitted for self-medication of all prescription medications;
    - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a 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 or in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
    - (c) The permission to self-administer the medication from a principal / designee<sup>2</sup> 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 / designee<sup>2</sup>.
  - (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;

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<sup>2</sup> Or site administrator for non-school locations / departments

- (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. The student may have in 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.
  - c. Sharing and/or borrowing of medication with another student is strictly prohibited.
  - d. For a students who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, 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.
  - e. Upon written request from a parent or guardian and with a 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.
  - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
  - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board's policy and/or this administrative regulation.
  - h. A students may be subject to discipline, up to and including expulsion, as appropriate;
  - i. 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, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
- a. Medication administered by designated personnel to a student or self-administered by a student must be delivered 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 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 personnel will follow the written instructions of the 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 personnel.
- e. Designated 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 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 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 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 personnel in a nonrecoverable fashion, as follows:
  - (1) Medication will be removed from its original container and personal information will be destroyed;
  - (2) Solid medications will be crushed, mixed or dissolved in water; liquid medications will be mixed or dissolved in water; and
  - (3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
  - (4) Placed in impermeable, non-descript containers such as empty cans or sealable bags; and
  - (5) Placed in the trash.

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 personnel in the presence of another school employee and documented as described in Section 10 (below).

#### 10. 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, 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 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 medications, including permissions 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 health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student, and 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.



Code: JHFA  
Adopted: 6/09/09  
Orig. Code: JHFA

## Supervision of Students\*\*

~~The Board expects a~~ All students ~~to~~ will be under assigned adult supervision when they are in school, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as prudent adults in providing for the safety of students in their charge.

~~In keeping with this expected prudence, n~~ No teacher or other staff member will leave ~~his/her~~ their assigned group unsupervised except in an emergency situation when other arrangements have been made.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)

[ORS 332.107](#)



Code: JO/IGBAB  
Adopted: 12/17/13  
Orig. Code(s): JO/IGBAB

## **Education Records/Records of Students with Disabilities\*\***

“Education records” are those records maintained by the District that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her/their educational development by providing pertinent information for the student, his/her/their teachers, and his/her/their parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

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

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

The District annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The District may impose certain restrictions and/or penalties until fees, fines, or damages are paid. Records requested by another district to determine a student’s appropriate placement may not be withheld. Students or parents will receive written notice at least ~~ten~~ 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the District, an itemization of the fees, fines, or damages owed, and the right of parents to request a hearing. District may pursue fees, fines, or damages through a private collection agency or other method available to the District. The District may waive fees, fines, and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student, or if the cost of collection would be more than the total collected, or there are mitigating circumstances, as determined by the Superintendent.

The District shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The District provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the District pertaining to the student’s identification, evaluation, educational placement, and free appropriate public education. The District provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained, and used by the District.



The District annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the District's education records policy.

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

The District annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information).

The District shall give full rights to education records to either parent, unless the District has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18, those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents, students 18 years of age or older or emancipated, and the general public.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 326.565](#)  
[ORS 326.575](#)

[ORS 326.580](#)  
[ORS 339.270](#)  
[ORS 343.177\(3\)](#)

[OAR 166-400-0010 to -166-400-0065](#)  
[OAR 581-021-0220 to -0430](#)  
[OAR 581-022-2260](#)  
[OAR 581-022-2270](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).



Code: JO/IGBAB-AR(1)  
Adopted: 12/13  
Orig. Code: JO/IGBAB-AR(1)

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the District, or by a party acting for the District; however, this does not include the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the District subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the District that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee, and that are not available for use for any other purpose. Records relating to an individual in attendance at the District who is employed as a result of his/her/their status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her/their professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained, or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the District.
- e. Records that only contain information relating to activities in which an individual engaged after he/she/they are no longer a student at the District;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the District, and which are not used for education purposes or planning.

The District shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of the educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date and place of birth;
- d. Name of parents;
- e. Date of entry in school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal from school; and
- l. Such additional information as the District may prescribe.

The District may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The District shall retain permanent records in a minimum one-hour fire-safe place in the District, or keep a duplicate copy of the permanent records in a safe depository in another District location.

## 2. Confidentiality of Student Records

- a. The District shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. The District shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- c. The District shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents and Eligible Students

The District shall annually notify parents and eligible students through the District student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;

- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the District to comply with the requirements of federal law; and
- e. Obtain a copy of the District policy with regard to student education records.

The notification shall also inform parents or eligible students that the District forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the District policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the District shall provide effective notice.

These rights shall be given to either parent unless the District has been provided with specific written evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the District from giving students rights in addition to those given to parents.

#### 4. Parent's or Eligible Student's Right to Inspect and Review

The District shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case, the eligible student or student's parent(s) may inspect, review, or be informed of only the specific information about the student.

The District shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The District shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated, request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The District shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the District is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at his/her/their expense, have those records reviewed by a physician or other appropriate professional of his/her/their choice.

If an eligible student or student's parent(s) so request, the District shall give the eligible student or student's parent(s) a copy of the student's education record. The District may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The District may not charge a fee to search for or to retrieve the education records of a student.

The District shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501-345(4) unless authorized by federal law.

The District will maintain a list of the types and locations of education records maintained by the District and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the District. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the District who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a District official employed by the District as an administrator, supervisor, instructor, or staff support member; or a person serving on a school board who needs to review an educational record in order to fulfill his or her/their professional responsibilities, as delineated by their job description, contract, or conditions of employment. Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the District would otherwise use employees, is under the direct control of the District with respect to the use and maintenance of education records, and is subject to District policies concerning the redisclosure of personally identifiable information.

The District shall maintain, for public inspection, a list of the names and positions of individuals within the District who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the District;
- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section, “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the District to:
  - (1) Develop, validate, or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The District may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the District that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state, and local agencies, and independent organizations.

- f. The District may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the District that:
  - (1) Designates the individual or entity as an authorized representative;

- (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The District may disclose information under this section only if the District makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The District shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the District determines that there is an articulable and significant threat, the District will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section, a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference, and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law or other such reasons that the District may in good faith determine a health or safety emergency.

- l. The disclosure is information the District has designated as "directory information" (See Board policy JOA - Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- n. The disclosure is to officials of another school, school system, institution of postsecondary education, education service district (ESD), state regional program, or other educational agency that has requested the records, and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061.
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The District will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the District discloses personally identifiable information from educational records.

## 6. Record-Keeping Requirements

The District shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her/their assistant responsible for custody of the records, and parties authorized by state and federal law for auditing purposes. The District shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her/their assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the District.

## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s rights of privacy or other rights, he/she/they may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.



The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her/their right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The District shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent(s). The hearing may be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parent(s) or eligible student notice of date, time, and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the Superintendent/designee.

The parent(s) or eligible student may, at his/her/their own expense, be assisted or represented by one or more individuals of his/her/their own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or District counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she/they disagrees with the decision of the panel. If a statement is placed in an education record, the District will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the District; and
- b. Is disclosed by the District to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

#### 9. Duties and Responsibilities When Requesting Education Records

The District shall, within 10 days of a student seeking initial enrollment in or services from the District, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The District shall transfer originals of all requested student education records, including any ESD records relating to the particular student, to the new educational agency when a request to transfer the education records is made to the District. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## **Disclosure Statement**

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record-keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research, and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The District and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.

State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.



Code: KBE  
Adopted: 1/22/08  
Orig. Code: KBE

## Political Campaigns

~~The use of District funds, facilities, and equipment is limited but allowed by established state law with respect to advocacy for or against bond issues, district elections, or political campaigns. The funds, facilities, and equipment of the District shall not be used to advocate “yes” or “no” or to influence the outcome of votes on bond issues, district elections, or political campaigns except as allowed by state law.~~

District facilities and equipment may be used by such persons and groups as contemplated by Board policy KG - Community Use of District Facilities and for such political, educational, and religious purposes as may be determined by the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 260.432](#)  
[ORS 294.100](#)

[ORS 332.107](#)  
[ORS 332.172](#)

SECRETARY OF STATE, ELECTIONS DIVISION, RESTRICTIONS ON POLITICAL CAMPAIGNING BY PUBLIC EMPLOYEES (1/2016).

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**ACCEPT GIFTS AND DONATIONS**  
**(as of April 30, 2019)**

**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 \$6,600 from the Rosedale PTO to Rosedale Elementary School for technology equipment
- Donation of \$5,000 from the American Endowment Foundation to Groner Elementary School for general education

**RECOMMENDATION**

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

*I move that the Board of Directors accept the donations listed in the Board meeting packet.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE BOUNDARY ADJUSTMENT PROCESS**

**SITUATION**

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

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

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

During the April 30 Board meeting, the Board reviewed and provided input regarding a proposed boundary adjustment process to be used during the next few years, as new schools are constructed. This evening, the final process will be presented to the Board for approval.

**RECOMMENDATION**

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

*I move that the Board of Directors approve the proposed boundary adjustment process for 2019-2022.*

## **BOUNDARY ADJUSTMENT PROCESS - PROPOSED**

### **BACKGROUND INFORMATION**

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

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

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

### **GUIDING PRINCIPLES**

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

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

### **TIMELINE**

| School                                | Process Begins | Process Ends  | Scheduled Opening |
|---------------------------------------|----------------|---------------|-------------------|
| Brookwood Elementary School           | Fall 2019      | February 2020 | Fall 2020         |
| North Plains Elementary School        | Fall 2020      | February 2021 | Fall 2021         |
| New South Hillsboro Elementary School | Fall 2021      | February 2022 | Fall 2022         |

## PROCESS

- Review Board policy JC: School Boundary Areas
- Review data collected by the Long Range Planning Committee (LRPC), including:
  - Current enrollment by building
  - New developments
  - Anticipated new students due to new developments by building
  - Number of previous moves
- Form Boundary Adjustment Committee
  - Superintendent / Designee (Capital Projects Officer)
  - Building Principal
  - Representative of the Transportation Department
  - Representative of Davis Demographics
  - Chief Communications Officer
  - 2 Board Members
  - Selected District Staff
  - 2 Community Parents / Guardians
- Schedule / Conduct Meetings:
  - Boundary Adjustment Committee Meetings:
    - Meeting #1
      - Share Guiding Principles
      - Share data collected by LRPC
      - Discuss scope of work
    - Meeting #2
    - Meeting #3
    - Meeting #4
  - Community Meetings:
    - Boundary Committee shares work product from Meetings #1 - #4 and gathers input from community
  - Boundary Adjustment Committee Meetings – #5 (and #6, if needed):
    - Revise work product based on community input
    - Generate recommendation for School Board
- Boundary Adjustment Committee makes boundary adjustment recommendation to Board
- Board votes on approval of boundary adjustment recommendation



**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE FACILITY NAMING PROCESS**

**SITUATION**

In accordance with policy FF: Naming Facilities, the Superintendent is tasked with developing and recommending a process for naming facilities, and the Board will stipulate specific criteria at the beginning of the name selection process, and make the final decision regarding facility names.

During the February 12 work session, Board members reviewed an outline of processes previously used by the District for naming new facilities, and provided their input. During the April 30 Board meeting, the Board reviewed a proposed facility naming process, that incorporated the input they provided on February 12. This evening, the final process will be presented to the Board for approval.

**RECOMMENDATION**

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

*I move that the Board of Directors approve the proposed facility naming process.*

## **FACILITY NAMING PROCESS - PROPOSED**

### **Process - Superintendent's Task Force**

- Task force, comprised of a cross section of staff and community members, receives its charge from the Superintendent. Task force could include:
  - Superintendent / designee
  - 2 community members
  - 2 students in the community
  - 2 administrators
  - 2 licensed staff members
  - 2 classified staff members
  - 1 representative of the City
  - 1 representative of the historical society
- Task force meets to identify groups or individuals to contact for name suggestions; also sends letters and fliers to every school and to target groups, including the neighbors of the construction sites, distribute newsletter items to clubs and service groups throughout the community, post information on the District website and news media
- Task force meets to consider all of the suggestions received and develop a shorter list for a second round of public comment, contacting the same target groups they previously contacted (emphasizing that they were not conducting a VOTE, but seeking comments that would help them consider the names and submit a recommendation to the Board
- Task force meets to review the additional comments received and prepare their recommendation, developing a final list of a specified number of names, indicating their preference
- Task Force presents its recommendations for consideration to the Superintendent, who selects finalists and makes recommendations to the Board
- The Board identifies a facility name to be presented for first reading
- The Board votes on approval of facility name

### **Sample Criteria**

- Names associated with the community
- Names of historical persons, places, or events
- Concepts that would have long-term significance for students and the community, including cultural significance, or reflect community circumstances and values
- Names of persons who are living or have been deceased less than twenty years will not be considered
- The name should be easily identifiable with the school and not be in conflict with other names in the area

### **Buildings to be Named Using this Process**

- New elementary school in North Plains (scheduled to open fall 2021)
- New elementary school in South Hillsboro (scheduled to open fall 2022)

## **Timeline**

| New Elementary School               | North Plains   | South Hillsboro  |
|-------------------------------------|--|--|
| School Naming Process               | Process begins February 2020<br><br>Name determined by June 2020   | Process begins February 2021<br><br>Name determined by June 2021   |
| Colors and Mascot Selection Process | Process begins August 2020<br>(review process during retreat)<br><br>Colors / mascot selected by November 2020 | Process begins August 2021<br>(review process during retreat)<br><br>Colors / mascot selected by November 2021 |
| Construction                        | Begins summer 2020   | Begins summer 2021   |
| Scheduled Opening                   | Fall 2021  | Fall 2022  |

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE FINANCING OF SCHOOL BUSES**

**SITUATION**

Each month, as part of the State School Fund (SSF) formula, the Hillsboro School District receives funds designated for the replacement of its school buses. These funds are accounted for in a separate Transportation Equipment Fund (Fund 299) in the District budget, not in the General Fund. Historically, these funds have been used to purchase new buses, both full sized and smaller custom buses. It is the District's intent to enter into a new five-year lease for four full-sized Bluebird diesel conventional buses, three Bluebird custom diesel conventional buses, and six Thomas propane transit buses.

The cost for these 13 vehicles is anticipated to be approximately \$1,200,388. The principal and interest payments of approximately \$259,989.20 per year, for five years, and an annual interest rate of 2.69 percent, total \$1,262,946. Below is the debt service schedule:

| Payment # | Due Date | Total Payment  |
|-----------|----------|----------------|
| 1         | 7/1/2019 | \$259,989.20   |
| 2         | 7/1/2020 | \$259,989.20   |
| 3         | 7/1/2021 | \$259,989.20   |
| 4         | 7/1/2022 | \$259,989.20   |
| 5         | 7/1/2023 | \$259,989.20   |
| TOTALS    |          | \$1,262,946.00 |

The Board approved the award bid for purchasing seven diesel school buses from Schetky Northwest during the February 26, 2019, Board meeting, with the intent of securing lease funds in the upcoming fiscal year. The remaining vehicles were purchased under an existing price agreement.

US Bank, the Lessee, requires the District to approve a resolution to authorize reimbursement from lease proceeds. The reimbursement process allows the District to work directly with vendors on order fulfillment, paying when each bus is received. Once all 13 vehicles have been received, and US Bank listed as lienholder, the District may request reimbursement from lease proceeds.

**RECOMMENDATION**

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

*I move that the Board of Directors approve the financing of 13 vehicles on a five-year lease, with an annual payment not to exceed \$259,989.20, and adopt a resolution for reimbursement, as required by U.S. Bank Government Leasing.*

## **LEASE PROCEEDS REIMBURSEMENT RESOLUTION**

### **RESOLUTION NO. 052819**

#### **RESOLUTION OF THE HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS, DECLARING ITS INTENTION TO REIMBURSE ITSELF FROM THE PROCEEDS OF ONE OR MORE TAX-EXEMPT FINANCINGS FOR CERTAIN EXPENDITURES MADE AND / OR TO BE MADE IN CONNECTION WITH EQUIPMENT ACQUISITION**

WHEREAS HILLSBORO SCHOOL DISTRICT 1J (the "Lessee") is a political subdivision organized and existing under the laws of OREGON; and

WHEREAS the Lessee has paid, beginning no earlier than July 1, 2019, and will pay, on and after the date hereof, certain expenditures (the "Expenditures") in connection with the equipment (the "Equipment"), as more fully described in Appendix A attached hereto; and

WHEREAS, the HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS of the Lessee (the "Board") has determined that the money to be advanced on and after the date hereof to pay the Expenditures is available only for a temporary period and it is necessary to reimburse the Lessee for the Expenditures from the proceeds of one or more issues of tax-exempt obligations (the "Obligations");

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD AS FOLLOWS:

Section 1. The Board hereby declares the Lessee's intent to reimburse the Lessee with the proceeds of the Obligations for the Expenditures with respect to the Equipment made on and after July 1, 2019, the date hereof. The Lessee reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Obligations.

Section 2. Each Expenditure [was and] will (a) be of a type properly chargeable to capital account under general federal income tax principles (determined in each case as of the date of the Expenditure) and (b) comply with all applicable US Bank Equipment Lease and Regulations.

Section 3. The maximum cost of the Equipment is expected to be \$1,200,388.

Section 4. The Lessee will make a reimbursement allocation, which is a written allocation by the Lessee that evidences the Lessee's use of proceeds of the Obligations to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid, or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. The Division recognizes that exceptions are available for certain "preliminary expenditures," costs of issuance, certain de

minimis amounts, expenditures by “small Lessees” (based on the year of issuance and not the year of expenditure) and expenditures for Equipment of at least 5 years.

Section 5. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 28th day of May, 2019.

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Lisa Allen  
Chair, Board of Directors

Attested by:

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Mike Scott  
Superintendent

## APPENDIX A - DESCRIPTION OF PROJECT

Vehicles to be purchased will be:

- six (6) – conventional propane buses
- three (3) – conventional custom diesel buses
- four (4) – conventional full-size diesel buses

Delivery to be made after July 1, 2019, and prior to December 31, 2019.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**APPROVE THE DEDICATION DEED TO THE CITY OF HILLSBORO FOR 13'**  
**ALONG CENTURY HIGH SCHOOL DRAKE STREET FRONTAGE**

**SITUATION**

When the District constructed the Century High School synthetic turf fields, one of the conditions from Washington County was that the District provide the City of Hillsboro with a dedication deed for a 13-foot strip of land along the entire Drake Street frontage of Century High School. This type of right-of-way is "intended or used for public road, highway, sidewalk and/or similar public purposes," is standard for City of Hillsboro streets, and is usually deeded to the City of Hillsboro at the time of construction.

The attached Dedication Deed includes a map, showing the right-of-way dedication.

**RECOMMENDATION**

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

*I move that the Board of Directors approve the Dedication Deed included in the May 28 Board meeting packet and authorize the Capital Projects Officer to sign the Dedication Deed to the City of Hillsboro for the property described in Exhibit A and depicted in Exhibit B.*



After recording return to:

City of Hillsboro  
Attn. City Recorders Office  
150 East Main Street  
Hillsboro, Oregon 97123

Project: Century High School Field Renovation  
Case file: DR-046-18  
Location: T 1 S, R 2 W, SW ¼ of Section 8  
Date Prepared: 4/18/19

Until a change is requested, all  
Tax statements shall be sent to:

No change in tax statements.

Grantor

Hillsboro School District 1J  
3083 NE 49<sup>th</sup> Place  
Hillsboro, Oregon 97124

Grantee

City of Hillsboro  
150 East Main Street  
Hillsboro, Oregon 97123

**Dedication Deed**

Hillsboro School District 1J, Grantor, hereby grants, conveys, dedicates, and warrants to the City of Hillsboro, an Oregon municipal corporation (City), Grantee, the real property described in Exhibit A, and depicted in Exhibit "B", free from all monetary liens or encumbrances. The City (and other entities or persons the City deems appropriate) shall have the perpetual right to construct, improve, operate and maintain a public right-of-way (and such other uses deemed by the City not to be incompatible therewith) across, under and on the property described on Exhibit "A" provided said right-of-way is intended or used for public road, highway, sidewalk and/or similar public purposes. Notice of right to just compensation and waiver of such right is attached hereto as Exhibit "C".

The true consideration for this conveyance is other valuable consideration consisting of approval of the City of Hillsboro Land Use Action DR-046-18.

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424 OREGON LAWS 2007 AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES AS DEFINED IN ORS 30.930 AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007 AND SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2019

Hillsboro School District 1J

By: \_\_\_\_\_  
(Grantor)

STATE OF \_\_\_\_\_ )  
 )  
County of \_\_\_\_\_ )

The foregoing instrument was acknowledged before me on this \_\_\_\_ day of \_\_\_\_\_, 2019,

By \_\_\_\_\_ as \_\_\_\_\_ of Hillsboro School District 1J.

Acknowledgement

\_\_\_\_\_  
Notary Public for \_\_\_\_\_

My Commission Expires: \_\_\_\_\_

Approval and Acceptance by the City of Hillsboro (ORS 93.808 and ORS 92.014)

The City of Hillsboro hereby approves and accepts the foregoing

dedication this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
Robby Hammond, City Manager



AKS ENGINEERING & FORESTRY, LLC  
12965 SW Herman Road, Suite 100, Tualatin, OR 97062  
P: (503) 563-6151 F: (503) 563-6152

AKS Job #6701

OFFICES IN: TUALATIN, OR - VANCOUVER, WA - KEIZER, OR - BEND, OR

## EXHIBIT A

A tract of land located in the Northeast One-Quarter of Section 10, Township 1 South, Range 2 West, Willamette Meridian, City of Hillsboro, Washington County, Oregon, and being more particularly described as follows:

Beginning at the southwest corner of Lot 20 of the Plat of "Arlington Park"; thence along the southerly extension of the westerly line of said Lot 20, South  $02^{\circ}22'58''$  West 10.00 feet to the northerly right-of-way line of SE Drake Street (20.00 feet from the centerline); thence along said northerly right-of-way line, North  $87^{\circ}28'09''$  West 1011.56 feet to the easterly right-of-way line of SE Century Boulevard (variable width right-of-way); thence along said easterly right-of-way line, North  $01^{\circ}49'14''$  East 13.00 feet to a line parallel with and 13.00 feet northerly of said northerly right-of-way line of SE Drake Street; thence along said parallel line, South  $87^{\circ}28'09''$  East 1011.69 feet to the westerly line of said Lot 20; thence along said westerly line, South  $02^{\circ}22'58''$  West 3.00 feet to the Point of beginning.

The above described tract of land contains 10,116 square feet, more or less.

4/8/2019

REGISTERED  
PROFESSIONAL  
LAND SURVEYOR

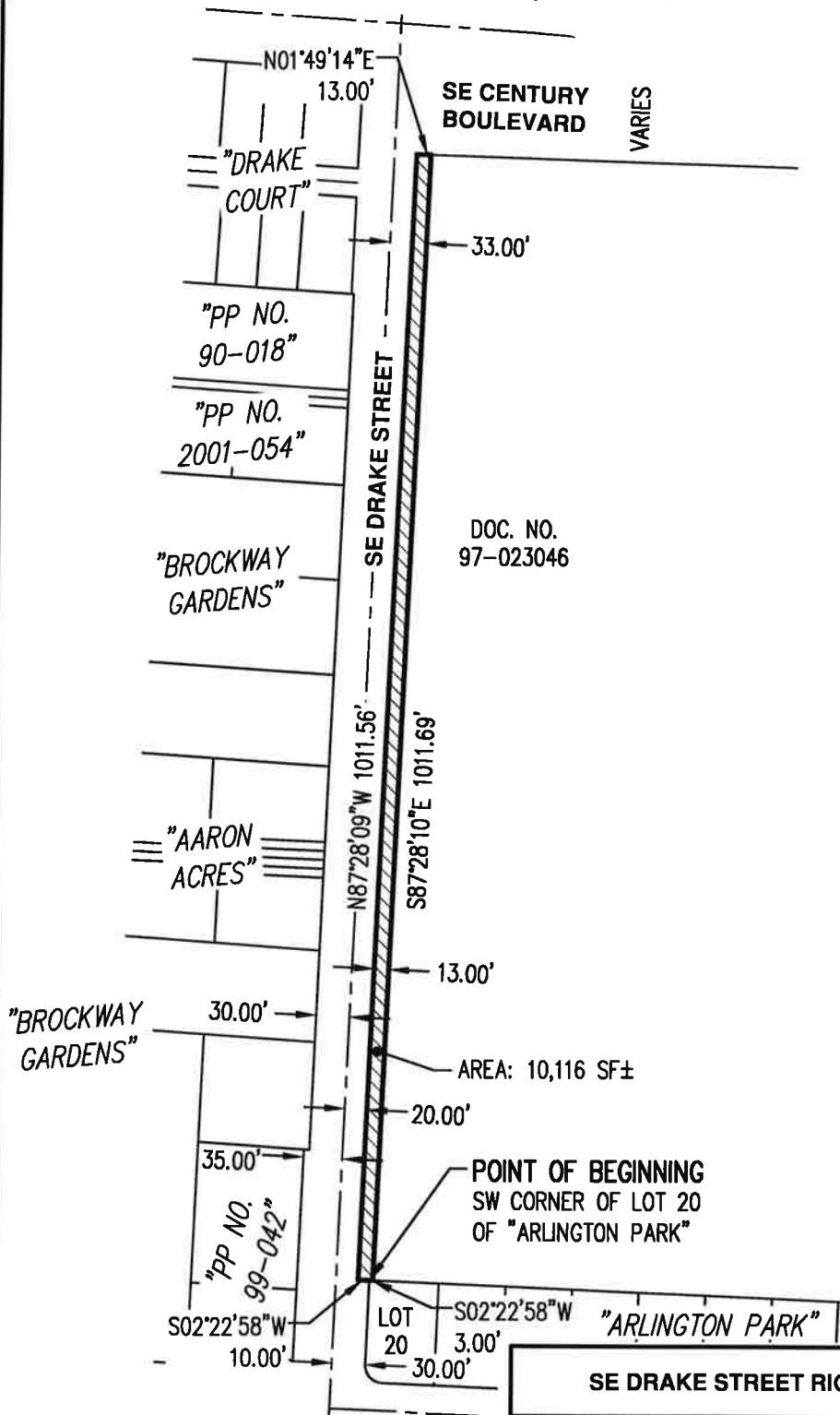
*Mike Kalina*

OREGON  
JANUARY 12, 2016  
MICHAEL S. KALINA  
89558PLS

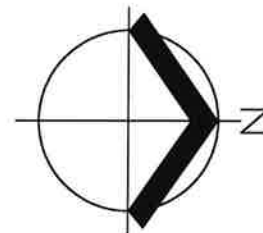
RENEWS: 6/30/19

# EXHIBIT B

A TRACT OF LAND LOCATED IN THE NE 1/4 OF SECTION 10,  
TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN,  
CITY OF HILLSBORO, WASHINGTON COUNTY, OREGON



PREPARED FOR  
HILLSBORO SCHOOL DISTRICT  
4901 SW WITCH HAZEL RD  
HILLSBORO, OR 97123



SCALE: 1" = 150 FEET



4/8/2019

REGISTERED  
PROFESSIONAL  
LAND SURVEYOR

*Michael S. Kalina*

OREGON  
JANUARY 12, 2016  
MICHAEL S. KALINA  
89558PLS

RENEWS: 6/30/19

SE DRAKE STREET RIGHT-OF-WAY DEDICATION

AKS ENGINEERING & FORESTRY, LLC  
12965 SW HERMAN RD, STE 100  
TUALATIN, OR 97062  
P: 503.563.6151 F: 503.563.6152 aks-eng.com

**AKS**

EXHIBIT  
**B**

DRWN: CC  
CHKD: MK  
AKS JOB:  
6701

## Exhibit "C"

### **NOTICE OF PERSONS GRANTING RIGHTS IN REAL PROPERTY NOTICE OF RIGHT TO JUST COMPENSATION**

Under State and Federal law, you cannot be deprived of property without just compensation, based on an approved appraisal. If you wish to waive your right to an appraisal and to just compensation, please read, date and sign the statement below. IF YOU DO NOT WISH TO WAIVE SUCH RIGHTS, DO NOT SIGN BELOW.

### **WAIVER OF RIGHT TO JUST COMPENSATION**

Grantor hereby acknowledges receipt of notice of right to just compensation, based on an approved appraisal and hereby waives such right with regard to the easement document to which this Exhibit "C" is attached. Grantor hereby releases the City of Hillsboro, Oregon from any obligation or duty to provide an appraisal or to pay just compensation. The Grantor has elected to donate to the City the property described in this document.

Grantor

Hillsboro School District 1J

By: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

## **HILLSBORO SCHOOL DISTRICT 1J**

**April 30, 2019**

### **APPROVE THE FOUR-PARTY MEMORANDUM OF UNDERSTANDING BETWEEN THE HILLSBORO SCHOOL DISTRICT, WASHINGTON COUNTY, CLEAN WATER SERVICES, AND THE CITY OF HILLSBORO FOR SURFACE WATER MANAGEMENT**

#### **SITUATION**

For the past year and a half, the District, with the assistance of 3J Engineering, has been working with Washington County, the City of Hillsboro, and Clean Water Services to develop a Memorandum of Understanding (MOU) regarding storm water management. This conversation started because many of the bond projects will require storm water treatment, and Clean Water Services would prefer to create large regional treatment facilities, rather than several small, individual facilities. This is significant for the District because run-off treatment is required for every “impervious” surface that is created. Initially, the discussion centered around a project at Butternut Creek Elementary School that would involve the County constructing a treatment facility on District property, which Clean Water Services would then maintain. The County would be able to use this facility to treat storm water on a road project they are working on near 198<sup>th</sup> Avenue, and the District would be able to use this facility to treat surface water generated by the bond work at Butternut Creek Elementary School, without having to pay for additional treatment. In addition, this project would generate excess surface water treatment capacity that the District could use to offset treatment at other project sites, which would result in cost savings; and Clean Water Services would be able to use the site as a learning laboratory to teach District students about the importance of clean water. Also, Washington County has committed to improving the existing asphalt path to allow the Butternut Creek community to continue to access Butternut Creek.

Over the past several months, the planning was extended to include the City of Hillsboro and additional school sites. The existing treatment facility at Century High School (to the east of the track and football field) was constructed when the school was built, but has not been maintained. Washington County has agreed to rehabilitate this facility in exchange for access to the facility for road work they are doing on Century Boulevard, and the City of Hillsboro has also agreed to maintain this facility, once it has been rehabilitated. This facility would provide excess treatment capacity that the District could use to offset treatment at other project sites.

The District is also pursuing the expansion of the existing treatment facility at the Facilities / Construction Management building. Washington County would be responsible for construction and the City of Hillsboro would provide maintenance of the facility.

The four-party Memorandum of Understanding has been reviewed by our legal counsel, and will provide benefits to all of the partners. The District will be able to meet Clean

Water Services' goal of creating regional treatment facilities, Washington County will have the treatment capacity it needs for its street improvement projects, and the City of Hillsboro has the capacity to maintain these facilities. The MOU will result in cost savings to the District, providing storm water treatment in a safe, efficient manner, without requiring that the District create and maintain new storm water treatment facilities.

## **RECOMMENDATION**

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

*I move that the Board of Directors approve the four-party Memorandum of Understanding between the Hillsboro School District, Washington County, Clean Water Services, and the City of Hillsboro for Surface Water Management.*

**MEMORANDUM OF UNDERSTANDING  
BETWEEN HILLSBORO SCHOOL DISTRICT, WASHINGTON COUNTY,  
CLEAN WATER SERVICES AND CITY OF HILLSBORO**

**SURFACE WATER MANAGEMENT PARTNERSHIP FOR THE  
2017 HILLSBORO SCHOOL DISTRICT CAPITAL BOND PROGRAM  
AND REEDVILLE-AREA WASHINGTON COUNTY TRANSPORTATION  
IMPROVEMENT PROJECTS**

This Memorandum of Understanding (MOU) dated \_\_\_\_\_, is between Hillsboro School District (HSD), Washington County (County), Clean Water Services (CWS) and the City of Hillsboro (City).

**A. RECITALS**

1. As part of its 2017 capital construction bond, HSD is undertaking many school improvement projects that will trigger the need for stormwater improvements.
2. Concurrently, County is in the process of planning and completing design for a series of transportation improvement projects in the Reedville area. These transportation projects will also trigger stormwater management requirements.
3. The City and CWS are the local permitting jurisdictions which implement stormwater management standards for the HSD and County projects.
4. HSD, County, CWS, and City (collectively “Partners”), have evaluated the portfolio of HSD bond projects and Reedville-area County transportation improvement projects using a programmatic, or sub-basin, approach to stormwater management.
5. The programmatic, or sub-basin, approach to managing stormwater is an enhanced relationship between the Partners, intended to meet the common goals of efficient, cost-effective and environmentally sound stormwater management solutions.

**B. PURPOSE OF MOU**

The purpose of this MOU is to memorialize the following:

1. The multi-agency partnership and collaborative effort to deliver multiple water quality improvements for multiple HSD projects and County road projects;
2. Provisions of water quality treatment and net treatment capacity in identified stormwater management projects;
3. Applications of certain water quality treatment capacity credit for planned HSD projects and County road projects, and the assignment of any remaining water quality treatment



capacity credit available upon completion of the HSD and County projects;

4. Cost sharing and responsibility for managing design, construction and maintenance of stormwater management projects constructed or improved pursuant to this MOU; and
5. Anticipated project schedules and construction start dates of known projects with critical delivery dates.

### C. PROJECT AND STORMWATER MANAGEMENT SUMMARY

The Partners have identified several stormwater management projects in the table below. These projects meet current HSD and County needs and will also generate additional programmatic/sub-basin treatment capacity, or water quality reserves, in order to offset other projects where implementing onsite stormwater approaches would be difficult, impractical, or costly.

#### Partnership Stormwater Management Projects

| <b>Project/Facility Location</b> | <b>Description of Project</b>                         | <b>Available Programmatic / Sub-basin Treatment Capacity or Reserve (acres)</b> |
|----------------------------------|---|---|
| Witch Hazel WQ Facility          | Upsize existing swale size to add capacity            | 30.86   |
| Century HS WQ Facility           | Rehabilitate existing swale to add capacity           | 9.13  |
| Butternut ES                     | Construct two new swales & stream enhancement project | 13.35   |
| <b>Totals</b>                    |   | <b>53.34</b>  |

The above Partnership Stormwater Management Projects are discussed in more detail herein and in Appendix A. The 53.34 acres of Available Programmatic/Sub-basin Treatment Capacity or Reserve will be allocated to the following Partners for use on County improvement projects and HSD projects.

County: 38.34 acres  
HSD: 15.00 acres

Each of these reserve amounts from the Partnership Stormwater Management Projects herein are listed within each Partner's respective project tracking spreadsheets attached as Appendix B and Appendix C.

The details of the partnership projects listed above may be modified as additional information is gathered and as project designs evolve. For example, the treatment capacity of a particular facility may need to be adjusted based on site conditions and final design. Additionally, this is not a complete list of all potential projects, and other sites may be considered for future partnership projects. If additional partnership projects are identified, they will need to be agreed upon by all affected Partners and tracked by updating Appendix A.

## D. PARTNER COMMITMENTS

Each Partner agrees to:

1. Identify a single contact for the Reedville partnership covered under this MOU, and if applicable, a Project Manager contact for each identified project.
2. Work together using a programmatic approach to create a reserve of water quality treatment capacity for HSD bond projects and planned County transportation projects in the Aloha-Reedville area. Excess capacity may also be available to HSD for incidental projects that may occur beyond the bond program and additional County improvement projects within the Aloha-Reedville-area sub-basins.
3. Work collaboratively to identify sites and maximize water quality treatment, stormwater management, and stream enhancement opportunities. Projects may include managing existing untreated drainage basins, upgrading conveyance systems, stream or floodplain enhancements, and other improvements.
4. Work together to determine project-specific responsibilities including design, construction, funding, and easement acquisition for each identified partnership site.
5. Partners will manage and share tracking spreadsheets which will include stormwater partnership projects, water quality crediting for HSD bond projects and County transportation projects, and other relevant information. The spreadsheets are included as Appendices A, B, and C, and will be updated and shared as described in the sections titled County Commitments and HSD Commitments.
6. Construction start dates for County transportation projects are as follows:
  - 198th Ave (Shaw to Farmington): May 2019
  - Century Blvd @ TV Hwy: May 2019
  - Johnson/209th Half-Street Improvements: June 2019
  - 209th Ave (Alexander to Kinnaman): July 2019
  - Cornelius Pass Rd (Frances to TV Hwy): Jan. 2021
7. Implement the Stormwater Partnership Projects with the Partner roles listed below:

| Facility                           | Design Lead  | Design Review  | Construction Lead | Funding                          |
|------------------------------------|--------------|----------------|-------------------|----------------------------------|
| Witch Hazel Water Quality Facility | County       | CWS, City, HSD | County            | County                           |
| Century HS Water Quality Facility  | County       | CWS, City, HSD | County            | County                           |
| Butternut ES Water Quality Swales  | CWS & County | County & HSD   | CWS & County      | County                           |
| Butternut ES Stream Enhancement    | CWS          | County & HSD   | CWS               | County and CWS, per separate MOU |

## E. COUNTY COMMITMENTS

County agrees to:

1. Work with Partners to design, fund, and construct the following water quality improvements:
  - a. Witch Hazel water quality swale upsize
  - b. Butternut ES water quality swales
  - c. Century HS water quality swale retrofit
2. Provide ongoing opportunity for collaboration with CWS team members to obtain feedback and ensure consistency with CWS Standards. Consider feedback as it is provided during project team workshops, meetings, and at 60% and 90% design milestones. Provide the same opportunity for collaboration to the City for all projects within the City's jurisdiction.
3. Manage and share a project spreadsheet to track the status of Partnership Projects and County transportation projects, including project stormwater requirements, onsite stormwater projects completed, and other relevant information (Appendices A and C). Update, verify, and distribute the spreadsheet to Partners as information is gathered and decisions about projects are made at a minimum frequency of once every year.
4. Work in partnership with CWS to partially fund the construction and implementation of the proposed Butternut Creek stream enhancement project in an amount that will be agreed upon and documented in a separate project-specific agreement between CWS and County. HSD and City will not be funding the Butternut Creek stream enhancement project.
5. Work in partnership with HSD and the City to implement the Vegetated Corridor enhancement requirements and water quality swale retrofit at the Century High School site.
6. Work in partnership with CWS and City to evaluate alternatives for the stormwater conveyance and water quality treatment associated with the 209th Ave improvement project.
7. Construct the following on-site stormwater improvements with the associated road project:
  - a. Cornelius Pass Road-Reedville Creek water quality facility retrofit
  - b. 209th/ TVF&R water quality facility retrofit, or mutually agreed-upon alternative
8. Complete construction of all identified stormwater management projects by Dec. 31, 2020, if possible, and work with Partners if completion dates must be modified. County will have no liability to any other Partner or third party if all identified stormwater management projects are not completed by Dec. 31, 2020. If plans or schedules change, project Partners will work together to identify an alternative implementation plan, and County will construct alternative facilities, to meet the stormwater management requirements associated with County transportation projects listed in Appendix C, by Dec. 31, 2021.

## F. HSD COMMITMENTS

HSD agrees to:

1. Grant necessary access, vegetated corridor and drainage easements to CWS to facilitate construction and long-term protection and maintenance of storm and surface water management improvements at the Butternut ES site where practical and agreeable to maintain existing commitments, safety for students, staff, and the community. County will provide the necessary legal descriptions for the easements, and use CWS standard easement documents.
2. Dedicate necessary ROW to the County and grant drainage easements to the City to facilitate construction and long term protection and maintenance of storm and surface water management improvements at the Witch Hazel site and Century HS site where practical and agreeable to maintain existing commitments, safety for students, staff, and the community. HSD will provide the necessary legal description for the ROW and easement.
3. Grant necessary vegetated corridor easement to CWS to facilitate long term protection of natural resources at the Century HS site. HSD will provide the necessary legal description for the easement, and use CWS standard easement document.
4. Grant necessary temporary construction easements (TCE) or Permits of Entry (POE) to the County to facilitate a contractor staging area for the Johnson/209<sup>th</sup> half-street project where practical and agreeable to HSD.
5. Manage and share a project spreadsheet to track the status of HSD bond projects, stormwater requirements, onsite stormwater projects completed, and other relevant information. Update, verify, and distribute the spreadsheet to Partners as information is gathered and decisions about projects are made at a minimum frequency of once every year.
6. Evaluate HSD-owned properties throughout CWS' jurisdiction and identify locations where stormwater management facilities could be constructed. Sites may be evaluated in more detail for feasibility by any of the Partners, but future improvements must be agreed to by HSD.
7. Identify opportunities to incorporate educational components related to the Tualatin River, water quality, and stormwater management, with each project.
8. Coordinate with County and CWS to schedule and facilitate construction of all identified stormwater management projects on HSD properties by Dec. 31, 2020. If plans or schedules change, project Partners will work together to identify an alternative implementation plan, and HSD will construct alternative facilities, to meet the stormwater management requirements associated with HSD Bond projects listed in Appendix B, by Dec. 31, 2022.

## G. CWS COMMITMENTS

CWS agrees to:

1. Provide timely review and comments on stormwater plans and reports to assist with meeting Partner project delivery times; within 14 days of receiving submittals, if possible, and communicate with project teams if timelines must be modified.
2. Provide ongoing team participation and written review comments of County plans at 60% and 90% design milestones.
3. Lead the installation and maintenance of plantings at Butternut Creek ES for the water quality facilities and stream enhancements, with financial compensation by County.
4. Work with Partners to identify additional opportunities and available water quality credits.
5. Accept long-term operation and maintenance responsibility for facilities that manage public stormwater (i.e. combined runoff from schools and adjacent public streets and/or neighborhoods) in unincorporated County, such as Butternut ES water quality facilities.
6. Recognize that a programmatic, sub-basin approach to stormwater management projects may take longer to implement than smaller onsite projects, but also have a greater overall community benefit. CWS will issue permits, or Stormwater Connection Permit Authorization's for projects within the City, for County road projects and HSD bond projects that are dependent on planned partnership projects within reasonable timeframes. In some cases the required stormwater management projects may lag HSD construction projects, but this will be reconciled programmatically with the overall portfolio of projects.
7. Work in partnership with County and City to design, permit, fund, and implement the selected stormwater conveyance and water quality treatment associated with the 209<sup>th</sup> Ave improvement project. This work may require CWS to obtain separate approvals from ODOT and the railroad. CWS agrees to expedite this work so as not to delay the County's road project. If a partnership approach is implemented with 209<sup>th</sup> improvements, details will be documented in a separate project-specific agreement between CWS and County.
8. Allow the County to apply the water quality treatment credits to future transportation projects in the Reedville area. The identified water quality treatment projects will result in approximately 19.31 acres of water quality credit for County projects. Credits will be available for mutually-agreed upon transportation improvement projects where implementing stormwater management improvements is impractical, difficult, or disproportionality costly compared to the overall project budget. Examples include sidewalk infill projects, ADA improvements, and limited portions of larger Capital projects that are difficult to manage due to topography and/or limited right-of-way.
9. Allow HSD to apply the 15.00 acres of water quality treatment credit to HSD bond projects, and mutually-agreed upon between bond projects, within the CWS district. Examples of HSD between bond projects (incidental projects that occur between the 2017 bond program and the next bond program), where credit may be used, include smaller projects such as playground improvements, maintenance and storage sheds, modular

buildings, and other short-term operational or maintenance needs. Larger school construction or remodel projects will prioritize project specific stormwater management when possible.

10. Allow the enhancement requirements for the Century High School – Accessory Modular Classroom and Water Quality Swale Improvement (Service Provider Letter 18-002531) to be completed by the County with the Century HS water quality swale retrofit project.
11. Review and permit the County transportation projects from Appendix C according to CWS R&O 17-05.

## H. CITY COMMITMENTS

City agrees to:

1. Provide timely review and comments on stormwater plans and reports to assist with meeting Partner project delivery times; within 14 days of receiving submittals, if possible, and communicate with project teams if timelines must be modified.
2. Accept long-term operation and maintenance responsibility for stormwater management facilities that manage public stormwater (i.e. combined runoff from schools and adjacent public streets and/or neighborhoods) in the City's jurisdiction, such as Century HS water quality swale retrofit.
3. Allow enhancement associated with Service Provider Letter No. 18-002531 to be completed by County with the Water Quality Swale Improvement project at Century High School. Issue HSD permits for the Modular Classroom (PUP18-00059) without a Vegetated Corridor Enhancement landscaping plan.
4. Recognize that a programmatic, sub-basin approach to stormwater management projects may take longer to implement than smaller onsite projects, but also have a greater overall community benefit. City will work with CWS to issue permits for County road projects and HSD projects that are dependent on planned partnership projects within reasonable timeframes. In some cases the required stormwater management projects may lag HSD construction projects, but this will be reconciled programmatically with the overall portfolio of projects, as described in County and HSD Commitments.

## I. GENERAL PROVISIONS

1. By signing this MOU, Partners acknowledge their mutual intent to work together to complete the projects as described.
2. Modifications and amendments to this MOU shall be made in writing and agreed upon by all Partners.
3. This MOU may be executed in counterparts which when taken together shall constitute one

document for the Partners, notwithstanding that all Partners are not signatories to the same counterpart. All copies of this MOU so executed shall constitute an original.

Washington County

By: \_\_\_\_\_

\_\_\_\_\_  
Date

Title: \_\_\_\_\_

Clean Water Services

By: \_\_\_\_\_

Chief Executive Officer or Designee

\_\_\_\_\_  
Date

Approved as to form

\_\_\_\_\_  
Clean Water Services Counsel

Hillsboro School District

By: \_\_\_\_\_

\_\_\_\_\_  
Date

Title: \_\_\_\_\_

City of Hillsboro

By: \_\_\_\_\_

\_\_\_\_\_  
Date

Title: \_\_\_\_\_

APPENDIX A: PARTNERSHIP WATER QUALITY FACILITY PROJECTS



| Line | County/HS<br>D Job<br>Number | Facility Name            | Location/Description                          | Regulatory Jurisdiction | Construction<br>Schedule | Proposed Project Description          | Site Areas Based<br>on Actual or<br>Estimated | Total Existing<br>Impervious Area<br>(sf) | Undisturbed<br>Existing<br>Impervious Area | Post-Developed<br>Impervious Area<br>(sf) | New Impervious<br>Area (sf)<br><br>(G-F) | Modified<br>Impervious Area<br>(sf) | <sup>1</sup> Removed<br>Impervious Area<br>(sf) | Required Impervious Area to<br>be Treated after<br>Development (sf)<br>(New + 3 x (Modified-<br>Removed))<br>(I+3*(J-K)) | Impervious Area<br>Treated Onsite (sf) | Proposed<br>Treatment<br>Approach | Surplus/Shortfall<br>Treated Impervious<br>Area (sf)<br><br>(M-L) |
|------|------------------------------|--------------------------|---|-------------------------|--------------------------|---------------------------------------|---|---|--|---|--|-------------------------------------|---|--|--|-----------------------------------|---|
|      |                              |                          |   |                         |                          |                                       |   | F   | H  | G   | I  | J                                   | K   | L  | M                                      |                                   | N   |
| 1    |                              | Century HS WQ Facility   | 2000 SE Century Blvd, Hillsboro, OR 97123     | City of Hillsboro/CWS   | 2019                     | Enhance existing water quality swale. | Estimated                                     |   |  |   | 0  |                                     |   | 0  | 397,703                                | Swale                             | 397,703   |
| 2    |                              | Witch Hazel WQ Facility  | 1401 SE Witch Hazel Road, Hillsboro, OR 97123 | City of Hillsboro/CWS   | 2019                     | Extend existing water quality swale.  | Estimated                                     |   |  |   | 0  |                                     |   | 0  | 1,344,262                              | Swale                             | 1,344,262   |
| 3    |                              | Butternut ES WQ Facility | 20395 SW Florence St, Aloha, OR 97078         | Washington County/CWS   | 2019                     | Construct new water quality facility. | Estimated                                     |   |  |   | 0  |                                     |   | 0  | 581,526                                | Swale                             | 581,526   |
| 4    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 5    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 6    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 7    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 8    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 9    |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 10   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 11   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 12   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 13   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 14   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 15   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 16   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 17   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 18   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 19   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 20   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 21   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 22   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 23   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 24   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 25   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 26   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 27   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 28   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 29   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 30   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 31   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 32   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 33   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 34   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 35   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 36   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 37   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 38   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 39   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 40   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 41   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 42   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 43   |                              |                          |   |                         |                          |                                       |   |   |  |   | 0  |                                     |   | 0  |  |                                   | 0   |
| 44   |                              |                          |   |                         |                          |                                       |   |   |  |   |  |                                     |   |  |  |                                   |   |
| 45   |                              |                          |   |                         |                          |                                       |   |   |  |   |  |                                     |   |  |  |                                   |   |
| 46   |                              |                          |   |                         |                          |                                       |   |   |  |   |  |                                     |   |  |  |                                   |   |

2,323,490

<sup>1</sup>Reported only if greater than 1,000 sf

<sup>2</sup>Address not available yet

<sup>3</sup>Potential with County



APPENDIX A: PARTNERSHIP WATER QUALITY FACILITY PROJECTS



| Line | County/HSD Job Number | Facility Name            | Surplus/Shortfall Treated Impervious Area (acres) | Cumulative Reserves (sf) | Water Quality Reserve Opportunity Site? | County Reserve (sf) | HSD Reserve (sf) | County Reserve (acres) | HSD Reserve (acres) | Updated   | Notes |
|------|-----------------------|--------------------------|---|--------------------------|---|---------------------|------------------|------------------------|---------------------|-----------|-------|
|      |                       |                          |   |                          |   |                     |                  |                        |                     |           |       |
| 1    |                       | Century HS WQ Facility   | 9.13  | 397,703                  | Yes                                     | 282,837             | 114,865          | 6.49                   | 2.64                | 1/23/2019 |       |
| 2    |                       | Witch Hazel WQ Facility  | 30.86   | 1,741,964                | Yes                                     | 956,009             | 388,252          | 21.95                  | 8.91                | 1/23/2019 |       |
| 3    |                       | Butternut ES WQ Facility | 13.35   | 2,323,490                | Yes                                     | 431,244             | 150,282          | 9.90                   | 3.45                | 1/23/2019 |       |
| 4    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 5    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 6    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 7    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 8    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 9    |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 10   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 11   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 12   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 13   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 14   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 15   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 16   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 17   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 18   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 19   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 20   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 21   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 22   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 23   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 24   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 25   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 26   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 27   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 28   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 29   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 30   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 31   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 32   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 33   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 34   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 35   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 36   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 37   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 38   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 39   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 40   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 41   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 42   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 43   |                       |                          |   | 2,323,490                |   |                     |                  |                        |                     |           |       |
| 44   |                       |                          |   |                          |   |                     |                  |                        |                     |           |       |
| 45   |                       |                          |   |                          |   |                     |                  |                        |                     |           |       |
| 46   |                       |                          |   |                          |   |                     |                  |                        |                     |           |       |
|      |                       |                          |   |                          |   | 1,670,091           | 653,400          | 38.34                  | 15.00               |           |       |

<sup>1</sup>Reported only if greater than 1,000 sf

<sup>2</sup>Address not available yet

<sup>3</sup>Potential with County

APPENDIX B: HSD WATER QUALITY RESERVE SPREADSHEET  
(SITES WITHIN CWS DISTRICT BOUNDARY)





| Line | 3 <sup>1</sup> Job Number | School/Facility Name              | Address or <sup>2</sup> Tax Lot                | Regulatory Jurisdiction  | Construction Schedule | Proposed Project Description   | Site Areas Based on Actual or Estimated | Total Existing Impervious Area (sf) | Undisturbed Existing Impervious Area | Post-Developed Impervious Area (sf) | New Impervious Area (sf) | Modified Impervious Area (sf) | <sup>1</sup> Removed Impervious Area (sf) | Required Impervious Area to be Treated after Development (sf) (New + 3 x (Modified-Removed)) (I+3*(J-K)) | Impervious Area Treated Onsite (sf) |
|------|---------------------------|-----------------------------------|--|--------------------------|-----------------------|--|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|-------------------------------|---|--|-------------------------------------|
|      |                           |                                   |  |                          |                       |  |   | F                                   | H                                    | G                                   | (G-F)                    | J                             | K   | L  | M                                   |
| 1    | 17449                     | Butternut ES                      | 20395 SW Florence St, Aloha, OR 97078          | Washington County/CWS    | 2018                  | Playground Updates   | Actual                                  | 133,500                             | 132,502                              | 138,245                             | 4,745                    | 998                           | 0   | 7,739  | 0                                   |
| 2    | 17444                     | Eastwood ES                       | 2100 NE Lincoln St, Hillsboro, OR 97124        | City of Hillsboro/CWS    | 2018                  | Improvements to Drop-off areas & Parking Lot Expansions                            | Actual                                  | 134,669                             | 126,339                              | 158,913                             | 24,244                   | 4,304                         | 4,026                                     | 25,078   | 30,842                              |
| 3    | AK5                       | Glencoe HS                        | 2700 NW Glencoe Rd, Hillsboro, OR 97124        | City of Hillsboro/CWS    | 2018                  | New Turf/Lights  | Estimated                               | 685,500                             |                                      | 975,500                             | 138,444                  | 0                             | 0   | 138,444  | 138,444                             |
| 4    | AK5                       | Hillsboro HS                      | 3285 SW Rood Bridge Rd, Hillsboro, OR 97123    | City of Hillsboro/CWS    | 2018                  | New Turf/Lights/6 Lane Track   | Estimated                               | 741,000                             |                                      | 899,570                             | 158,570                  | 7,380                         | 0   | 180,710  | 181,770                             |
| 5    | 17442                     | Ladd Acres ES                     | 2425 SE Cornelius Pass Rd, Hillsboro, OR 97123 | City of Hillsboro/CWS    | 2018                  | Improvements to Drop-off areas & Parking Lot Expansions                            | Actual                                  | 146,807                             | 91,072                               | 155,557                             | 8,750                    | 55,735                        | 8,164                                     | 151,463  | 64,485                              |
| 6    | 18472                     | North Plains ES                   | 32030 SW North Ave, North Plains, OR 97133     | City of North Plains/CWS | 2018                  | New Modular  | Actual                                  | 137,000                             | 137,000                              | 141,773                             | 4,773                    | 0                             | 0   | 4,773  | 0                                   |
| 7    | 17437                     | Reedville ES                      | 2695 SW 209th Ave, Washington County, OR 97003 | Washington County/CWS    | 2018                  | New Modular and Parking Lot  | Actual                                  | 49,472                              | 34,396                               | 85,391                              | 35,919                   | 15,076                        | 3,454                                     | 70,785   | 70,785                              |
| 8    | 17443                     | W. Verne McKinney ES              | 535 NW Darnielle St, Hillsboro, OR 97124       | City of Hillsboro/CWS    | 2018                  | Student Drop Off/New Modular   | Actual                                  | 121,532                             | 0                                    | 139,094                             | 17,562                   | 0                             | 0   | 17,562   | 17,562                              |
| 9    | 17452                     | WL Henry ES                       | 1060 SE 24th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2018                  | Playground Updates   | Actual                                  | 135,497                             | 133,199                              | 138,958                             | 3,461                    | 2,298                         | 0   | 10,355   | 0                                   |
| 10   | 17452                     | WL Henry ES                       | 1060 SE 24th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2018                  | New Modular  | Actual                                  | 138,958                             | 138,608                              | 145,367                             | 6,409                    | 350                           | 0   | 7,459  | 0                                   |
| 11   | 17441                     | Jackson ES                        | 675 NE Estate Dr, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2018                  | Improvements to Drop-off areas & Parking Lot Expansions                            | Actual                                  | 154,228                             | 119,063                              | 167,367                             | 13,139                   | 35,165                        | 8,181                                     | 94,091   | 153,897                             |
| 12   | 18493                     | Evergreen MS                      | 456 NE Evergreen Road, Hillsboro, OR 97124     | City of Hillsboro/CWS    | 2019                  | Addition   | Estimated                               | 336,164                             | 301,884                              | 380,740                             | 44,576                   | 34,280                        | 6,674                                     | 127,394  | 259,648                             |
| 13   | 17418                     | Brookwood ES                      | 3960 SE Cedar Street, Hillsboro, OR 97123      | City of Hillsboro/CWS    | 2019                  | Replacement ES   | Actual                                  | 158,615                             | 0                                    | 265,257                             | 106,642                  | 158,615                       | 158,615                                   | 265,257  | 253,520                             |
| 14   | 18484                     | <sup>3</sup> Century HS           | 2000 SE Century Blvd, Hillsboro, OR 97123      | City of Hillsboro/CWS    | 2019                  | New Modular  | Actual                                  | 652,000                             | 652,000                              | 656,972                             | 4,972                    | 457                           | 0   | 6,343  | 0                                   |
| 15   |                           | <sup>3</sup> Century HS           | 2000 SE Century Blvd, Hillsboro, OR 97123      | City of Hillsboro/CWS    | 2019                  | New Turf/Lights  | Estimated                               | 656,638                             |                                      | 754,938                             | 98,300                   | 0                             | 0   | 98,300   | 0                                   |
| 16   | 18477                     | Eastwood ES                       | 2100 NE Lincoln St, Hillsboro, OR 97124        | City of Hillsboro/CWS    | 2019                  | Playground Updates, Gymnasium (90-ft x 120-ft), New Modular (Replacement)          | Actual                                  | 158,913                             | 145,877                              | 182,835                             | 23,922                   | 13,036                        | 2,950                                     | 54,180   | 23,609                              |
| 17   | 18486                     | Glencoe HS                        | 2700 NW Glencoe Rd, Hillsboro, OR 97124        | City of Hillsboro/CWS    | 2019                  | Improvements to Drop-off areas & Parking Lot Expansions; Addition                  | Estimated                               | 565,583                             | 313,614                              | 601,041                             | 35,458                   | 228,342                       | 23,627                                    | 601,041  | 593,337                             |
| 18   |                           | Glencoe HS                        | 2700 NW Glencoe Rd, Hillsboro, OR 97124        | City of Hillsboro/CWS    | 2019                  | Glencoe Road Improvements (AKS)  | Actual                                  | 34,960                              | 7,830                                | 40,190                              | 5,230                    | 25,200                        | 1,930                                     | 75,040   | 0                                   |
| 19   | 18485                     | Hillsboro HS                      | 3285 SW Rood Bridge Rd, Hillsboro, OR 97123    | City of Hillsboro/CWS    | 2019                  | Replace existing fire access lane onsite   | Actual                                  | 835,000                             | 819,185                              | 835,940                             | 940                      | 15,815                        | 0   | 48,385   | 0                                   |
| 20   |                           | Jackson ES                        | 675 NE Estate Dr, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2019                  | Gymnasium (90-ft x 120-ft) & Play Area   | Estimated                               | 167,367                             | 167,367                              | 178,167                             | 10,800                   | 0                             | 0   | 10,800   | 10,800                              |
| 21   | 18476                     | Lenox ES                          | 21200 NW Rock Creek Blvd, Portland, OR 97229   | Washington County/CWS    | 2019                  | Parent/Bus Drop-off Improvements   | Actual                                  | 105,130                             | 59,452                               | 126,926                             | 21,796                   | 38,488                        | 7,190                                     | 115,690  | 80,283                              |
| 22   | 18483                     | Liberty HS                        | 7445 NW Wagon Way, Hillsboro, OR 97124         | City of Hillsboro/CWS    | 2019                  | New CTE Builining & Associated Site Improvements                                   | Estimated                               | 1,055,000                           | 1,055,000                            | 1,073,708                           | 18,708                   | 0                             | 0   | 18,708   | 18,708                              |
| 23   | 18475                     | Mooberry ES                       | 1230 NE 10th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2019                  | Gymnasium (90-ft x 120-ft)   | Actual                                  | 125,078                             | 117,513                              | 146,222                             | 21,144                   | 7,565                         | 3,038                                     | 34,725   | 74,531                              |
| 24   | 17419                     | New ES #28 (North Plains)         | 1N206DC14700                                   | City of North Plains/CWS | 2019                  | New ES   | Actual                                  | 792                                 |                                      | 236,189                             | 235,397                  | 792                           | 0   | 236,189  | 234,709                             |
| 25   | 17453                     | Transportation Satellite Facility | 1N214CD00300                                   | City of Hillsboro/CWS    | 2019                  | New Support Facility   | Actual                                  | 26,551                              | 16,455                               | 306,445                             | 279,894                  | 10,096                        | 6,100                                     | 291,882  | 306,445                             |
| 26   | 18513                     | West Union ES                     | 23870 NW West Union Rd, Hillsboro, OR 97124    | Washington County        | 2019                  | Parking lot improvements   | Actual                                  | 53,965                              | 51,764                               | 55,152                              | 1,187                    | 2,201                         | 0   | 7,790  | 0                                   |
| 27   |                           | Century HS WQ Facility            | 2000 SE Century Blvd, Hillsboro, OR 97123      | City of Hillsboro/CWS    | 2019                  | Water Quality Swale upgrades   | Estimated                               | 0                                   | 0                                    | 0                                   | 0                        | 0                             | 0   | 0  | 114,865                             |
| 28   |                           | Witch Hazel WQ Facility           | 4901 SW Witch Hazel Road, Hillsboro, OR 97123  | City of Hillsboro/CWS    | 2019                  | Water Quality Swale extension  | Estimated                               | 0                                   | 0                                    | 0                                   | 0                        | 0                             | 0   | 0  | 388,252                             |
| 29   |                           | Butternut ES WQ Facility          | 20395 SW Florence St, Aloha, OR 97078          | Washington County/CWS    | 2019                  | Water Quality Swales Constructed by County for 198th (13.35-ac - 9.9-ac = 3.45-ac) | Estimated                               | 0                                   | 0                                    | 0                                   | 0                        | 0                             | 0   | 0  | 150,282                             |
| 30   |                           | Indian Hills ES                   | 21260 SW Rock Road, Beaverton, OR 97006        | Washington County/CWS    | 2020                  | Replace 1 Double Portable  | Estimated                               | 115,000                             |                                      | 118,400                             | 3,400                    | 0                             | 0   | 3,400  | 0                                   |
| 31   |                           | Ladd Acres ES                     | 2425 SE Cornelius Pass Rd, Hillsboro, OR 97123 | City of Hillsboro/CWS    | 2020                  | Playgrounds  | Estimated                               | 155,557                             |                                      | 160,302                             | 4,745                    | 0                             | 0   | 4,745  | 0                                   |
| 32   |                           | Ladd Acres ES                     | 2425 SE Cornelius Pass Rd, Hillsboro, OR 97123 | City of Hillsboro/CWS    | 2020                  | Gymnasium (90-ft x 120-ft)   | Estimated                               | 160,302                             |                                      | 171,102                             | 10,800                   | 0                             | 0   | 10,800   | 0                                   |
| 33   |                           | Minter Bridge ES                  | 1750 SE Jacquelin Drive, Hillsboro, OR 97123   | City of Hillsboro/CWS    | 2020                  | Parent/Bus Drop-off Improvements   | Estimated                               | 149,500                             |                                      | 164,500                             | 15,000                   | 1,000                         | 0   | 18,000   | 33,900                              |
| 34   |                           | Minter Bridge ES                  | 1750 SE Jacquelin Drive, Hillsboro, OR 97123   | City of Hillsboro/CWS    | 2020                  | Replace 1 Double Portable  | Estimated                               | 164,500                             |                                      | 164,500                             | 0                        | 1,700                         | 0   | 5,100  | 0                                   |
| 35   |                           | Minter Bridge ES                  | 1750 SE Jacquelin Drive, Hillsboro, OR 97123   | City of Hillsboro/CWS    | 2020                  | Gymnasium (90-ft x 120-ft)   | Estimated                               | 164,500                             |                                      | 175,300                             | 10,800                   | 0                             | 0   | 10,800   | 0                                   |
| 36   |                           | Mooberry ES                       | 1230 NE 10th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2020                  | Playgrounds & 1 Modular (24x68 same spot)  | Estimated                               | 163,100                             |                                      | 168,100                             | 5,000                    | 1,700                         | 0   | 10,100   | 0                                   |
| 37   |                           | W. Verne McKinney ES              | 535 NW Darnielle St, Hillsboro, OR 97124       | City of Hillsboro/CWS    | 2020                  | Gymnasium (90-ft x 120-ft)   | Estimated                               | 139,094                             |                                      | 149,894                             | 10,800                   | 0                             | 0   | 10,800   |                                     |
| 38   |                           | WL Henry ES                       | 1060 SE 24th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2020                  | Parent/Bus Drop-off Improvements   | Estimated                               | 145,367                             |                                      | 172,367                             | 27,000                   | 0                             | 0   | 27,000   | 0                                   |
| 39   |                           | WL Henry ES                       | 1060 SE 24th Ave, Hillsboro, OR 97124          | City of Hillsboro/CWS    | 2020                  | Gymnasium (90-ft x 120-ft)   | Estimated                               | 172,367                             |                                      | 183,167                             | 10,800                   | 0                             | 0   | 10,800   | 0                                   |
| 40   |                           | Butternut ES                      | 20395 SW Florence St, Aloha, OR 97078          | Washington County/CWS    | 2021                  | Parent/Bus Drop-off Improvements   | Estimated                               | 128,500                             | 0                                    | 138,500                             | 10,000                   | 10,750                        | 0   | 42,250   | 0                                   |
| 41   |                           | Butternut ES                      | 20395 SW Florence St, Aloha, OR 97078          | Washington County/CWS    | 2021                  | Replace 1 Double Portable  | Estimated                               | 138,500                             | 0                                    | 140,200                             | 0                        | 1,700                         | 0   | 5,100  | 0                                   |
| 42   |                           | New ES #29 (South Hillsboro)      | TBD  | City of Hillsboro/CWS    | 2021                  | New ES   | Estimated                               | 0                                   |                                      | 250,000                             | 250,000                  | 0                             | 0   | 250,000  | 250,000                             |
| 43   |                           | North Plains ES                   | 32030 SW North Ave, North Plains, OR 97133     | City of North Plains/CWS | 2021                  | Gymnasium (90-ft x 120-ft)   | Estimated                               | 141,773                             |                                      | 154,773                             | 13,000                   | 0                             | 0   | 13,000   | 0                                   |
| 44   |                           | Tobias ES                         | 1065 SW 206th Ave, Aloha, OR 97006             | Washington County/CWS    | 2021                  | Parent/Bus Drop-off Improvements   | Estimated                               | 178,500                             |                                      | 182,100                             | 3,600                    | 32,400                        | 0   | 100,800  | 0                                   |
| 45   |                           | Various Locations                 | Various  | CWS                      | 2022                  | Post-Bond Projects   | Estimated                               |                                     |                                      |                                     | 100,000                  | 0                             | 0   | 100,000  | 0                                   |
| 46   |                           |                                   |  |                          |                       |  |   |                                     |                                      |                                     |                          |                               |   |  |                                     |
| 47   |                           |                                   |  |                          |                       |  |   |                                     |                                      |                                     |                          |                               |   |  |                                     |
| 48   |                           |                                   |  |                          |                       |  |   |                                     |                                      |                                     |                          |                               |   |  |                                     |

3,322,878 3,450,674

<sup>1</sup>Reported only if greater than 1,000 sf

<sup>2</sup>Address not available yet

<sup>3</sup>Potential with County

|  |               | APPENDIX B: HSD WATER QUALITY RESERVE SPREADSHEET<br>(SITES WITHIN CWS DISTRICT BOUNDARY) |                             |   |                     |   |           |  |  |  |
|---|---------------|---|-----------------------------|---|---------------------|---|-----------|--|--|--|
| Line  | 3J Job Number | School/Facility Name  | Proposed Treatment Approach | Surplus/Shortfall Treated Impervious Area (sf)<br>(M-L) | Cumulative Reserves | Water Quality Reserve Opportunity Site? | Updated   | Notes  |  |  |
|   |               |   |                             | N   |                     |   |           |  |  |  |
| 1   | 17449         | Butternut ES  | Veg. Swale                  | (7,739)   | (7,739)             | Yes                                     | 1/18/2019 | Using the reserves. WQ Opportunity in the adjacent neighborhoods   |  |  |
| 2   | 17444         | Eastwood ES   | Mechanical                  | 5,764   | (1,975)             | No                                      | 1/18/2019 | Onsite mechanical. Filter can handle additional area.  |  |  |
| 3   | AKS           | Glencoe HS  | Mechanical                  | 0   | (1,975)             | No                                      | 1/18/2019 | AKS is handling all treatment on site. AKS looked at a wetland bank idea.  |  |  |
| 4   | AKS           | Hillsboro HS  | Mechanical                  | 1,060   | (915)               | Review                                  | 1/18/2019 | AKS is handling all treatment on site. Parking lot?  |  |  |
| 5   | 17442         | Ladd Acres ES   | Mechanical                  | (86,978)  | (87,893)            | Review                                  | 1/18/2019 | Utilizes mechanical for most of the area, but not all. Need reserves. Can we use a vault?  |  |  |
| 6   | 18472         | North Plains ES   | Reserves                    | (4,773)   | (92,666)            | Yes                                     | 1/18/2019 | Temporary and small. Use reserves. Might have opporunity at southwest corner.  |  |  |
| 7   | 17437         | Reedville ES  | Mechanical                  | 0   | (92,666)            | No                                      | 1/18/2019 | Need to be certain we have 5,000 available. More definitive research needed.   |  |  |
| 8   | 17443         | W. Verne McKinney ES  | Reg. Facility               | 0   | (92,666)            | No                                      | 1/18/2019 | Impervious Area Treated in Existing Regional Vegetated Swale. Can we use the educational facility?   |  |  |
| 9   | 17452         | WL Henry ES   | Reserves                    | (10,355)  | (103,021)           | Yes                                     | 1/18/2019 | Using the reserves. Bigger project could consider it's own treatment AND provide reserves.   |  |  |
| 10  | 17452         | WL Henry ES   | Reserves                    | (7,459)   | (110,480)           | Yes                                     | 1/18/2019 | Using the reserves. Bigger project could consider it's own treatment AND provide reserves.   |  |  |
| 11  | 17441         | Jackson ES  | Mechaniucal                 | 59,806  | (50,674)            | Yes                                     | 1/18/2019 | Created onsite swale that treats more than necessary creating addition to reserves. Area does not include future modular.                              |  |  |
| 12  | 18493         | Evergreen MS  | Mechanical                  | 132,254   | 81,580              | Yes                                     | 1/18/2019 | Good opportunity to treat excess area. Approximately 125,144 sf being treated onsite with existing swale   |  |  |
| 13  | 17418         | Brookwood ES  | Mechanical                  | (11,737)  | 69,843              | No                                      | 1/18/2019 | Treated in a regional facility on site through veg. swale with city.   |  |  |
| 14  | 18484         | <sup>2</sup> Century HS   | Veg. Swale                  | (6,343)   | 63,500              | Yes                                     | 1/18/2019 | Utilize reserve. Existing swale north of the track. Need to determine final reserve capacity with CWS.   |  |  |
| 15  |               | <sup>3</sup> Century HS   | Ex Swale                    | (98,300)  | (34,800)            | Yes                                     | 1/18/2019 | In leui of installing a new WQ Manhole runoff will be conveyed to the existing swale   |  |  |
| 16  | 18477         | Eastwood ES   | Reserves                    | (30,571)  | (65,371)            | No                                      | 1/18/2019 | Assume this can get to mechanical device as discussed above.   |  |  |
| 17  | 18486         | Glencoe HS  | Mechanical                  | (7,704)   | (73,075)            | Review                                  | 1/18/2019 | New + 3 x modified exceeds the post-developed impervious area. Treat as much impervious area as possible. Any area not treated will be added to t      |  |  |
| 18  |               | Glencoe HS  | Reserves                    | (75,040)  | (148,115)           | No                                      | 1/18/2019 | Glencoe Road Improvements done by AKS. Impervious areas were calculated by AKS.  |  |  |
| 19  | 18485         | Hillsboro HS  | Reserves                    | (48,385)  | (196,500)           | Review                                  | 1/23/2019 | Fire access lane will be replaced. New impervious area is minimal.   |  |  |
| 20  |               | Jackson ES  | Mechanical                  | 0   | (196,500)           | No                                      | 1/18/2019 | New gymnasium will be conveyed to WQ Facility installed for previuos year project (17441) and is accounted for in that project.                        |  |  |
| 21  | 18476         | Lenox ES  | Mechanical                  | (35,407)  | (231,907)           | No                                      | 1/24/2019 | Unknown discharge and treatment capabilities on this site. Parking lot? 2019-01-23 Areas added only one outfall is treated.                            |  |  |
| 22  | 18483         | Liberty HS  | Swale                       | 0   | (231,907)           | Review                                  | 1/18/2019 | New site improvements. Proposing an extended dry basin onsite, but may consider over treating on HSD Transp. Facility across street                    |  |  |
| 23  | 18475         | Mooberry ES   | Mechanical                  | 39,806  | (192,101)           | Yes                                     | 1/18/2019 | Assume new gym and additional parking as new imperv. Parking lot only?   |  |  |
| 24  | 17419         | New ES #28 (North Plains)   | Machanical                  | (1,480)   | (193,581)           | No                                      | 1/18/2019 | No ability for any reserves at this site as everything surrounding it is new.  |  |  |
| 25  | 17453         | Transportation Satellite Facility   | Swale                       | 14,563  | (179,018)           | No                                      | 1/18/2019 | No ability for any reserves at this site as everything surrounding it is new.  |  |  |
| 26  | 18513         | West Union ES   | Reserves                    | (7,790)   | (186,808)           | No                                      | 2/6/2019  | No feasible way of treating onsite. Parking lot sheetflows to shallow ditch. Due to constraints downstream, the whole parking lot will have to be regr |  |  |
| 27  |               | Century HS WQ Facility  | Veg. Swale                  | 114,865   | (71,943)            | Yes                                     | 1/23/2019 | Veg. swale on site oversized for reserve constructed by County on HSD property. Maintained by City.  |  |  |
| 28  |               | Witch Hazel WQ Facility   | Veg. Swale                  | 388,252   | 316,309             | Yes                                     | 1/23/2019 | Veg. swale on site extended for reserve constructed by County. HSD to dedicate property. Maintained by CWS.  |  |  |
| 29  |               | Butternut ES WQ Facility  | Veg. Swale                  | 150,282   | 466,591             | Yes                                     | 1/12/2019 | Veg. swale to be constructed on site by County. HSD to dedicate easement. Maintained by CWS.   |  |  |
| 30  |               | Indian Hills ES   | Reserves                    | (3,400)   | 463,191             | Review                                  | 8/21/2018 | Small project to use reserve. Has good opportunity. Look at school and surrounding area.   |  |  |
| 31  |               | Ladd Acres ES   | Reserves                    | (4,745)   | 458,446             | Review                                  | 8/21/2018 | Unknown discharge and treatment capabilities on this site.   |  |  |
| 32  |               | Ladd Acres ES   | Reserves                    | (10,800)  | 447,646             | Review                                  | 8/21/2018 | Unknown discharge and treatment capabilities on this site.   |  |  |
| 33  |               | Minter Bridge ES  | Veg. Swale                  | 15,900  | 463,546             | Yes                                     | 8/21/2018 | Look into this site being another reserve site. Will also include site drainage fix via grading . Need full survey. Remove trees?                      |  |  |
| 34  |               | Minter Bridge ES  | Reserves                    | (5,100)   | 458,446             | Yes                                     | 8/21/2018 | Utilize the reserve from this site?  |  |  |
| 35  |               | Minter Bridge ES  | Reserves                    | (10,800)  | 447,646             | Yes                                     | 8/21/2018 | Utilize the reserve from this site?  |  |  |
| 36  |               | Mooberry ES   | Reserves                    | (10,100)  | 437,546             | Yes                                     | 8/21/2018 | Assume new impervious for playground and modified for modular.   |  |  |
| 37  |               | W. Verne McKinney ES  | Reg. Facility               | (10,800)  | 426,746             | No                                      | 8/21/2018 | Impervious Area Treated in Existing Regional Vegetated Swale   |  |  |
| 38  |               | WL Henry ES   | Reserves                    | (27,000)  | 399,746             | Review                                  | 8/21/2018 | Using the reserves. Bigger project could consider it's own treatment AND provide reserves.   |  |  |
| 39  |               | WL Henry ES   | Reserves                    | (10,800)  | 388,946             | Review                                  | 8/21/2018 | Using the reserves. Bigger project could consider it's own treatment AND provide reserves.   |  |  |
| 40  |               | Butternut ES  | Reserves                    | (42,250)  | 346,696             | Yes                                     | 8/21/2018 | Utilize reserve.   |  |  |
| 41  |               | Butternut ES  | Reserves                    | (5,100)   | 341,596             | Yes                                     | 8/21/2018 | Utilize reserve.   |  |  |
| 42  |               | New ES #29 (South Hillsboro)  | Veg. Swale                  | 0   | 341,596             | No                                      | 8/21/2018 | No ability for any reserves at this site as everything surrounding it is new.  |  |  |
| 43  |               | North Plains ES   | Reserves                    | (13,000)  | 328,596             | Review                                  | 8/21/2018 | Assuming this is all new impervious. Yes, look at this and maybe west and/or East.   |  |  |
| 44  |               | Tobias ES   | Reserves                    | (100,800)   | 227,796             | Yes                                     | 8/20/2018 | Site could be a good candidate for reserves.   |  |  |
| 45  |               | Various Locations   | Reserves                    | (100,000)   | 127,796             |   |           |  |  |  |
| 46  |               |   |                             |   |                     |   |           |  |  |  |
| 47  |               |   |                             |   |                     |   |           |  |  |  |
| 48  |               |   |                             |   |                     |   |           |  |  |  |

127,796

<sup>1</sup>Reported only if greater than 1,000 sf

<sup>2</sup>Address not available yet

<sup>3</sup>Potential with County



APPENDIX C: COUNTY WATER QUALITY RESERVE SPREADSHEET  
(SITES WITHIN CWS DISTRICT BOUNDARY)



| Line | County Job Number | Facility Name            | Description                                   | Regulatory Jurisdiction | Construction Schedule | Proposed Project Description                         | Site Areas Based on Actual or Estimated | Total Existing Impervious Area (sf) | Undisturbed Existing Impervious Area | Post-Developed Impervious Area (sf) | New Impervious Area (sf)<br>(G-F) | Modified Impervious Area (sf) | <sup>1</sup> Removed Impervious Area (sf) | Required Impervious Area to be Treated after Development (sf)<br>(New + 3 x (Modified-Removed))<br>(I+3*(J-K)) | Impervious Area Treated Onsite (sf) |
|------|-------------------|--------------------------|---|-------------------------|-----------------------|--|---|-------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-------------------------------|---|--|-------------------------------------|
|      |                   |                          |   |                         |                       |  |   | F                                   | H                                    | G                                   | I                                 | J                             | K   | L  | M                                   |
| 1    |                   | 198th Ave                | Shaw to Farmington                            | City of Hillsboro/CWS   | 2019                  | Road improvements                                    | Estimated                               |                                     |                                      | 945,252                             | 945,252                           |                               |   | 945,252  | 514,008                             |
| 2    |                   | Century Blvd @ TV Hwy    | Intersection                                  | City of Hillsboro/CWS   | 2019                  | Road improvements                                    | Estimated                               |                                     |                                      | 254,390                             | 254,390                           |                               |   | 254,390  | 181,210                             |
| 3    |                   | Johnson/209th            |   | Washington County/CWS   | 2019                  | Half-street improvements                             | Estimated                               |                                     |                                      | 44,867                              | 44,867                            |                               |   | 44,867   | 0                                   |
| 4    |                   | 209th Ave                | Alexander to Kinnaman                         |                         | 2019                  | Road improvements                                    | Estimated                               |                                     |                                      | 480,467                             | 480,467                           |                               |   | 480,467  | 266,152                             |
| 5    |                   | Century HS WQ Facility   | 2000 SE Century Blvd, Hillsboro, OR 97123     | City of Hillsboro/CWS   | 2019                  | Water Quality Swales Constructed by County for 198th | Estimated                               |                                     |                                      |                                     |                                   |                               |   | 0  | 282,837                             |
| 6    |                   | Witch Hazel WQ Facility  | 4901 SW Witch Hazel Road, Hillsboro, OR 97123 | City of Hillsboro/CWS   | 2019                  | Water Quality Swale extension                        | Estimated                               |                                     |                                      |                                     |                                   |                               |   | 0  | 956,009                             |
| 7    |                   | Butternut ES WQ Facility | 20395 SW Florence St, Aloha, OR 97078         | Washington County/CWS   | 2019                  | Water Quality Swale construction                     | Estimated                               |                                     |                                      |                                     |                                   |                               |   | 0  | 431,244                             |
| 8    |                   | Cornelius Pass Rd        | Frances to TV Hwy                             |                         | 2021                  | Road improvements                                    | Estimated                               |                                     |                                      | 409,464                             | 409,464                           |                               |   | 409,464  | 344,124                             |
| 9    |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 10   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 11   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 12   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 13   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 14   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 15   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 16   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 17   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 18   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 19   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 20   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 21   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 22   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 23   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 24   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 25   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 26   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 27   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 28   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 29   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 30   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 31   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 32   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 33   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 34   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 35   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 36   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 37   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 38   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 39   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 40   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 41   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 42   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 43   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 44   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 45   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 46   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     | 0                                 |                               |   | 0  |                                     |
| 47   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     |                                   |                               |   |  |                                     |
| 48   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     |                                   |                               |   |  |                                     |
| 49   |                   |                          |   |                         |                       |  |   |                                     |                                      |                                     |                                   |                               |   |  |                                     |

<sup>1</sup>Reported only if greater than 1,000 sf

<sup>2</sup>Address not available yet

<sup>3</sup>Potential with County



APPENDIX C: COUNTY WATER QUALITY RESERVE SPREADSHEET  
(SITES WITHIN CWS DISTRICT BOUNDARY)



| Line | County Job Number | Facility Name            | Proposed Treatment Approach | Surplus/Shortfall Treated Impervious Area (sf)<br><br>(M-L) | Surplus/Shortfall Treated Impervious Area (acres) | Cumulative Reserves (sf) | Water Quality Reserve Opportunity Site? | Updated   | Notes |
|------|-------------------|--------------------------|-----------------------------|---|---|--------------------------|---|-----------|-------|
|      |                   |                          |                             | N   |   |                          |   |           |       |
| 1    |                   | 198th Ave                |                             | (431,244)   | (9.90)  | (431,244)                | No                                      | 1/23/2019 |       |
| 2    |                   | Century Blvd @ TV Hwy    |                             | (73,181)  | (1.68)  | (504,425)                | No                                      | 1/23/2019 |       |
| 3    |                   | Johnson/209th            |                             | (44,867)  | (1.03)  | (549,292)                | No                                      | 1/23/2019 |       |
| 4    |                   | 209th Ave                |                             | (214,315)   | (4.92)  | (763,607)                | No                                      | 1/23/2019 |       |
| 5    |                   | Century HS WQ Facility   | Swale                       | 282,837   | 6.49  | (480,770)                | Yes                                     | 1/23/2019 |       |
| 6    |                   | Witch Hazel WQ Facility  | Swale                       | 956,009   | 21.95   | 475,239                  | Yes                                     | 1/23/2019 |       |
| 7    |                   | Butternut ES WQ Facility | Swale                       | 431,244   | 9.90  | 906,483                  | Yes                                     | 1/23/2019 |       |
| 8    |                   | Cornelius Pass Rd        |                             | (65,340)  | (1.50)  | 841,143                  | No                                      | 1/23/2019 |       |
| 9    |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 10   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 11   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 12   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 13   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 14   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 15   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 16   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 17   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 18   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 19   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 20   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 21   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 22   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 23   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 24   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 25   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 26   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 27   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 28   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 29   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 30   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 31   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 32   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 33   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 34   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 35   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 36   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 37   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 38   |                   |                          |                             |   |   | 841,143                  |   |           |       |
| 39   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 40   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 41   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 42   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 43   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 44   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 45   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 46   |                   |                          |                             | 0   |   | 841,143                  |   |           |       |
| 47   |                   |                          |                             |   |   |                          |   |           |       |
| 48   |                   |                          |                             |   |   |                          |   |           |       |
| 49   |                   |                          |                             |   |   |                          |   |           |       |

841,143 sf  
19.31 acres

<sup>1</sup>Reported only if greater than 1,000 sf  
<sup>2</sup>Address not available yet  
<sup>3</sup>Potential with County

**HILLSBORO SCHOOL DISTRICT 1J**  
**MAY 28, 2019**  
**APPROVE INCREASE IN THE NUMBER OF**  
**INTER-DISTRICT TRANSFER SLOTS**

**SITUATION**

In April, the Board approved an inter-district transfer proposal under House Bill 2747 that called for the opening of 60 incoming slots, up to 10 of which could be for incoming kindergartners.

During the application period, which took place from April 10, 2019, through May 15, 2019, the District received 70 incoming requests, 16 of which were for incoming kindergartners.

Staff feels this overage represents a reasonable number of additional requests, and would like all of them to be approved, rather than having to conduct a lottery.

The number of available slots can be modified by Board action.

**RECOMMENDATION**

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

*I move that the Board of Directors approve the recommendation to increase the number of available inter-district transfer slots to accommodate the incoming requests received.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**2019 SCHOOL BOND PROJECT SCOPE AND BUDGET OVERVIEW**

**SITUATION**

The District's Capital Projects Officer will provide a scope and budget overview of the 2019 bond projects. These projects include:

- 1) **Brookwood Elementary School** –
  - a. New Construction
  - b. Demolition of Former School Building
- 2) **North Plains Elementary School** –
  - a. Gymnasium
  - b. Parent Bus Drop-Off improvements
- 3) **Eastwood Elementary School** –
  - a. Gymnasium
  - b. 4 classroom building with restrooms and
  - c. Interior Building Upgrades
- 4) **Mooberry Elementary School** –
  - a. Gymnasium
  - b. 5 classroom modular building with restrooms
  - c. Interior Building Upgrades
- 5) **Lenox Elementary School** –
  - a. Parent/Bus Drop-Off improvement
  - b. Interior Building Upgrades
- 6) **West Union Elementary School** –
  - a. Building Improvements
- 7) **Jackson Elementary School** –
  - a. Parent/Bus Drop-Off
  - b. Relocation of Jacob's Field
- 8) **Minter Bridge Elementary School** –
  - a. Interior Wall project
- 9) **Glencoe High School** –
  - a. Building Addition for 400 additional students
  - b. Building Improvements
  - c. Parent/Bus Drop-Off Improvements
  - d. CTE Program Improvements
- 10) **Hillsboro High School** –
  - a. Building Upgrades and Improvements
  - b. CTE Program Improvements
- 11) **Century High School** –
  - a. Synthetic Turf and Lights
  - b. CTE Program Improvements

- 12) **Liberty High School –**
  - a. Chiller Replacement
  - b. CTE Program Improvements
- 13) **Miller Big Picture –**
  - a. Building Improvements
- 14) **Evergreen Middle School –**
  - a. Building Addition for 200 additional students
  - b. Building Improvements
- 15) **Brown Middle School –**
  - a. Building Improvements
- 16) **Poynter Middle School –**
  - a. Building Improvements
- 17) **Satellite Transportation/Maintenance Facility –**
  - a. New Construction
- 18) **Flexible Classroom Furniture –**
  - a. WL Henry Elementary School
  - b. Imlay Elementary School
  - c. Indian Hills Elementary School
  - d. Ladd Acres Elementary School
  - e. McKinney Elementary School
  - f. Orenco Elementary School
  - g. Patterson Elementary School
  - h. Quatama Elementary School
  - i. Rosedale Elementary School
  - j. Eastwood Elementary School
  - k. Mooberry Elementary School
  - l. West Union Elementary School
  - m. Lenox Elementary School
  - n. Minter Bridge Elementary School

## **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 28, 2019**  
**FIRST READING – CHEMISTRY AND BIOLOGY MATERIALS ADOPTION**

**SITUATION**

In accordance with policy IIA-AR, the Office for School Performance facilitates teams of teachers, students, parents, community members, and administrators to improve instructional programs, develop curriculum, and make recommendations to the Board regarding the adoption of instructional materials within each academic content area.

This year, the High School Science Team is focused on identifying instructional materials for high school chemistry and biology science courses that support the Next Generation Science Standards. The Science Study Team has data from action research conducted in chemistry and biology classrooms using BFW: Living by Chemistry, National Geographic Learning, McGraw Hill: Glencoe Chemistry, Patterns Chemistry, Lab-Aids SEPUP, HMH Science Dimensions: Biology, Patterns Biology, and Chromebooks.

Tonight's report will include a presentation of the High School Science Team's recommendation for chemistry and biology materials adoption, as well as a complementary investment in instructional technology. Presenters will include teachers, Community Curriculum Advisory Committee members, and District leaders.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review the first reading of the proposed adoption of chemistry and biology science materials.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**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 28: Electronic Leave Requests. Central office staff are empowered to innovate services to better support principals as instructional leaders. Key members of the Business Office and Human Resources departments are researching methods to convert employee leave requests from a paper form to an electronic workflow. This will increase timeliness and efficiencies at every level. Business Office and Human Resources department staff hope to pilot a solution this summer, and implement an electronic leave request workflow as schools reopen in the fall.

Finance Team – Accounting, Financial Reporting, Grants. Finance Manager Jennifer Zavatsky is planning a year-end check-out process with school office support staff, to provide technical support that controls year-end transactions, as school staff leave for summer break and the District transitions into the new 2019-20 fiscal year.

Ms. Zavatsky and the Finance team have developed a comprehensive year-end checklist, which, combined with a little flair to make the process a fun capstone for office managers, ensures a high level of accountability and transactional control.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis has provided year-end payroll information, such as critical payroll due dates and pay dates and change-of-address reminders, to ensure that the June balance-of-contract (BOC) paychecks are complete and accurate. For 10-month employees, the BOC paychecks provide resources and insurance benefits coverage to carry them through the summer months, until their first 2019-20 paycheck in September.

Benefits Supervisor Lynette Coffman and the Benefits team continue to monitor the Oregon Educators Benefit Board (OEBB) for information regarding the benefits plan year that begins October 1, 2019. Ms. Coffman provides OEBB updates to union leadership during the bi-monthly meetings of the Benefits Advisory Group.

Ms. Coffman has also been working with Mae Hawkins of Waldo Insurance, Inc. to develop a potential preferred plan for administrators and supervisory/technology staff members who pay tiered rates for insurance and do not benefit from participating in the locally managed pool.

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 2019.

The District received 13 worker's compensation claims in March. As of March 31, 2019, there were 38 open claims; 25 were for medical costs only, and 14 included time loss. There were 3 employees on modified work plans during March.

| <b>Workers' Compensation Reports</b> |                |                |                |
|--------------------------------------|----------------|----------------|----------------|
|                                      | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
| July                                 | 3              | 3              | 1              |
| August                               | 6              | 2              | 2              |
| September                            | 7              | 6              | 11             |
| October                              | 15             | 18             | 14             |
| November                             | 17             | 13             | 5              |
| December                             | 7              | 11             | 13             |
| January                              | 5              | 4              | 7              |
| February                             | 11             | 10             | 8              |
| March                                | 12             | 11             | 13             |
| April                                | 13             | 8              |                |
| May                                  | 10             | 18             |                |
| June                                 | 149            | 8              |                |
| <b>Yearly Total:</b>                 | <b>120</b>     | <b>112</b>     | <b>74</b>      |

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 330 student incidents reported in March.

| <b>Student Incident Reports</b> |  |   |  |  |   |  |
|---------------------------------|--|---|--|--|---|--|
|                                 | <b>2017-18<br/>Total<br/>Incidents</b> | <b>Average<br/>Incidents<br/>Per School<br/>Day</b> | <b>Serious<br/>Injuries<br/>With 911<br/>Transport</b> | <b>2018-19<br/>Total<br/>Incidents</b> | <b>Average<br/>Incidents<br/>Per School<br/>Day</b> | <b>Serious<br/>Injuries<br/>With 911<br/>Transport</b> |
| July                            | 8                                      | N/A   | 0  | 2                                      | N/A   | 0  |
| August                          | 1                                      | N/A   | 0  | 7                                      | N/A   | 1  |
| September                       | 267                                    | 14.0  | 2  | 476                                    | 25.0  | 4  |
| October                         | 298                                    | 14.9  | 1  | 494                                    | 22.5  | 3  |
| November                        | 191                                    | 11.9  | 0  | 319                                    | 21.2  | 4  |
| December                        | 177                                    | 16.1  | 1  | 410                                    | 27.3  | 0  |
| January                         | 324                                    | 16.2  | 1  | 378                                    | 22.2  | 3  |
| February                        | 192                                    | 11.3  | 2  | 343                                    | 19.1  | 1  |
| March                           | 237                                    | 13.9  | 2  | 330                                    | 20.6  | 1  |
| April                           | 255                                    | 12.7  | 0  |  |   |  |
| May                             | 363                                    | 16.5  | 1  |  |   |  |
| June                            | 168                                    | 15.3  | 2  |  |   |  |
| <b>Yearly Total:</b>            | <b>2,481</b>                           |   | <b>12</b>  | <b>2,756</b>                           |   | <b>17</b>  |

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 5 bus accidents in March.

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**MONTHLY FINANCIAL REPORT - as of April 30, 2019**

| <b>Revenues</b>          | <b>1st Quarter<br/>Actual</b> | <b>2nd Quarter<br/>Actual</b> | <b>3rd Quarter<br/>Actual</b> | <b>April<br/>Actual</b> | <b>4th Quarter<br/>Actual</b> | <b>Fiscal YTD<br/>2018-19</b> | <b>Budget<br/>2018-19</b> | <b>% of 2018-19<br/>Budget<br/>Expended</b> | <b>Fiscal YTD<br/>2017-18</b> | <b>% of 2017-18<br/>Budget<br/>Expended</b> |
|--------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------------|-------------------------------|---------------------------|---|-------------------------------|---|
| Taxes                    | \$1,669,972.39                | \$68,829,236.30               | \$1,933,899.09                | \$156,894.77            | \$156,894.77                  | \$72,590,002.55               | \$77,332,599.00           | 93.87%                                      | \$70,612,955.06               | 100.56%                                     |
| Interest                 | \$143,108.24                  | \$282,968.57                  | \$447,945.70                  | \$126,468.40            | \$126,468.40                  | \$1,000,490.91                | \$1,061,711.00            | 94.23%                                      | \$828,193.05                  | 204.68%                                     |
| Local Sources            | \$46,962.43                   | \$303,831.68                  | \$629,560.46                  | \$34,334.52             | \$34,334.52                   | \$1,014,689.09                | \$1,377,531.00            | 73.66%                                      | \$1,562,725.13                | 87.27%                                      |
| <b>Total Local</b>       | <b>\$1,860,043.06</b>         | <b>\$69,416,036.55</b>        | <b>\$3,011,405.25</b>         | <b>\$317,697.69</b>     | <b>\$317,697.69</b>           | <b>\$74,605,182.55</b>        | <b>\$79,771,841.00</b>    | <b>93.52%</b>                               | <b>\$72,175,680.19</b>        | <b>99.67%</b>                               |
| County/ESD               | \$0.00                        | \$88,121.75                   | \$2,704,467.33                | \$258,712.00            | \$258,712.00                  | \$3,051,301.08                | \$3,661,468.00            | 83.34%                                      | \$3,229,452.19                | 90.85%                                      |
| State Sources            | \$41,995,150.00               | \$33,407,615.53               | \$33,722,027.34               | \$11,120,810.00         | \$11,120,810.00               | \$120,245,602.87              | \$128,885,703.00          | 93.30%                                      | \$121,153,689.55              | 93.16%                                      |
| Federal Sources          | \$0.00                        | \$0.00                        | \$57,364.35                   | \$0.00                  | \$0.00                        | \$57,364.35                   | \$0.00                    | 0.00%                                       | \$0.00                        | 0.00%                                       |
| Other Sources            | \$36,224.48                   | \$6,144.96                    | \$22.48                       | \$29.90                 | \$29.90                       | \$42,421.82                   | \$1,000,000.00            | 4.24%                                       | \$1,115,884.53                | 111.59%                                     |
| Beginning Balance        | \$12,795,797.87               | \$0.00                        | \$0.00                        | \$0.00                  | \$0.00                        | \$12,795,797.87               | \$13,392,374.00           | 95.55%                                      | \$12,711,074.35               | 109.59%                                     |
| <b>Total Revenue</b>     | <b>\$56,687,215.41</b>        | <b>\$102,917,918.79</b>       | <b>\$39,495,286.75</b>        | <b>\$11,697,249.59</b>  | <b>\$11,697,249.59</b>        | <b>\$210,797,670.54</b>       | <b>\$226,711,386.00</b>   | <b>92.98%</b>                               | <b>\$210,385,780.81</b>       | <b>96.24%</b>                               |
| <b>Expenditures</b>      |                               |                               |                               |                         |                               |                               |                           |   |                               |   |
| <b>Instruction</b>       |                               |                               |                               |                         |                               |                               |                           |   |                               |   |
| Salaries                 | \$6,903,813.82                | \$20,628,266.13               | \$21,392,986.65               | \$6,889,924.51          | \$6,889,924.51                | \$55,814,991.11               | \$73,583,060.06           | 75.85%                                      | \$53,707,592.87               | 68.89%                                      |
| Benefits                 | \$3,499,737.53                | \$10,712,323.53               | \$10,979,524.87               | \$3,640,728.94          | \$3,640,728.94                | \$28,832,314.87               | \$39,425,261.32           | 73.13%                                      | \$28,032,380.92               | 72.54%                                      |
| Purchased Service        | \$1,097,601.90                | \$2,385,444.94                | \$2,390,026.68                | \$588,484.08            | \$588,484.08                  | \$6,461,557.60                | \$12,002,173.73           | 53.84%                                      | \$6,261,482.36                | 148.95%                                     |
| Supplies/Materials       | \$517,988.43                  | \$495,874.52                  | \$425,744.75                  | \$132,194.24            | \$132,194.24                  | \$1,571,801.94                | \$2,556,652.63            | 61.48%                                      | \$1,463,847.79                | 75.85%                                      |
| Capital Purchases        | \$700.00                      | \$26,138.40                   | \$8,811.78                    | \$0.00                  | \$0.00                        | \$35,650.18                   | \$50,000.00               | 0.00%                                       | \$0.00                        | 0.00%                                       |
| Other                    | \$133,917.14                  | \$41,626.14                   | \$16,986.95                   | \$1,999.00              | \$1,999.00                    | \$194,529.23                  | \$314,722.26              | 61.81%                                      | \$201,171.92                  | 109.10%                                     |
| <b>Total Instruction</b> | <b>\$12,153,758.82</b>        | <b>\$34,289,673.66</b>        | <b>\$35,214,081.68</b>        | <b>\$11,253,330.77</b>  | <b>\$11,253,330.77</b>        | <b>\$92,910,844.93</b>        | <b>\$127,931,870.00</b>   | <b>72.63%</b>                               | <b>\$89,666,475.86</b>        | <b>72.95%</b>                               |
| <b>Support Services</b>  |                               |                               |                               |                         |                               |                               |                           |   |                               |   |
| Salaries                 | \$6,739,789.06                | \$10,077,796.80               | \$10,222,074.83               | \$3,394,486.07          | \$3,394,486.07                | \$30,434,146.76               | \$48,376,347.38           | 62.91%                                      | \$29,294,954.67               | 73.70%                                      |
| Benefits                 | \$3,768,375.12                | \$5,790,496.50                | \$5,860,641.27                | \$1,947,675.15          | \$1,947,675.15                | \$17,367,188.04               | \$25,919,785.53           | 67.00%                                      | \$17,039,794.22               | 68.45%                                      |
| Purchased Service        | \$2,635,148.61                | \$3,238,338.38                | \$3,373,434.85                | \$1,047,301.24          | \$1,047,301.24                | \$10,294,223.08               | \$8,022,210.02            | 128.32%                                     | \$8,097,747.42                | 54.08%                                      |
| Supplies/Materials       | \$1,332,098.10                | \$1,199,620.16                | \$884,708.41                  | \$259,295.30            | \$259,295.30                  | \$3,675,721.97                | \$2,519,430.55            | 145.89%                                     | \$4,765,529.57                | 133.95%                                     |
| Capital Purchases        | \$116,625.20                  | \$30,531.92                   | \$79,409.40                   | \$0.00                  | \$0.00                        | \$226,566.52                  | \$150,000.00              | 0.00%                                       | \$330,144.95                  | 323.79%                                     |
| Other                    | \$1,217,880.13                | \$102,787.22                  | \$7,783.51                    | \$1,197.12              | \$1,197.12                    | \$1,329,647.98                | \$1,440,130.52            | 92.33%                                      | \$1,277,399.36                | 86.55%                                      |
| <b>Total Support</b>     | <b>\$15,809,916.22</b>        | <b>\$20,439,570.98</b>        | <b>\$20,428,052.27</b>        | <b>\$6,649,954.88</b>   | <b>\$6,649,954.88</b>         | <b>\$63,327,494.35</b>        | <b>\$86,427,904.00</b>    | <b>73.27%</b>                               | <b>\$60,805,570.19</b>        | <b>71.75%</b>                               |

| <i>Expenditures (continued)</i> | 1st Quarter<br>Actual  | 2nd Quarter<br>Actual  | 3rd Quarter<br>Actual  | April<br>Actual        | 4th Quarter<br>Actual  | Fiscal YTD<br>2018-19   | Budget<br>2018-19       | % of 2018-19<br>Budget<br>Expended | 2017-18<br>Fiscal YTD   | % of 2017-18<br>Budget<br>Expended |
|---------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|------------------------------------|
| <b>Community Services</b>       |                        |                        |                        |                        |                        |                         |                         |                                    |                         |                                    |
| Salaries                        | \$55,545.26            | \$91,198.00            | \$89,318.52            | \$27,871.06            | \$27,871.06            | \$263,932.84            | \$310,265.99            | 85.07%                             | \$285,491.18            | 90.09%                             |
| Benefits                        | \$30,455.50            | \$56,040.08            | \$56,374.00            | \$17,718.24            | \$17,718.24            | \$160,587.82            | \$166,238.84            | 96.60%                             | \$150,920.00            | 93.49%                             |
| Purchased Service               | \$18,255.75            | \$15,515.96            | \$5,993.93             | \$1,395.80             | \$1,395.80             | \$41,161.44             | \$51,451.16             | 80.00%                             | \$49,098.97             | 55.19%                             |
| Supplies/Materials              | \$85.28                | \$3,627.68             | -\$485.66              | \$0.00                 | \$0.00                 | \$3,227.30              | \$12,951.80             | 24.92%                             | \$4,984.24              | 76.75%                             |
| 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                  | \$4,426.21              | 0.00%                              | \$0.00                  | 0.00%                              |
| <b>Total Community Services</b> | <b>\$104,341.79</b>    | <b>\$166,381.72</b>    | <b>\$151,200.79</b>    | <b>\$46,985.10</b>     | <b>\$46,985.10</b>     | <b>\$468,909.40</b>     | <b>\$545,334.00</b>     | <b>85.99%</b>                      | <b>\$490,494.39</b>     | <b>85.35%</b>                      |
| <b>Capital Projects</b>         |                        |                        |                        |                        |                        |                         |                         |                                    |                         |                                    |
| Purchased Service               | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                  | \$0.54                  | 0.00%                              | -\$769.45               | 0.00%                              |
| Capital Projects                | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                 | \$0.00                  | \$0.00                  | 0.00%                              | \$0.00                  | 0.00%                              |
| <b>Total Capital Projects</b>   | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>          | <b>\$0.00</b>           | <b>\$0.54</b>           | <b>0.00%</b>                       | <b>-\$769.45</b>        | <b>0.00%</b>                       |
| Debt Service Payment            | -\$35.60               | -\$1,270.12            | -\$2.81                | \$0.00                 | \$0.00                 | -\$1,308.53             | \$0.00                  | 0.00%                              | \$0.00                  | 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                  | \$8,999,197.00          | 0.00%                              | \$12,795,797.87         | 130.03%                            |
| <b>Total Expenditures</b>       | <b>\$28,067,981.23</b> | <b>\$54,894,356.24</b> | <b>\$55,793,331.93</b> | <b>\$17,950,270.75</b> | <b>\$17,950,270.75</b> | <b>\$156,705,940.15</b> | <b>\$223,904,305.54</b> | <b>69.99%</b>                      | <b>\$163,757,568.86</b> | <b>74.91%</b>                      |

\* Includes forecasted adjustments to appropriations

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**FIRST READING – POLICIES INCLUDED IN ANNUAL NOTIFICATIONS TO STAFF,  
STUDENTS, AND FAMILIES (PART 3)**

**SITUATION**

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

Policy language must meet the following criteria:

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

In April, May, and June, policies and administrative regulations that are included in annual notifications to staff, students, and families are being prioritized. Revisions to the first two sections of these policies were presented to the Board during previous meetings in April and May. Revisions to the third section of the notification policies (listed below), have been reviewed by the Superintendent and Cabinet members, and are being presented to the Board for first reading this evening:

- GBDA: Mother-Friendly Workplace
- IF: Curriculum Development (Delete / Adopt)
- IGBBC: Talented and Gifted - Programs and Services
- IIA: Instructional Resources / Instructional Materials
- IIABB: Use of Commercially Produced Feature Films and Other Digital Media
- JGEA: Alternative Education Programs Following Expulsion
- JHFD: Student Vehicle Use
- KLB: Complaints about Curriculum or Instructional Materials

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review the first reading of these policies, which will be included in annual notifications to staff, students, and families.

## Hillsboro School District 1J

Code: GBDA  
Adopted: 03/08  
Revised: 04/16

### Mother-Friendly Workplace

The District recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast feeding or expressing milk in the workplace. The Board directs the Superintendent/designee to take measures and develop regulations to ensure that all District staff shall be provided with an adequate location for the expression of milk or breast feeding.

The Superintendent/designee shall see that the District makes a reasonable effort to provide a room or other location in close proximity to the employee's work area, other than a restroom, where an employee can breast feed her child or express milk in privacy.

END OF POLICY

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#### Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)





Code: **GBDA**  
Adopted:

## **Mother Friendly Workplace \***

(Version 2)

(This applies to a district that employs 25 or more employees)

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. All employees must give notice to their supervisors; at the District Office, employees must give notice to the receptionist; and at schools and all other locations, employees must give notice to the office manager.

The following locations have been identified in each facility for milk expression or breast-feeding:

### **ELEMENTARY SCHOOLS:**

- Brookwood Elementary School: library office
- Butternut Creek Elementary School: workroom in the library
- Eastwood Elementary School: Closet in kindergarten classroom
- Farmington View Elementary School: Mother's room at end of hallway by gym
- Free Orchards Elementary School: Room 104
- Hillsboro Online Academy: Principal's office or server closet
- Imlay Elementary School: Library office, workroom or teacher's classroom
- Indian Hills Elementary School: All classrooms or Counselor's office
- Jackson Elementary School: Media/Tech room
- Ladd Acres Elementary School: Work room in back of Pod 1: Check in with Office Manager
- Lenox Elementary School: Women's restroom by front door
- Lincoln Street Elementary: Room #160C or classrooms if assigned teacher needs to use it
- Minter Bridge Elementary: 3rd grade team office
- Mooberry Elementary School: Room 24
- North Plains Elementary School: Conference room in office
- Orenco Elementary School: ERC Secretary room, Wellness room, Vice Principal's office.
- Patterson Elementary School: Office near workroom
- Quatama Elementary School: Room #103
- Reedville Elementary School: Downstairs staff restroom
- Rosedale Elementary School: Kiln room or check with Office Manager
- Tobias Elementary School: Room #1
- W. Verne McKinney Elementary School: Principal's office
- West Union Elementary School: Room #10
- Witch Hazel Elementary School: Family resource room
- WL Henry Elementary School: Team room in primary or secondary den

#### MIDDLE SCHOOLS:

- Evergreen Middle School: Room in main office
- Poynter Middle School: Room #125 in main office
- R.A. Brown Middle School: Corner office in counseling center
- South Meadows Middle School: Classroom #136 and #236

#### HIGH SCHOOLS:

- Century High School: N120
- Glencoe High School: Career center office #218
- Hillsboro High School: Office in commons area
- Liberty High School: Conference rooms 101 and 107
- Miler Education Center: Room #113

#### OTHER LOCATIONS:

- Administration Center: Floor 1, private room in women's restroom
- Facilities: Conference room
- Transportation: Front office file room

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published on the District website. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

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#### Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

Corrected 5/21/19



Code: **IF**  
Adopted: 12/16/08  
Orig. Code: IF

## Curriculum Development

The Board has responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and of initiating improvements beyond that minimum.

The Superintendent and employees of the District are responsible for maintaining the program of instruction in accordance with the provisions of the constitution of the state, acts of the legislature, rules and regulations of the State Board of Education and the policies and regulations of the Board.

The Superintendent shall approve resources to provide the principals and teachers with curriculum materials covering all instruction approved by the Board.

The Board expects the community, the faculty and administration to evaluate the educational program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

END OF POLICY

### Legal Reference(s):

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

Corrected 5/15/19



Code: **IF**  
Adopted:

**R**

## Curriculum Development

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on needed curriculum changes.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

Corrected 5/15/19



Code: IGBBC  
Adopted: 11/18/14  
Orig. Code: IGBBC

## **Talented and Gifted - Programs and Services—Talented and Gifted\*\***

It is the mission of the Hillsboro School District to engage and challenge all learners to ensure academic excellence. As a traditionally underserved population of students, the District invests in meeting the unique academic and social-emotional needs of talented and gifted students. The District provides appropriately challenging curriculum and individualized instructional pacing to ensure academic excellence. It is our goal to support each student in reaching his or her potential as a learner.

A District-written plan will be developed for talented and gifted programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent or designee may remove any administrative barriers that exist which restrict students' access to appropriate services, and will develop program and service options. These options may include, but are not limited to, the following:

1. Early entrance;
2. Whole grade acceleration;
3. Cluster grouping in regular classes;
4. Continuous progress;
5. Cross grade grouping;
6. Compacted/Accelerated curriculum;
7. Advanced Placement classes;
8. Honors classes/options;
9. Independent study/projects;
10. Credit by Proficiency;
11. Concurrent enrollment;
12. Mentorship/Internship;
13. Academic competitions;

14. Flexible pacing; or

15. Flexible grouping with interest-area and/or learning-style emphasis.

The Board has established an appeals process for A parents to or guardian may utilize if they are the appeal procedure found in administrative regulation IGBBA-AR – Appeal Procedure for Talented and Gifted Identification and Placement when they are dissatisfied with the programs and services recommended for their identified talented and gifted identification or placement process of their student, and wish to request reconsideration.

The Board has established a A complaint procedure to utilize if an individual has for a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted students is found in administrative regulation IGBBC-AR – Complaints Regarding the Talented and Gifted Program, and is available at the District’s administrative office and on the home page of the District’s website.

END OF POLICY

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**Legal Reference(s):**

[OAR 581-002-0040](#)

[OAR 581-022-2325](#)

[OAR 581-022-2500](#)

[OAR 581-002-0001 – 002-0023](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

Corrected 5/15/19



Code: IIA  
Adopted: 5/23/17  
Orig. Code: IIA

## Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting ~~basic~~ core instructional materials. While the Board retains the authority to approve District instructional materials adoptions, it authorizes the Superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student, and community involvement, and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers, and community.

The District will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and ~~basic~~ core instructional materials will be reviewed on a seven-year cycle, and recommendations for appropriate instructional materials will be made.

Recommended instructional materials will ~~treat people and their viewpoints in a~~ be respectful ~~manner (with regard to~~ of another's race, national origin, religion, disability, age, marital status, sex, sexual orientation, or gender identity), ~~or are significant works within~~ and in their historical or socio-political contexts, especially in the case of primary source materials; contain appropriate readability levels; support the District's adopted curriculum content; provide ease of teacher use; be attractive and durable; and be purchased at a reasonable cost.

The District will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities (e.g., visual impairments) to receive textbooks and instructional materials free of charge.

All ~~basic~~ core instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students, and interested District patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library resources will be selected cooperatively by teachers, principals, librarians, and sometimes with the assistance of students and parents. Recommended supplementary materials and library resources will also ~~treat people and their viewpoints in a respectful manner (with regard to~~ be respectful of another's race, national origin, religion, disability, age, marital status, sex, sexual orientation, or gender identity), ~~or are significant works within~~ and in their historical or socio-political contexts, especially in the case of primary source materials; contain appropriate readability levels; support the District's adopted curriculum content; provide for ease of teacher use; be attractive and durable, and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to ensure equivalency among schools in the provision of curriculum materials and instructional supplies.

It is understood that differences of opinion may arise regarding instructional and supplemental materials. The procedure to be followed in these situations is outlined in Board policy KLB - Complaints about Curriculum or Instructional Materials, and its administrative regulations KLB-AR(1) - Instructional Materials Reconsideration Procedure and KLB-AR(2): Request for Reconsideration of Instructional Materials.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)

[ORS 337.511](#)  
[ORS 339.155](#)  
  
[OAR 581-011-0050 to -0117](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

Corrected 5/01/19





Code: **IIABB**  
Adopted: 5/26/09  
Orig. Code: IIABB

## **Use of Commercially Produced Feature Films and Other Digital Media\*\***

The showing of commercially produced and rated feature films and other digital media must have a direct instructional outcome and have a legitimate purpose in the school's educational program.

Since the content of feature films customarily is designed for general audience viewing, the Board's preference is that only excerpts of approved films be shown as part of the curriculum. In all cases, certain precautions should be taken to ensure the showing of a particular film is consistent with the educational values espoused by the District. Only instructionally relevant films rated G for grades K-6; G and PG for grades 7 and 8; G, PG, and PG-13 for grades 9 and 10; and G, PG, PG-13, and R for Grades 11 and 12 may be shown.

In the case of PG-rated films in grades 4-6; PG-13 rated films for grades 7 and 8; or R-rated films for grades 11 and 12, teachers must have:

1. Written approval from the administration;
2. Previewed the movie or excerpt;
3. Signed permission from the parent.

If any parent objects, the teacher will ~~prove~~ provide an educationally related alternative for that student.

Other digital media must have prior administrative approval from administration before being shown to students.

The Board directs administrative ~~procedures~~ regulations be developed to accomplish this objective, including the provision that a parent have the opportunity to preview a film when practicably possible and that a parent may request his/her their student not be allowed to view a film rated PG, PG-13, or R.

END OF POLICY

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### **Legal Reference(s):**

[ORS 332.107](#)

Corrected 4/17/19

HR3/03/17 | PH

Use of Commercially Produced Feature Films and Other  
Digital Media\*\* – IIABB

1-1



Code: JGEA  
Adopted: 6/09/09  
Orig. Code: JGEA

## Alternative Education Programs Following ~~Related to~~ Expulsion\*\*

Prior to a student leaving school or a student's expulsion (unless the expulsion is for a weapons policy violation or a student leaving school), the District will propose in writing to the student or student's parent or guardian, appropriate, accessible educational alternatives education programs as determined by the District. Such alternative education program(s) will consist of instruction and may be combined with counseling.

The proposal of potential alternative educational programs will be hand-delivered or sent by certified mail to assure that the parent or guardian receives it prior to the time of an actual expulsion of the student or the student leaving school.

Appropriate accessible alternative education programs may be either public or private (nonsectarian). Programs may be provided by the District as a separate school, evening classes, or tutorial instruction. Home/hospital instruction provided by District staff could be considered an appropriate alternative. The District shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The District shall pay the actual cost of the District-proposed private alternative education program or an amount equal to 80 percent of the District's estimated current year's average per student net operating expenditure, whichever is less. The District will enter into a written contract with the program provider.

The District has no obligation to pay for an alternative education program. If an emancipated minor or a parent or guardian receives an exemption on a semi-annual basis to withdraw a student age 16 or 17, the District has no obligation to pay for an alternative education program from compulsory attendance.

If an expelled student is not successful in the alternative education program selected, does not follow through on attending, or the alternative education programs offered are not accepted by the student and/or parent or guardian, there is no obligation to propose or fund other alternatives.

END OF POLICY

### Legal Reference(s):

[ORS 336.615 to -336.665](#)  
[ORS 339.030](#)  
[ORS 339.240](#)  
[ORS 339.250](#)

[ORS 339.252](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)

[OAR 581-022-2505](#)  
[OAR 581-022-2320](#)  
[OAR 581-023-0006](#)  
[OAR 581-023-0008](#)

Corrected 5/15/19



Code: **JHFD**  
Adopted: 6/09/09  
Orig. Code: JHFD

## Student Vehicle Use

All students who drive ~~cars~~ **vehicles** to school are subject to parking and driving rules developed by the District and/or building administration. The Board has the authority to require registration of ~~cars~~ **all vehicles** and appropriate registration fees.

The District may require all students parking vehicles on District property on a regular basis to show evidence:

1. That the student driving the vehicle holds a valid driver's license;
2. That the vehicle is currently registered;
3. That the student driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state;
4. That the vehicle is in compliance with District rules by displaying the appropriate sticker.

Parking privileges will be subject to the specific requirements of this policy and any other applicable policy and/or rules of the District. Parking privileges, including driving on District property, may be revoked by the building administrator for violations of Board policies, administrative regulations, or school rules.

The District will post appropriate parking signs.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.445](#)

[ORS 339.270](#)  
[ORS 806.060](#) to [-806.080](#)

[OAR 581-021-0050](#)

Corrected 5/15/19



Code: KLB  
Adopted: 1/22/08  
Orig. Code: KLB

## Complaints about Curriculum or Instructional Materials\*\*

Instructional materials include textbooks, library books, periodicals, pamphlets, newspapers, computer software, and audiovisual materials such as films, slides, recordings, transparencies, tapes, and other educational media, and digital media.

Parents in particular have a legitimate concern for what their children read and study. They have the privilege to read, view, and comment on all instructional materials selected for our school system.

Objections to the selection of instructional materials or techniques may be made by patrons. The complainant will be asked to complete the form, "Request for Reconsideration of Instructional Material;" (see KLB-AR(2)). Upon receipt of a request for reconsideration, the teacher and the person(s) responsible for selecting instructional materials will review the material in question and report their findings to the complainant. Copies of the request form and the report will be sent to the Superintendent or designee. If the complainant is not satisfied with the decision contained in the report, the decision may be appealed as provided in the Board's general policy on public complaints.

Review of materials will be consistent with Board policy establishing selection criteria for instruction and supplementary material.

END OF POLICY

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### Legal Reference(s):

~~ORS 192.610-192.690~~

[ORS 332.107](#)

OAR 581-022-8052370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983). Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982);  
aff'd in part, 746 F.2d 505 (9th Cir. 1984)

Connick v. Myers, 461 U.S. 138 (1983)

Corrected 5/01/19

**HILLSBORO SCHOOL DISTRICT 1J**  
**May 28, 2019**  
**INFORMATION – ADMINISTRATIVE REGULATION UPDATES FOR THE**  
**ANNUAL NOTIFICATION OF STAFF, STUDENTS, AND FAMILIES (PART 2)**

**SITUATION**

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

Policy language must meet the following criteria:

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

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

During the months of April, May, and June, updates to policies and administrative regulations that are included in annual notifications to staff, students, and families are being prioritized. Please note that OSBA has provided final versions of the text of these ARs, but the revision dates will not be updated until after the Board meeting.

- GCAB-AR: Social Media and Personal Electronic Devices – Staff (Delete)
- IF-AR: Curriculum Guide (Delete)
- IGBBC-AR: Complaints Regarding the Talented and Gifted Program
- IGDA-AR: Student Organizations
- IIBGA-AR: Electronic Communications System
- ING-AR(1): Service Animals in District Facilities
- ING-AR(2): Animals in Schools
- JB-AR(1): Equal Opportunity Plan (Students)
- JB-AR(2): Equal Opportunity Discrimination Complaint (Delete)
- JFCB-AR: Graffiti
- JFCEA-AR: Gang Dress, Attire, and/or Property
- JFCEB-AR: Personal Electronic Devices and Social Media – Students
- JFCF-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, OR Teen Dating Violence Reporting Procedures – Student
- JFCG/JFCH/JFCI-AR: Alcohol Testing (Delete)
- JFG-AR: Student Search and Seizure
- JGAB-AR: Use of Restraint and Seclusion
- JGDA-AR: Discipline of Students with Disabilities
- JGE-AR(1): Expulsion Protocol

- JGE-AR(2): Expulsion Waiver
- JGE-AR(3): Example Student Expulsion Letter
- JO/IGBAB-AR(2): Education Records/Records of Students with Disabilities Management
- JO/IGBAB-AR(3): Request for Student Records (Delete)
- JO/IGBAB-AR(4): Establishing Fees for Copies of Educational Records
- KBE-AR: Use of District Facilities for Political Campaigns and Events (Delete)
- KLB-AR(1): Instructional Materials Reconsideration Procedure
- KLB-AR(2): Request for Reconsideration of Instructional Materials

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors review these updated administrative regulations, which will be included in annual notifications to staff, students, and families.



Code: **GBDA-AR**  
Revised/Reviewed: 3/01/16  
Orig. Code(s): GBDA-AR

## **Mother Friendly Workplace**

The District shall comply with state law requiring the District to provide a mother-friendly workplace that allows for employees to express milk or breast-feed their child. A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility. The District shall provide the employee a 30-minute rest period to express milk or breast-feed during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.<sup>1</sup> If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the District.

District health personnel will identify reasonable facility accommodations for employees wanting to breast-feed or express milk.

1. Employees will be provided access to a private area with a lock that will allow the employee to:
  - a. Breast-feed a child brought in during a lunch or other break period.
  - b. Pump breast milk to be stored for later use.
2. The room will include the following:
  - a. Electrical outlets for electric pumps.
  - b. Sanitation facilities, including a sink, will be available close by for hand-washing and cleaning containers.
  - c. A sign-up sheet for shared work areas, and a sign posting the room or area as "Private during use."

This policy and a list of designated locations will be posted on the District's website. A list of designated locations must be readily available upon request in the central office of each school facility and in the District's central office.

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<sup>1</sup> Staff members should refer to their collective bargaining agreements to determine whether the "rest period" is paid, unpaid, or a combination.



Code: **GCAB-AR**  
Revised/Reviewed: 1/15  
Orig. Code: GCAB-AR

## **Social Media and Personal Electronic Devices – Staff**

### **Social Media**

Social media has become an integral part of daily life, and a key platform for sharing information. Especially in school settings, however, it is important to be very thoughtful about the use of social media.

### **Personal Use**

Most people use one or more social media channels for personal communication purposes: Facebook, Twitter, Instagram, Pinterest, and SnapChat are just a few popular examples of the many social media platforms available.

Staff members certainly have every right and opportunity to have accounts and profiles on various social media platforms; however, it's essential to keep the following in mind:

1. Staff members should have separate accounts for personal and professional use.
2. Staff members should not “friend” current District students unless the purpose of the social media platform is educational in nature.
3. The following documents address staff behavior expectations:
  - a. Policy GABA: Standards of Ethical Professional Performance;
  - b. Policy GBC: Staff Ethics; Policy GBC-AR: Staff Ethics;
  - c. Policy GBNA: Hazing/Harassment/Intimidation/Bullying/Menacing – Staff;
  - d. Policy GCAA: Standards for Competent and Ethical Performance of Oregon Educators (especially the section on The Ethical Educator);
  - e. Policy GCAB: Personal Electronic Devices and Social Media – Staff;
  - f. Staff/Student Boundaries;
  - g. Staff and Instructional Volunteers Acceptable Use Agreement (Form DF)
4. Comments or pictures that are shared or posted can have an impact on an employee's work life if those things are felt to be in violation of the above-referenced policies/guidelines.
5. Never post confidential information or disparaging comments about students, co-workers, or the workplace.
6. Remaining professional and positive, even on personal social media sites, is always expected.



## Professional Use

**Hillsboro School District** uses social media (such as Facebook, Twitter, the District's mobile app and an Oregonlive.com blog) to share positive stories about students, important information about District activities, news releases, and emergency information, as necessary. Because the District is a public entity and has a responsibility for maintaining public records, caution is used in determining what will be posted to these sites. For the most part, these postings are identical to content that is on the District's website, as that is archived on a daily basis.

**Schools** can also set up social media accounts to share information about their events and accomplishments; however, posting content to these sites should not take precedence over maintaining the school's website, since the school's website is the information source of record, as is the District website.

It is recommended that posts to the school's official sites are managed by the principal, office manager, or other trusted person. The principal should always have access to the login and password for each site so that if inappropriate content is posted, it can be removed quickly.

## Posting Images

Exercising personal and professional judgment and discretion is essential when taking and posting images to social media sites. Staff and/or District-related groups may take photographs at schools or school-related events (such as pictures of classroom activities, union meetings, their own children or family friends, and other similar situations), and may choose to post them, as long as such activity does not violate any laws or existing Board policy, and does not compromise the safety, security, and personal privacy of District facilities, staff, students, and/or non-District-related individuals or entities. If there are questions about a staff member's or District-related group's ability or authority to take and/or post a photograph, those questions should be directed to the building administrator or the Communications Director.

**Pictures of students** are usually permitted unless any students have opted out of photos. The default setting in Synergy is that all students are opted IN for photos and the sharing of directory information (as defined in Board policy JOA: Directory Information); however, parents can fill out Release of Information Opt-Out forms (available on the Communications and Technology Services Department webpages) if there is certain information they do not want shared. Office managers and registrars have the ability to run reports for their schools, showing which students (if any) have opted out. This information will be shared with teachers or other staff members who may be taking event photos.

***Unless a particular student has received a special award or recognition, it is recommended that pictures of individual students, along with their full names, not be used on social media sites. Whenever possible, photos should include groups of students, rather than individuals.***

**Parent Groups** may set up social media accounts to share information about events and activities, but should be very clear that they are not speaking for the school. It is also important for school-sponsored parent groups to share administrative access with the principal or designee, so there will be continuity if there is a change in site administrators.

**Teachers** who wish to use social media to collaborate with students or to have their students collaborate with each other on class projects, are encouraged to use the tools that are specifically designed for education (for example, Moodle, Schoology, and Google Apps for Education). In order to access Google

Apps for Education, students must have permission forms on file. (Forms are available on the District's Document Center). Teachers who wish to create classroom blogs or use other social media platforms, and intend to regularly take and post pictures of classroom activities, must first secure their principal's approval, and are then recommended to provide notice parents describing the project, its purpose and goals, and how students' information will be kept secure (e.g., whether the site is password protected). Parents must have the opportunity to opt their child out of a classroom-level activity, if they wish, without having to opt out at the school and District levels.

Teachers often want to post examples of student work to help illustrate expectations to current students, and to help students differentiate between work that does and does not meet learning standards. This is acceptable, as long as the following guidelines are met:

1. Use professional discretion to determine whether or not the work sample contains material of a personal or sensitive nature; if it does, then either do not post it, or take steps to redact the information in question, or secure prior approval from the student or the parent
2. In general, avoid posting student names
3. When possible, post excerpts of work, not the entire piece

Questions about the appropriateness of posting student work should be directed to the building principal.

### **Special Projects, Videos, Outside Agencies**

If staff members plan a special project that might extend beyond parent's reasonable expectation as part of the student's educational day, it is recommended that parents be notified and provided an opportunity to opt their children out, if they wish to do so. This is particularly true with videos in which individual students will be featured/interviewed and identified by name. In these situations, permission slips should be sent home with each student, providing a description of the project and requesting the parent's or guardian's permission for their child to participate.

If an outside agency wishes to take photos or videos of students, it is absolutely essential that the Communications Director be notified, and that permission from parents/guardians be secured in advance (unless the request is coming from the media).

Members of the media must receive permission to be on school grounds during the school day, but once permission is granted, they have a right to photograph students and list their names, unless those students receive special education services or their parents have opted them out of photos.

### **Personal Electronic Devices**

Staff may use and possess personal electronic devices on District grounds, subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process or school programs or activities, or in a manner that violates law, Board policy, administrative regulations, or school rules;

2. At no time, whether used on-duty or off-duty, will a personal electronic device be used in a manner that interferes with staff duties and responsibilities, or in a manner that violates state and/or federal law;
3. Personal electronic devices that have the capability to take photographs or record video or audio shall not be used for purposes that violate the District's acceptable use policy while on District property or at school-sponsored events;
4. The District shall not be responsible for loss, theft, or damage to personal electronic devices brought onto District property or to school-sponsored events;
5. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited.

### **Acceptable Use**

When using personal electronic devices on District time, and when using District electronic devices, staff members are required to abide by the District's Acceptable Use Agreement (AUA), which outlines expected online behavior. All staff members are required to sign the AUA upon employment. This document is available on the District's Document Center.

### **Questions**

Questions regarding social media, student photos, videos, or media relations, should be addressed to the Communications Director.

Questions regarding educational technologies or personal electronic devices should be addressed to the Chief Technology Officer.

Questions regarding staff conduct online should be addressed to the Assistant Superintendent of Human Resources.

Corrected 3/20/19; Corrected 4/17/19



Code: **IF-AR**  
Revised/Reviewed: 10/26/10  
Orig. Code: IF-AR

## Curriculum Guide

### Introduction

The Board recognizes its legal authority and responsibility for decisions related to curriculum and instruction in the District. The Board invites and encourages parents and other community members to work collaboratively with administrators and teachers in curriculum planning and program review to provide a strong academic program for the success of all students.

The Superintendent, through the assistant superintendent for school performance, is responsible for managing the curriculum and instruction program of the District.

The curriculum handbook provides clear descriptions of the curriculum processes and identifies roles and responsibilities of District personnel and citizens who wish to participate in these processes.

### The Mission of the District

The mission of the District, a partner with family and community, is to ensure each student develops the capability to succeed and contribute within a global society by engaging the learner in varied experiences and a challenging, innovative, personalized academic program.

### Our Objectives

Each student will set and achieve challenging goals tailored to individual aspirations, talents, and abilities.

All students will meet or exceed state standards or the goals identified in a personal plan.

All students will consistently demonstrate character traits necessary to be responsible contributing citizens within their community.

### Our Beliefs

1. We believe every person is valuable.
2. We believe every person has unique talents that can be nurtured for the benefit of self and others.
3. We believe each person can be a successful learner.
4. We believe success requires commitment, effort, and perseverance.

5. We believe individuals are responsible for their own actions.
6. We believe learning occurs best in a safe environment.
7. We believe nurturing, supportive family and personal relationships are essential to develop a healthy child.
8. We believe high expectations, challenge, and cooperation promote greater achievement.
9. We believe change is inevitable and requires creativity, innovation, and learning throughout life.
10. We believe quality education expands opportunities throughout life.
11. We believe society benefits when individuals make positive contributions to others.
12. We believe a diverse community is strengthened by mutual respect.
13. We believe honesty and integrity are essential.

### **Curriculum Characteristics**

Curriculum is the plan for guiding teaching and learning in schools. The written, taught, and tested curriculum is the same, and must be aligned. The curriculum is designed to engage learners in a challenging, innovative, personalized academic program.

### **Curriculum in the District shall:**

1. Align with the Oregon Academic Content Standards;
2. Support the District's Strategic Plan;
3. Encompass a well-developed scope and sequence for instructional planning;
4. Include grade-level standards to ensure a continuous progress program of study; and
5. Reflect community and staff input.

### **Philosophy**

The District ensures quality curriculum development and instructional delivery through a systematic review of new course development, program review and evaluation, adoption of core instructional materials and supplemental materials, and communication with administration, curriculum leaders, and site-council leadership.

The process involves teachers, specialists, parents, patrons, elected Board members, and administrators to increase the quality of curriculum development and delivery. Teachers and students work with the career-related learning standards and the District character traits which are embedded in each curricular area.

Formal course proposals and course modifications are shared with and reviewed by several interest groups to increase quality and to improve communication regarding K-12 curriculum.

## **Program Review**

The District's program review process aligns with the state's seven-year cycle for adopting instructional materials.

The office for school performance begins the program review two years prior to District adoption of new instructional materials. A content committee made up of teachers, specialists, and administrative representatives from Grades K-12 conducts the review. The committee ensures the District's curriculum aligns with the state's standards and develops a Board-adopted curriculum guide containing the following elements:

1. Leadership;
2. Commitment;
3. Instructional Elements and Practice;
4. Goals and Standards;
5. Assessment Practice; and
6. Professional Development.

Approved instructional materials are selected following completion and adoption of the curriculum guide.

## **Curriculum Alignment**

Alignment brings the curriculum into congruence with the state's required content and performance standards. To be properly aligned, the curriculum must:

1. Focus on the state's required content and performance standards;
2. Provide continuous progress standards for Grades K-12;
3. Provide a clear framework for instructional mapping; and
4. Be supported by instructional materials which align with the written curriculum.

## **Curriculum Guide**

The curriculum guide shall communicate clearly to Board members, administrators, teachers, parents, and patrons what teachers will teach and what students will be expected to learn from the curriculum. The language should be clear enough for educators to be able to answer "What should all students know and be able to do?" The following elements shall be included in each curriculum guide.

## **Introduction**

The introduction to the curriculum guide acknowledges the individual teachers, administrators, and others (e.g., parents, community members) who participated in the curriculum review process. A description of the timeline and the review process is also included.

## **District Mission Objectives and Beliefs**

The mission, objectives, and beliefs are adopted by the Board and serve as the foundation for all we do to educate students in the District.

## **Curriculum Philosophy and Best Practices**

Curriculum content and instructional strategies support the Strategic Plan. These brief statements are developed from the committee's analysis of researched best practices for the content area. The curriculum guide contains a summary of the research-based best practices to ensure student learning.

## **Grade Level Academic Content Standards**

Academic content standards are stated in terms of what all students should know and be able to do. Standards must be identified for each grade level to create a continuous progress curriculum which aligns with the Oregon Academic Content Standards and Oregon Benchmark Standards for Grades 3, 5, and 8.

The content standards are structured so they are measurable and have an explicit link to the Oregon Academic Content and Performance Standards. Community members who are not specialists in the content field understand, recognize, and justify the importance for students to learn the content standards.

## **Performance Standards**

The state of Oregon has set or will set performance standards in math, English, science, and social science. The state requires districts to set their own performance standards in second languages, the arts, and physical education. Our curriculum must provide adequate opportunity for students to meet established state and District standards.

## **Instructional Materials**

Core instructional materials are chosen to align with the District's adopted curriculum and are tools to ensure student success.

Materials may be selected from the state's adopted list or adopted independently by the District. All core-adopted materials are reviewed by the Citizens' Curriculum Advisory Committee, approved by the Board, and are used by all schools in the District. Supplemental materials may also be selected and must be approved according to Board policy IIAB – Supplementary Materials Selection/Purchase and IIAB-AR – Selection of Classroom Supplementary Instructional Materials.

## **Instruction and Assessment Strategies**

Strategies to support the curriculum guide for effective instruction and appropriate assessment, both formative and summative, are developed following Board adoption. At the secondary level, course outlines are revised to align with the adopted curriculum guide.

### **Program Evaluation**

Ongoing program evaluation reviews student assessment data and changes in state standards to modify and adjust curriculum and instruction. Quality program review helps all students meet or exceed the benchmark standards, or the goals identified in a personal plan.

Each year, schools use state and District assessment data, including data from classroom performance assessment, to determine program effectiveness and to make appropriate program improvements. Program evaluation may result in modification of the curriculum, program structure, instructional strategies, assessment strategies, or instructional materials. The results of program evaluation may also suggest teacher performance targets and staff development activities to raise student achievement levels.

### **Secondary Course Proposal and Modification**

The curriculum course proposal and modification processes require extensive input and review prior to Board approval. The review promotes information and strategy sharing to ensure student success. It increases awareness of course offerings throughout the District. Because of the time necessary to adequately review the proposal and to prepare curriculum handbooks, final proposals for the subsequent year must be submitted to the office for school performance no later than October 15 to provide adequate time for review, Board approval, and publication in the course catalog. Proposals may be submitted throughout the year, but will not be included in the course catalog if not approved before February.

Proposals will be reviewed to ensure costs, impact on other programs, and credit and course requirements have been considered. All written proposals will align with District and state standards and the District's Strategic Plan. All course proposals must follow the prescribed format and be supported by an action research and evaluation plan.

### **Review Process**

It is the policy of the Board that no course of study shall be eliminated or new courses added without approval of the Board, nor shall any basic alteration or reduction of a course of study be made without Board approval. (Board policy IFD – Course Adoption)

Proposals to add, change, or delete curriculum may be developed by school site councils, curriculum committees, content area coordinators, or content area teachers. Proposals must be submitted by the school site council with the approval of the principal.

The process provides opportunity for feedback and modification to the original proposal.



## Steps

1. Staff members interested in proposing a new course may attend a meeting, facilitated by the office for school performance to review procedures, timelines, and expectations.
2. At the development stage, the site council will consult with the office for school performance. The proposal will provide clear information on the proposed course, credits, anticipated cost, requirements, and an explanation of how the course supports the Strategic Plan. The proposal will include a summary highlighting anticipated benefits to students and illustrating the proposal's intended placement within a program or discipline, and an action research and evaluation plan.
3. The written proposal is submitted to the executive director for school performance for review. Additional information and clarification from proposing school/site council/department/teacher may be requested.
4. The executive director will review the proposal with other principals and the curriculum assistant principals to analyze the potential impact on other programs, existing similar courses, and interest from other schools. The curriculum assistant principals will inform department coordinators or team leaders of the course proposal and provide feedback to the office for school performance to guide program revisions.
5. Site councils are informed of the proposal. Feedback and comment should be forwarded to the office for school performance.
6. The office for school performance will share feedback and recommendations with teachers and administrators developing the proposal.
7. The site council will submit the final proposal and the action research and evaluation plan to the office for school performance.
8. The assistant superintendent of the office for school performance will review the proposal with the executive directors. The executive directors will consider the input from the principals, assistant principals, and staff before recommending the proposal to the Superintendent's executive council.
9. The Superintendent's executive council will consider the proposal and recommendation, and may request necessary clarification. Proposals approved by Superintendent's executive council will be forwarded to the Citizens' Curriculum Advisory Committee (CCAC) or returned for further clarification.
10. The office for school performance will facilitate the presentation of the proposal to the CCAC for discussion, comment, etc. The CCAC will review, consider, and make recommendations on the proposal. Findings and recommendations of the CCAC will be reported to the Board.
11. The Board will consider those courses recommended by the Superintendent.
12. Upon Board approval, the office for school performance will notify all schools, maintain records of the action research plans, help implementation staff collect data, and prepare reports as described.

## **COURSE PROPOSALS AND MODIFICATION FLOW CHART**

### **K-12 Curriculum Coordination**

Coordination of K-12 curriculum is essential to ensure curriculum articulation and implementation of the continuous progress content standards. The office for school performance is responsible for maintaining a K-12 curriculum coordination plan which:

1. Supports and directs Districtwide curriculum reviews and modifications;
2. Provides District leadership and coordination for all academic areas;
3. Ensures a K-12 continuous progress curriculum which aligns with the State Academic Content and Performance Standards.
4. Promotes best practices in curriculum, instruction, and assessment;
5. Supports schools with program evaluations and school improvement plans;
6. Guides selection and adoption of instructional materials; and
7. Guides and supports the professional growth of all teachers.

### **Curriculum Review Committees**

Correlating with the Oregon state adoption cycle, specific content area curriculum review committees will be established as needed to facilitate implementation of curriculum changes and improvement of student achievement. Committees will be comprised of representation from throughout the District and will meet regularly during the review process.

District content-area departments and grade-level teams will meet regularly as needed to facilitate communication and ongoing program coordination. Elementary curriculum coordinators and secondary assistant principals will meet regularly to review curriculum issues.

The District shall provide coordination for the following content and support areas: The arts, ESL/Title IM, Title I, second language, health, language arts/reading, mathematics, physical education, focused areas of study, science, social sciences, TAG, instructional technology, counseling, child development, special education, and library media.

### **SCHOOL SITE COUNCILS**

#### **Introduction**

A school site council is established at each school to encourage new school-based initiatives toward educational excellence. Through the site councils, the Board intends to promote school-community collaboration, to establish goals for student achievement, and to assign responsibility and accountability at the school level for the attainment of those goals.

## **Membership**

The school site councils are composed of teachers, parents, community members, classified employees, and principals/designees as follows:

1. Not more than half of the members shall be teachers;
2. Not more than half of the members shall be parents of students attending that school;
3. At least one member shall be a classified employee;
4. One member shall be the principal/designee of the school;
5. In addition, other members may be included as the District shall designate, including, but not limited to, local school committee members, business leaders, students, and members of the community at large (ORS 329.704.2);
6. Every effort will be made to identify a community member who shall be selected by the council.

## **Council Duties**

To the extent possible and within parameters established by ORS 329.704 and Board policy IFC – 21st Century School Councils (“Site Councils”), school site councils shall be delegated responsibility for involving staff and initiating leadership to develop and coordinate plans to implement programs as defined in ORS 329.704 as follows:

1. Developing plans to improve the professional growth of the school’s staff;
2. Improving the schools’ instructional program;
3. Establishing educational goals as defined in ORS 329.704;
4. Applying for and administering grants-in-aid for teacher and classified staff professional development; and
5. Developing and coordinating plans for the implementation of programs as defined in ORS 329.704.

## **Citizen’s Curriculum Advisory Committee**

The Board established the Citizens’ Curriculum Advisory Committee to assist in the development of the schools’ curriculum and instructional programs and any other such topics as assigned by the Board. (See Board policy IFF and IFF-AR– Citizens’ Curriculum Advisory Committee).

## Course Modification Proposal

School \_\_\_\_\_

Academic Program Area(s) \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Sponsors of Change/Contact Person \_\_\_\_\_

Title of Proposed Course \_\_\_\_\_

Is the proposed course ☐ required ☐ or elective (check one) and ☐ Credit .5 1.0 1.5 2.0 (circle one)

Is the proposed course part of a Focused Program of Study? If so, which one?  
Attach Course Framework.

Address the following issues on a separate page to be attached to this cover sheet:

1. Description of Proposed Course;
2. Rationale for Proposed Course – Describe the desired outcome for student learning and summarize best-practice research that supports this change;
3. Academic Content Standards – List all content standards addressed by the content of the proposed course;
4. Impact on the Content Program – Explain the potential impact on other curricular areas, staffing, and budget;
5. Projected Additional Costs – Include startup and ongoing costs (i.e., equipment, supplies, anticipated travel or field trip expense, etc.);
6. Action Research Plan – Complete the form.

Attach a one page draft course outline and list possible materials which would be proposed for use in this course.

Site Council Chairperson:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

School Principal:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Action Research Plan  
Abstract**

**D**  
Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Schools: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E**  
1. Identify the goals of the proposed course:

**L**  
2. What data will be collected? (Include enrollment data).

**E**  
3. When and how will data be collected?

**T**

**E**

## Action Research Final Report

1. Restate the goals.

2. Identify the data collected, and the progress toward meeting goals.

3. Describe and summarize effective programs and practices related to this curriculum.

4. Summarize the action research.

5. Summarize the conclusions from the data and effective practices. Make recommendations for others interested in implementing this activity.

Names: \_\_\_\_\_

Schools: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date Completed: \_\_\_\_\_

Response to Course Modification Proposal

School proposing the change \_\_\_\_\_

Title of the proposed course \_\_\_\_\_

Date \_\_\_\_\_

Comments from:

School:

Principals

Administrator

Assistant Principals

Site Council:

Executive Directors

Content Area Department:

Superintendent's Executive Council

Comment/Suggestions:

Corrected 5/15/19



Code: **IGBBC-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IGBBC-AR

## Complaints Regarding the Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise regarding the District's talented and gifted programs and services ("TAG").

1. All complaints regarding TAG will be reported to the Superintendent or designee; 2. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the Superintendent's office before further consideration can be given to the complaint;
1. 3. Upon receipt of a TAG complaint, the Superintendent or designee shall arrange for a review committee consisting of the District TAG specialists;
2. 4. The review committee shall meet within two working days of receiving the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the Superintendent within ten 10 working days of receiving the written complaint;
5. The review committee may recommend that:
  - a. The programs or services are appropriate; or
  - b. The programs or services are not appropriate.
6. The Superintendent shall report immediately the recommendations of the review committee to the Board at the next regularly scheduled Board meeting;
3. The decision of the Board shall be final; After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 20 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.
4. If the complainant remains dissatisfied and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the District, an appeal to the State Superintendent of Public Instruction can be filed may appeal a final decision by the District with the Oregon Department of Education (ODE) pursuant to Oregon Administrative Rule (OAR) 581-002-0005. The District shall provide a copy of the appropriate Oregon Administrative Rule upon request.



The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the superintendent or designee.<sup>1</sup>

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<sup>1</sup> The timelines may be extended upon written agreement between both parties.

## Talented and Gifted Standards Complaint Form

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (Daytime) \_\_\_\_\_ (Evenings) \_\_\_\_\_

Date of Complaint \_\_\_\_\_

1. What is the nature of your complaint? \_\_\_\_\_

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2. What is the District currently doing? \_\_\_\_\_

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3. In your opinion, in what way is this situation a violation of state standards?

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4. What do you feel the District should be doing? \_\_\_\_\_

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5. Other pertinent comments \_\_\_\_\_

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Signature: \_\_\_\_\_

Corrected 5/15/19



Code: **IGDA-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IGDA-AR

## **Student Organizations**

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

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

1. The meeting shall be scheduled in advance following Board policy KG – Community Use of District Facilities;
2. All meetings must be approved by the principal or designee;
3. The meeting may be sponsored by school officials, official school clubs, or organizations and nonschool organizations.

In addition to the rules and regulations of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;
2. The meeting shall not incite hazard to person or property;
3. No group which encourages or advocates the violation of federal laws, state laws, or school rules shall be granted use of school facilities;
4. No speaker who encourages or advocates breaking the law shall be invited to speak.

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

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

1. Students gathered informally shall not disrupt the orderly operation of the educational process;
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

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

1. “Curriculum related” student organizations must meet one of the following:
  - a. Group’s subject matter is actually taught (or will soon be taught) in a regularly offered course;
  - b. Group’s subject matter concerns the body of courses as a whole; or
  - c. Participation in the group is required for a particular course or results in academic credit.
2. Voluntary student-initiated clubs must:
  - a. Be voluntary and student-initiated;
  - b. Not be sponsored by the school, the government or its agents or employees;
  - c. Not materially and substantially interfere with the orderly conduct of educational activities within the school; and
  - d. Not be directed, controlled, conducted or regularly attended by “non-school” persons.
3. Definitions:
  - a. “Non-instructional time” – time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;
  - b. “Sponsorship” – act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

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

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

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

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

Corrected 4/17/19



Code: **IIBGA-AR**  
Revised/Reviewed: 5/23/17  
Orig. Code: IIBGA-AR

## **Electronic Communications System**

The District recognizes that telecommunications systems and new technologies change the way information is accessed and used in society. Instruction, student learning, and business practices are transformed through the effective integration and use of technology. The District is committed to providing access to telecommunications, network services, and information system tools in support of the District's mission. All individuals accessing these resources through District systems or on District property are expected to use them in a professional manner, aligned with the instructional and operational mission of the District and applicable policies and guidelines.

### **Definitions**

1. "User" means an employee, student, authorized volunteer, authorized contractor, or other user accessing technology resources provided by the Hillsboro School District.
2. "Account" means login credentials, including account name and password, provided to a user by the Hillsboro School District for the purpose of accessing technology resources.
3. "Systems" means all District technology systems, including, but not limited to, telecommunications, network, storage, server, software, and information systems. This also includes all computing devices, such as, but not limited to, computers, laptops, mobile computing and telecommunications devices, and all related peripherals.
4. "TS" is the Hillsboro School District Technology Services Department.
5. "Filtering" means the District's compliance with the Children's Internet Protection Act (CIPA) to provide "technology protection measures" that attempt to protect minors from visual depictions that are:
  - a. "Obscene," as the term is defined in Section 1460 of Title 18, United States Code.
  - b. "Child pornography," as the term is defined in Section 2256 of Title 18, United States Code.
  - c. "Harmful to minors," as the term is defined by CIPA.
6. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file, or other visual depiction that:
  - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
7. “Sexual act; sexual contact,” as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
  8. “Minor,” as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in District schools.
  9. “Inappropriate matter,” as defined by the District, means material that is inconsistent with general public education purposes, and the District’s mission and goals.
  10. “District proprietary information” is defined by the District as any information created, produced, or collected by District staff for the business or education purposes of the District, including, but not limited to, student information, staff information, parent or patron information, curriculum, forms, and like items used to conduct the District’s business.
  11. “District software” is defined by the District as any commercial or staff developed software acquired using District resources.

## **System Access**

Access to District systems is provided to conduct business or research related to the operational or instructional needs of the District. To that end, access to the District’s system is authorized to:

1. Board members who have signed a District user agreement.
2. District employees who have completed SafeSchools training.
3. Students in grades K-12, under the appropriate supervision of staff.
4. District volunteers, contractors, or other members of the public, as authorized by the system coordinator, consistent with the District’s mission and policies governing the use of District equipment and materials.
5. Students, Board members, volunteers, contractors, and other authorized users may use District technology, including e-mail and Internet, only to conduct District business. Personal use of said systems is strictly prohibited.
6. Staff must use District technology, including, but not limited to, Internet access and e-mail, to conduct District business. Personal use of said systems by staff is restricted. Any personal use by staff is limited to such uses as deemed permissible under the Oregon Government Ethics Commission (OGEC) guidance (e.g., occasional use to type a social letter to a family member or prepare application materials for another position in the District). Such use is restricted to the employee’s own time.

## General Use Guidelines

Operation of District technology systems relies on appropriate use by all users. Students, staff, and others granted system access are responsible for adhering to ethical, legal, and appropriate use guidelines. As users of District technology systems, users agree to the following when using District technology systems or when using any technology on District property:

1. Use District systems to conduct District business or research related to the instructional or operational needs of the District.
2. Keep their District account information and/or passwords private and not share them with anyone in any manner. Users agree to only use those accounts and/or passwords they have been issued by the District. Passwords are the property of the District.
3. Protect private information, including that related to students and staff. The downloading of student or staff information to any personal device is prohibited unless approved by TS administration.
4. Protect user safety by not posting personally identifiable information (PII) to the web or other Internet-based systems not provided by the District, unless approved by TS administration.
5. Adhere to the same standards for communicating online that are expected in the classroom and are consistent with Board policy and administrative regulations.
6. Use District systems to conduct all District business related to the instructional or operational needs of the District. All websites and other related systems must be hosted on District servers unless approved by TS administration.
7. Respect the privacy of others. Do not read the mail or files of others without their permission.
8. Report violations of the District's policy and/or administrative regulations, or security problems to the supervising teacher, system coordinator, or administrator, as appropriate.
9. Use etiquette, as explained in District training sessions and the student user agreement.
10. Use District approved software, computing devices, and systems in the conduct of District business, supporting instruction and operation.
11. Abide by all copyright laws and license agreements.

The following conduct is strictly prohibited:

1. Attempts to use the District's system for:
  - a. Unauthorized solicitation of funds;
  - b. Downloading, storage, use and/or distribution of chain letters, media, or other items not directly related to the conduct of District business;
  - c. Unauthorized sale or purchase of merchandise and services;
  - d. Collection of signatures;
  - e. Membership drives;
  - f. Transmission of any materials regarding political campaigns.

2. Attempts to upload, download, use, reproduce, distribute, or file share information, data, software, music, videos, or other media or materials on the District's system in violation of copyright law or applicable provisions of use or license agreements.
3. Attempts to degrade, disrupt, or vandalize District systems, software, materials or data, or those of any other user of the District's system, or any of the agencies or other networks connected to the District's system directly or indirectly.
4. Attempts to evade, change, or exceed resource quotas or disk usage quotas.
5. Attempts to send, intentionally access, or download any material, including, but not limited to, websites, text files, or media, or engages in any communication that includes material that may be interpreted as:
  - a. Harmful to minors;
  - b. Obscene or child pornography, as defined by law; or indecent, vulgar, profane, or lewd, as determined by the District;
  - c. A product or service not permitted to minors by law;
  - d. Harassment, intimidation, menacing, threatening; or constitutes insulting or fighting words, the very expression of which injures or harasses others;
  - e. A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
  - f. Defamatory, libelous, reckless, or maliciously false; potentially giving rise to civil liability; constituting or promoting discrimination; a criminal offense, or otherwise violates any law, rule, regulation, Board policy, and/or administrative regulation.
6. Accesses or attempts to gain unauthorized access to any service via the District's system. This prohibition includes services with or without cost and/or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs.
7. Attempts to post or publish, and posting or publishing of personally identifiable student or staff information, including photos or videos, to any web or other Internet-based system not provided by the District, unless approved by TS administration.
8. Attempts to use District names, likenesses, or information in external communication forums such as chat rooms, websites, or social media in a malicious manner, or in a manner that is not approved by the District's communications office.
9. Attempts to use another individual's account name or password; failure to provide the District with individual passwords; or attempts to access restricted information, resources, or networks to which the user has not been given access.
10. Attempts to arrange student meetings with anyone on the District's system for non-school-related purposes, unless authorized by the system coordinator or supervisor or with prior parent approval.



## **General District Responsibilities**

To ensure access and compliance, the District will:

1. Designate staff, as necessary to ensure coordination and maintenance of the District's electronic communications system.
2. Provide staff training in the appropriate use of the District's system, including copies of the District policy and administrative regulations. Staff will provide similar training to other authorized system users.
3. Provide a system for authorizing staff use of personal electronic devices to download or access District proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized;
4. Establish a system for obtaining prior agreement from staff for the recovery of District proprietary information downloaded to staff personal electronic devices, as necessary to accomplish District purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to ensure verification that information downloaded has been properly removed from the personal electronic device;
5. Instruct students on the appropriate uses of technology and online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms; provide supervision to monitor the online activities of students to ensure appropriate use and the safety and security of minors when authorized to use e-mail, social media, chat rooms, and other forms of direct electronic communication.
6. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District will maintain procedures to provide access to content blocked by technology protection measures if that content supports the District's mission, policy, and administrative regulations. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate.
7. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web.
8. Install and use desktop and/or server security, virus detection, and removal software.
9. Comply with the requirements of law and licensing agreements regarding the use, reproduction, and distribution of copyrighted works, including, but not limited to, print, software, audio, or video media. Notify users of known copyright-infringing activities, and deny access to or remove the material.
10. Determine which users will be provided access and to determine levels of access, as deemed most applicable to the curricular and operational needs of the District. The District reserves the right to restrict user access, accordingly.

11. Notify appropriate system users that:
- a. The District retains ownership and control of all systems, including computing devices, hardware, software, network systems, data, and other electronic systems, at all times. Said systems are solely for use aligned with the mission and purpose of the District. All information transmitted, received, stored, or contained in the District's system is District property and shall be used for authorized purposes only. Use of District equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the District's system are in compliance with Board policy, administrative regulations, and law, the District may routinely review user files and communications.
  - b. The District reserves the right to monitor any and all use of electronic resources, including, but not limited to, District systems computing devices, network systems, storage systems, e-mail, internet, and all data and information contained within or transmitted through District systems in any and all manners. By using the District's system, individuals consent to have that use monitored by authorized District personnel. The District reserves the right to access and disclose, as appropriate, all information and data contained on District computers, District-owned e-mail systems, and other District-owned systems.
  - c. Files and other information, including e-mail, sent or received, generated or stored, on District servers are not private and may be subject to monitoring.
  - d. The District will establish a retention schedule for the removal of e-mail. Other electronic records and/or information may be governed by and subject to state archivist rules for retention and destruction.
  - e. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction.
  - f. Information and data entered or stored on the District's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the District. "Deleted" or "purged" data from District computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the District.
  - g. Transmission of any materials regarding political campaigns is prohibited.
  - h. Expectations regarding proper system use are included in the District's parent/student handbooks, and all system users are required to comply with these expectations. The policy and administrative regulation will be provided annually.
12. Cooperate fully with local, state, or federal officials in any investigation relating to misuse of the District's system.

## Complaints

Complaints regarding use of the District's Electronic Communications System may be made to the teacher, principal, employee's supervisor, or system coordinator. The District's established complaint procedure will be used for complaints concerning violations of the District's Electronic Communications System policy and/or administrative regulation. See Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure.

## **Violations/Consequences**

### **1. Students**

- a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion.
- b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Disciplinary action may be appealed by parents, students, and/or a representative, in accordance with established District procedures.

### **2. Staff**

- a. Staff who violate general system user prohibitions shall be subject to discipline, up to and including dismissal, in accordance with Board policy, negotiated agreements, and applicable provisions of law.
- b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
- c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators, will be reported to TSPC, as provided by OAR 584-020-0041.
- d. Violations of ORS 244.040 will be reported to the Oregon Government Ethics Commission (OGECE).

### **3. Others**

- a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access, up to and including permanent revocation of privileges.
- b. Violations of law may be reported to law enforcement officials or other agencies, as appropriate and may result in criminal or civil sanctions.

## **Telephone/Membership/Other Charges**

1. The District assumes no responsibility or liability for any membership, phone, or internet provider charges, including, but not limited to, long distance charges, per minute (unit) surcharges, overage charges, app purchases, and/or equipment or line costs incurred by any home or personal usage of the District's system.
2. Any disputes or problems regarding phone or internet services for home users of the District's system are strictly between the system user and their local phone company, long distance service provider, and/or internet provider.
3. District-issued cell phones and similar mobile devices are for the conduct of District business only.

## **Information Content/Third-Party Supplied Information**

1. System users and parents of student system users are advised that use of the District's system may provide access to materials that may be considered objectionable and inconsistent with the District's mission and goals. Parents should be aware of this possibility.
2. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals are those of the providers and not the District.
3. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the District's system. These individuals and agencies are not affiliated with the District. All matters concerning merchandise and services ordered, including, but not limited to, purchase terms, payment terms, warranties, guarantees, and delivery, are solely between the seller and the system user. The District makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any merchandise purchase or order of services from transactions, or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
4. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected. The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided by the system and any information or software contained therein.

Corrected 4/17/19



Code: **ING-AR(1)**  
Revised/Reviewed: 3/14/17  
Orig. Code: ING-AR(1)

## Service Animals in District Facilities

The following information is requested of any staff/student/volunteer seeking to have a service animal<sup>1</sup> accompany them while working, attending school, or volunteering in a District facility.

Please note: A service animal is individually trained to do work or perform tasks for the benefit of an individual with a disability. The District is not responsible for the care or supervision of the service animal.

(Responsibilities of volunteers with service animals in District facilities will be covered at a volunteer orientation with the principal and/or volunteer coordinator at each site.)

If the animal is a service animal, please answer the following questions:

1. Name of individual: \_\_\_\_\_
2. Is the service animal required due to a disability? \_\_\_\_\_

\_\_\_\_\_

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<sup>1</sup> The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

3. If not readily apparent, what work or task has the service animal been trained to perform<sup>2</sup>?

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If an animal is not a service animal, the district staff may request emergency contact information.

Corrected 5/01/19

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<sup>2</sup>The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.



Code: **ING-AR(2)**  
Revised/Reviewed: 3/14/17  
Orig. Code: ING-AR

## **Animals in Schools**

Based on the recommendation of our insurance carrier, the District will not allow dogs and other large animals to be housed at schools for extended periods of time. The District's exposure to liability and health and safety concerns regarding dogs and other large animals in schools is indefensible.

Numerous health and safety concerns have been raised regarding the potential for a child or adult to be bitten, knocked down, or scratched. In addition, allergy and cleanliness concerns stemming from possible contact with saliva, vomit, or feces contributed to this policy.

Board policy ING - Animals in District Facilities provides for service animals, including dogs, to be brought to school. The one-time "show and tell" opportunity will continue to be allowed when a sound educational reason for bringing the dog or other large animal is provided and appropriate safeguards are taken, and when permission is obtained in accordance with Board policy ING - Animals in District Facilities.

However, the "resident" school dog, cat, or other large animal, whether kenneled or allowed to roam free, will not be permitted.

The therapeutic value of dogs and other animals on children is understood. However, the potential for injury or health-related issues must not be ignored. The policy will be reviewed annually with staff and it is expected that the Board policy and associated administrative regulation will be enforced.

Permission to train service dogs in school will require District approval on a case-by-case basis.

Corrected 5/01/19



Code: **JB-AR**  
Revised/Reviewed: 4/28/09  
Orig. Code(s): JB-AR(1)

## **Equal Opportunity Plan (Students)**

### **Goal No. 1**

To ensure that all students, regardless of financial ability, race, color, religion, sex, sexual orientation<sup>1</sup>, parental status, national origin, marital status, familial status, disability, or age have the right to fair, equal, and impartial education, and the right to equal access to course offerings and opportunities in all aspects of the school curriculum and activities.

#### **Objectives**

1. To review and modify, as necessary, instructional and guidance materials, especially those prepared by the District in order to eliminate stereotypes based upon financial ability, race, color, religion, sex, sexual orientation, parental status, familial status, national origin, marital status, disability, or age:
  - a. Each textbook review committee will include one member whose specific responsibility shall be to identify stereotypes in textbooks which are being reviewed;
  - b. The presence or absence of stereotypes will be one of the criteria by which proposed textbooks are evaluated;
  - c. In all curricula the District encourages the use of instructional materials which deal positively with differences among cultures, religions, races, sexes, native and ethnic groups, and physical and mental abilities.
2. To review and modify, as necessary, course catalogs and policies to ensure equal access to courses for all students;
3. To provide supplemental instruction to a student for whom English is a second language, at least until the student is able to use English proficiently in regular classroom instruction;
4. To ensure that students are not denied educational rights because of their religious beliefs;
5. To ensure that as far as is consistent within the school setting, each student receives an education without curtailing the expression of their cultural, ethnic, racial, and religious background.

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<sup>1</sup> “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 behaviors differs from that traditionally associated with the individual’s sex at birth.



## **Goal No. 2**

To maintain an effective and responsive set of complaint procedures. (see AC-AR – Discrimination Complaint Procedures)

## **Goal No. 3**

To achieve sensitivity to bias and stereotyping on the basis of financial ability, race, color, religion, sex, sexual orientation, parental status, national origin, marital status, familial status, disability, or age, and to avoid degrading and discriminating practices.

### **Objectives**

1. Staff and volunteers shall be sensitive to those areas in which different treatment of students is mostly likely to occur within the school setting:
  - a. Course offerings must be open to all students;
  - b. A student's access to classes must not be denied solely on the basis of disability, national origin, race, color, religion, sex, sexual orientation, parental status, marital status, familial status, or financial ability;
  - c. Students must not be ignored, made to be visible, or segregated;
  - d. Use of descriptive terms which are derogatory to any persons and must be avoided.
2. The District will train staff on cultural sensitivity and bias awareness related to the diverse, cultural, ethnic, and racial backgrounds of the students and community served by the District.

## **Goal No. 4**

To ensure that school-sponsored activity programs provide equal opportunities for all students regardless of financial ability, race, color, religion, sex, sexual orientation, parental status, familial status, national origin, marital status, disability, or age.

## **Goal No. 5**

To ensure equal access to equipment and facilities, and to provide adequate funding to meet the needs of student educational programs and activities for all students.

### **Objectives:**

1. To ensure that each principal is delegated the responsibility for identifying potential access problems in their school, and for proposing solutions for remedying each situation;
2. To ensure that District facilities, such as classrooms, restrooms, toilet stalls, locker rooms, dining areas, drinking fountains, telephones, sidewalks, parking areas, curbs, entrances, exits, vocational facilities, and athletic facilities are constructed or remodeled in such a way that an individual with disabilities can function safely and comfortably.

## **Complaint Procedure**

A student or their parent or guardian who believes that they are the recipient of discrimination may report the incident to the staff member on duty at that time, to the student's teacher, or to the administrator. The staff member, teacher, or administrator will take appropriate action, which may include following the complaint process in administration regulation AC-AR – Discrimination Complaint Procedure.

A student and their parent or guardian are encouraged to attempt to resolve concerns informally. However, if they are unable to or believe the student is the recipient of discrimination from a District staff member, the District generally, or one of its volunteers, they are encouraged to complete the District's complaint form found in AC-AR – Discrimination Complaint Procedure.

The District's complaint procedure may direct an alternative official to receive the complaint if the administrator named in the complaint is identified in the complaint process.

Confidentiality will be maintained. Reprisals or retaliation toward a person's actual or apparent good faith reporting is prohibited.

Corrected 5/15/19



Code: JB-AR(2)  
Revised/Reviewed: 11/08  
Orig. Code(s): JB-AR(2)

### Equal Opportunity Discrimination Complaint

*(Use KL-AR(1) instead for consistency of procedure.)*

Name of Complainant: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

As briefly as possible, state the complaint, individual(s) involved, efforts at resolution, and what steps would resolve the complaint.

Description of discrimination:

Names of witnesses (if any):

Evidence of discrimination (attach if possible):

What steps would you have the District take in order to resolve the complaint?

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Corrected 4/17/19

Equal Opportunity Discrimination Complaint – JB-AR(2)

1-1



Code: **JFCB-AR**  
Revised/reviewed: 4/28/09  
Orig. Code: JFCB-AR

## **Graffiti**

Graffiti, in all forms, is prohibited. The act of willfully damaging and defacing District property with graffiti:

1. Costs the District significant time and resources to remove;
2. Is an eyesore to the community;
3. Creates a climate of fear and intimidation;
4. Encourages others to engage in similar behavior.

Any student who willfully damages District property by graffiti or coerces another to engage in defacing District property with graffiti will be:

1. Disciplined in accordance with the guidelines stated in the *Standards of Student Conduct* handbook;
2. Prosecuted to the full extent of the law, including requiring the student and parents to make restitution to the District.

Graffiti means any inscription, word, number, figure, design, painting, writing, drawing, or carving that is marked, etched, scratched, drawn, painted, or otherwise applied to District property without the prior authorization of the District.

Students and individuals engaging in graffiti outside of regular school hours or the weekend will be held to the same penalties as previously listed.

Corrected 4/17/19



Code: **JFCEA-AR**  
Revised/Reviewed: 4/28/09  
Orig. Code: JFCEA-AR

## **Gang Dress, Attire, and/or Property**

The presence of gangs and gang activities delivers a message of fear and intimidation in schools and at school-sponsored events. Gang dress or gang attire plays a significant role in disrupting the school environment and therefore is prohibited on school campuses or at district-sponsored activities and events.

Gang dress or gang attire and grooming changes with clothing trends in society. Certain clothing, personal property, and other adornments worn for the purpose of identifying youth gang membership or youth gang support clearly interfere with the learning process and school climate. Examples include but are not limited to:

1. Clothing with the numbers 12, 13, 14, 18, or those same numbers in reverse order, or numbers which, when added or subtracted, equal any of the previous listed numbers, or any other number associated with gang membership (this does not apply to school-issued clothing or approved youth organization uniforms worn by members of a school-sponsored team);
2. Dressing in a single solid color;
3. Baseball caps with initials or logos that indicate gang membership or support<sup>1</sup>;
4. Stylized writing, numerals, or designs associated with gang membership;
5. Accessories (e.g., bandanas, head and hand gear);
6. Gloves (worn indoors) and hanging belts;
7. Sunglasses (worn indoors);
8. Tattoos associated with gang membership (must be covered);
9. Eyebrows shaved with a design of one, two, or three shaved lines;
10. Emblems, badges, patches, or symbols espousing violence, hate, racist views, or gang membership.

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<sup>1</sup> Gang support behaviors include participation in a group, using common names, signs, colors, and/or clothing as an identifier; engaging in delinquent behaviors such as bullying or harassment; or the promotion and/or solicitation of others for membership in gangs.

Such clothing, personal property, and adornments are prohibited on district property and at school-sponsored activities or events, and failure to comply will result in disciplinary action in accordance with the Standards of Student Conduct.

Corrected 4/19/19 (via email); Corrected 5/01/19



Code: JFCEB-AR  
Revised/Reviewed: 7/14  
Orig. Code: JFCEB-AR

## **Personal Electronic Devices and Social Media – Students**

Students may use and possess personal electronic devices on District grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process or school programs or activities, or in a manner that violates law, Board policy, administrative regulations, or school rules<sup>1</sup>;
2. At no time will any personal electronic device which allows for a wireless, unfiltered connection to the Internet be allowed to be used in a manner which violates the District's acceptable use policy;
3. Personal electronic devices that have the capability to take photographs or record video or audio shall not be used for purposes that violate the District's acceptable use policy while on District property or at District-sponsored events;
4. The District shall not be responsible for loss, theft, or damage to personal electronic devices brought onto District property or to school-sponsored events;
5. Personal electronic devices must not be used during prohibited times of use; such prohibited times of use will be determined by school personnel responsible for students at that time;
6. Personal electronic devices may be used as electronic study aids and class resources during the school day, if provided as a part of a student's individualized education plan (IEP), or if permission is received from the student's teacher or other responsible school personnel (e.g., counselor, coach, assistant, etc.);
7. The use of personal electronic devices in any way to send or receive messages, data, or information that would pose a threat to academic integrity, or contribute to or constitute academic dishonesty, is strictly prohibited;
8. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;

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<sup>1</sup> The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

9. Students shall comply with any additional school rules, as established by the principal, and classroom rules, as approved by the principal, concerning the appropriate use of personal electronic devices;
10. Personal electronic devices used in violation of law, Board policy, administrative regulations, or approved school rules may be confiscated, turned in to the school office, and returned to the student or parent following parent notification, conference, detention, suspension, expulsion, and/or referral to law enforcement officials, as appropriate.
11. Searches of student-owned personal electronic devices, as that term is defined in Board policy JFCEB, shall be governed by the same requirements as other searches of students and/or their possessions. Specifically, confiscation and search of a student's personal electronic device shall be conducted when school officials have a reasonable suspicion that such a search will reveal a violation of the law or school rules. The scope of such a search shall be limited to the violation supported by reasonable suspicion, unless an initial search produces reasonable suspicion of a secondary violation. Upon consultation with the parents/guardians of the student, the student may be asked to delete material constituting a violation of school rules from their personal electronic devices. Staff will refrain from deleting items on personal electronic devices without guidance from multiple parties, including parents, District administrators, and law enforcement (when applicable).
12. Staff will annually review expectations on search and seizure procedure identified in administrative regulation JFG-AR – Student Searches.

Corrected 4/17/19





Code: JFCF-AR  
Revised/Reviewed: 2/15  
Orig. Code: JFCF-AR

## **Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence Reporting Procedures - Student**

The building principal and Superintendent have responsibility for investigations concerning acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, and teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the report presented.

All reports will be investigated in accordance with the following procedures:

- Step 1** Any reports or information on acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to the building principal. Reports against the principal shall be filed with the chief human resources officer. Reports against the chief human resources officer shall be filed with an assistant superintendent of the office for school performance. Reports against an assistant superintendent of the office for school performance shall be filed with the Superintendent. Reports against the Superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.
- Step 2** The District official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any report involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within 10 working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The District official(s) conducting the investigation shall notify the person making the report within 10 working days of receipt of the report, and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.
- A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent or designee.
- Step 3** If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the Superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to

discuss the appeal. The Superintendent or designee shall provide a written decision to the appeal within 10 working days.

- Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 30 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Reports against the Superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the Board chair on behalf of the Board. The Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records.

Corrected 4/17/19; Corrected 5/01/19



Code: **JFCG/JFCH/JFCI-AR**  
Adopted: 4/28/09  
Orig. Code: JFCG/JFCH/JFCI-AR

## Alcohol Testing

To promote the District's no-alcohol policy, and subject to the requirements below, District employees, officials, or designees may require individuals to submit to breathalyzer testing prior to entering onto District property or into District-sponsored events, and/or may make such testing a requirement of remaining therein.

Testing shall be subject to the following requirements:

1. The District must find that alcohol consumption by one or more students or individuals has been an issue on prior occasions at the location in question, the event in question, or substantially similar locations or events, and that such consumption has hindered the District's goal of creating an environment which protects the health, safety, and welfare of students and staff.
2. Having determined the above, the District shall designate an appropriately trained and skilled entity or person(s), such as local law enforcement, to perform breathalyzer tests. The District shall designate that such testing shall be accomplished either prior to entry onto the property or into the event and/or after entry has occurred.

Testing shall be subject to the following requirements:

a. Testing Prior to Entry:

- (1) If testing at the point of entry, tests must be required of all students and individuals seeking to gain entry to the District property or sponsored event.
- (2) Entry will be denied to all individuals who refuse to participate in the testing or register a blood alcohol level above .00 percent.

b. Testing After Entry:

- (1) Once an individual has entered onto District property or into a District-sponsored event, they may be subject to breathalyzer tests as a condition of remaining therein if any District employee, official, or designee develops a reasonable suspicion that the suspected individual has consumed alcohol.
  - (a) "Reasonable suspicion" is defined as knowledge of facts, circumstances, or conduct which would lead a reasonable person to believe that such a test will likely result in a blood alcohol level above .00 percent.
  - (b) The reasonableness of the suspicion is subjective and may be based upon, but is not limited to, such items as relevant past experiences with the suspected

Alcohol Testing – JFCG/JFCH/JFCI-AR

individual, observations of the suspected individual, or any objectively credible information from other persons.

**D** (2) If the suspected individual refused to participate in the test or registers a blood alcohol level above .00 percent, they will be required to leave the District property or District-sponsored event.

- c. In that breathalyzers may display false positives for recent use of mouthwash, breath sprays, etc., all individuals who fail the first test will be allowed to take a second test no sooner than 15 minutes following the failed test. If the individual registers a blood alcohol level of .00 percent on the second test, then entry/re-entry will be allowed. All readings above .00 percent will result in a denial of entry/re-entry.

## **Discipline**

In cases of a refused test at the door, the student will be denied entry onto District property or into the District-sponsored event.

In cases of a failed test or a refused test once the student has entered the premise or event, the student will be denied entry or removed from the District property or event. In doing so, the student will be retained by District representatives and only released to the care of his/her parents or legal guardian. If reasonable efforts to reach the parents/guardian are unsuccessful, then the student will be placed into the custody of the available school resource officer. All nonstudents who fail the test will be placed into the custody of the available school resource officer.

Formal discipline via suspension or expulsion is available where the student refuses to cooperate peaceably with District representatives and that student is denied entry or removed from the event or District property.

The policy is not intended to limit or otherwise restrain disciplinary options available to administrators, officials, teachers, or coaches via other District, school, team, or applicable rules and/or policies.

Corrected 5/01/19

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Code: JFG-AR  
Adopted: 12/01/15  
Orig. Code: JFG-AR

## **Student Search and Seizure\*\***

### **Definitions**

The following definitions are provided to assist in the implementation of search and seizure administrative regulations.

1. “Reasonable suspicion” is based upon specific and articulated facts to believe that the student personally possesses, or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The building administrator’s knowledge may be based upon specific and articulated facts, such as relevant past experience of the administrator, observation by the administrator, and/or credible information from another person.
  - a. “Past experience” may provide the building administrator with information relevant to the possibility of violation, as well as information which enables the administrator to evaluate the credibility of information from another person.
  - b. “Credible information from another person” may include information which the building administrator reasonably believes to be true provided by another District employee, student, law enforcement or other government official, parent, or some other person.
2. “Reasonable in scope” means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official’s responsibilities, and limited to the particular student or students most likely to be involved in the infraction, the area(s) that could contain the item(s) sought, and not excessively intrusive in light of the student’s age, sex, maturity, and the nature of the infraction.
3. “Appropriate school official” means the most appropriate school employee, considering all of the circumstances, who should conduct a search. Factors in determining the appropriate school official include the intrusiveness of the search, the age of the student, the gender of the student, the student’s background, the urgency of the given situation, and which school official is reasonably available. As used in this policy, appropriate school official may include a designated School Resource Officer or other law enforcement official.

### **Search for Evidence of a Violation-Student or Personal Property of Student**

#### Voluntary Consent

When a district official has the requisite justification to search either a particular district-owned storage area assigned to a student or the clothing or the personal property of a student, the official has the option of

making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the official should ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. The official will inform the student that they may withhold consent. Such consent, if offered, shall be voluntary and not obtained under duress. If the student refuses consent for their personal property, the official may elect to contact the student's parents to obtain consent for the search of personal property.

### Search Procedures

1. All requests or approval for the search of a student or student's possessions shall be directed to the appropriate school official or the person in charge of the students if students are out of the District or school.
2. An adult third party shall be present at any search of a student's possessions and shall be of the same gender of the student when conducting a search of the student or the student's clothing.

### Search Protocols

With the requisite justification, a school official may search an individual student, a district-owned storage area assigned to a student or the personal property of a student.

A search may be conducted of an individual student or the student's personal property. With the requisite justification, a school official may search personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bags, backpacks, or other containers used to carry belongings, electronic devices and an automobile brought by the student to campus and parked on the campus subject to District and school regulations.

All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope.

Searches will generally be conducted by an administrator or by other school personnel only as authorized by the administrator. In certain circumstances an administrator may be assisted by a law enforcement official(s).

The student will generally be permitted to be present during a search of the student's personal property. The student's presence is not required.

Search of a student's person will be limited to the student's clothing only. Clothing means the student's coat, pants, socks, shoes, shirt, or other such garments worn by a student. Searches of a student's outer clothing will be conducted by a district official of the same gender as the student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search. Where the object of the search may be felt by a "pat down" of clothing or personal property, the building administrator may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property. A "strip search" requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the District.

Searches of a student will be conducted in privacy, out of the view of other students, staff, and others, and in the presence of an adult witness of the same gender as the student when it involves a search of the student or the student's clothing.

Any item removed from the student as a result of the above procedures, which is not evidence of a violation of a law, Board policy, administrative regulation, or school rule may be returned to the student, as appropriate.

Building administrators will attempt to notify parents of students involved in a search of the person or personal property.

When law enforcement officials find it necessary to question or search students during the school day or during periods of extra-curricular activity, the building administrator or designee will be present, when possible. District officials will attempt to notify the student's parents or guardian in advance. However, in suspected child abuse cases, the Oregon Department of Human Services, and law enforcement officials may exclude school personnel from investigation procedures, and may prohibit school personnel from contacting the parents.

### **Search of Student-Owned Personal Electronic Devices**

Searches of student-owned personal electronic devices, as that term is defined in Board policy JFCEB - Personal Electronic Devices and Social Media - Student and its accompanying administrative regulation shall be governed by the same requirements as other searches of students and/or their possessions. Specifically, confiscation and search of a student's personal electronic device shall be conducted when school officials have a reasonable suspicion that such a search will reveal a violation of the law or school rules. The scope of such a search shall be limited to the violation supported by reasonable suspicion, unless an initial search produces reasonable suspicion of a secondary violation. Upon consultation by school officials with the student's parents/guardians, students may be asked to delete material constituting a violation of school rules from their personal electronic devices. Staff will refrain from deleting items on personal electronic devices without guidance from multiple parties, including parents, District administrators, and law enforcement, when applicable.

### **Routine Inspection of District Property Assigned to Students**

Lockers, desks, and other storage areas provided by the school and assigned to a particular student(s) are the property of the District, remain in the possession of the District, and are under the control of the building administrator. Students have no expectation of privacy regarding these items/areas.

Students may use District-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.

Students shall be provided notification that District-owned storage areas assigned to students are subject to routine inspection without prior notice for any reason, to:

1. Ensure that no item which is prohibited on District property is present;
2. Ensure maintenance of proper sanitation;
3. Ensure mechanical condition and safety;
4. Reclaim overdue library books, texts, or other instructional materials, property, or equipment belonging to the District.

Students are expected to assume responsibility for the security of their lockers.

Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

District or school-owned electronic devices may be subject to confiscation and search for any reason and at any time, without prior notice, student consent or the presence of reasonable suspicion. Students will be informed that District or school-owned electronic devices are for school use only, and that no expectation of privacy exists for such devices.

### **Other Searches**

Student vehicles may be parked on District property on the condition that the student and their parent(s) allow the vehicle and its contents to be searched upon reasonable suspicion/risk of immediate serious harm, that the vehicle contains evidence of a violation. Additionally, student vehicles on another district's property or on other property where activities under jurisdiction of the District occur shall also be subject to such conditions.

If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto District property will be terminated for the remainder of the school year. Law enforcement officials may be notified. The student may be subject to discipline up to and including expulsion.

Metal detectors, including walk-through and hand-held devices, may be used when the Superintendent or designee determines that there is a need for such detectors based upon reasonable information or a history or present condition of:

1. Weapons or dangerous objects found at school, on District property, at a school function, or in the vicinity of the school; or
2. Incidents of violence involving weapons at a school, on District property, at a school function, or in the vicinity of the school.

Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held (will not be allowed further entrance into the building) and any personal property will be seized and secured while the parent(s) and law enforcement officials are requested.

The District may use a breathalyzer or similar instrument at District extracurricular events and activities when authorized by the Superintendent or designee. Students may be subject to testing procedures as a prerequisite to attending the event or activity. If a student refuses testing, the student will be detained and parents will be contacted to come and take the student home.

### **Use of Canines in Conducting Searches**

Drug-detection dogs may be used when the Superintendent or designee determines that there is a need for use of such dogs based on reasonable information or a history of:



1. Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function, or in the vicinity of the school; or
2. Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function, or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in District facilities, including, but not limited to, District-owned storage areas, in students' personal belongings (e.g. backpacks), or in students' vehicles parked on District property.

Drug-detection dogs will not be used for general or "dragnet" searches while students are present in the vicinity of the search. General District property searches, however, may be conducted before or after school, or while classes are in session.

Drug-detection dogs will not be used for a direct search of a student. However, a student's possessions may be searched using drug-detection dogs when such possessions are not in the direct vicinity of the student.

Positive identification of the presence of contraband by a drug-detection dog may constitute the necessary reasonable suspicion to conduct a further search of a student and/or the student's possessions.

#### Protocol

1. Parents are informed in the District's Standards of Student Conduct that drug-detection dog searches may be conducted in the event of the suspicion of drugs.
2. A school may request the use of a drug-detection dog through an executive director of the office for school performance or the Superintendent or designee.
3. Based on the reasons, the Superintendent or designee determines whether to request a drug-detection dog.
4. Introductory opportunities to present the drug-detection dog may be made at the school notifying students of the dog's capabilities, either through formal or informal activities.

#### **Discipline**

Possession or use of unauthorized, illegal, unhealthy (such as tobacco), or unsafe materials will result in the following:

1. Seizure of the material:
  - a. Property, the possession of which is a violation of Board policy, administrative regulation, or school rule, will be returned to the parent or, if also a violation of law, turned over to law enforcement officials or destroyed by the District as deemed appropriate by the building administrator;
  - b. Stolen property will be returned to its rightful owner, unless it is necessary to retain such property as evidence;
  - c. Unclaimed property may be disposed of in accordance with Board policy DN – Disposal of District property.

2. Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.

### **Documentation**

Administrators shall document all searches. Documentation shall consist of the following:

1. Name, age and gender of student;
2. Time and location of search;
3. Justification for search and nature of the reasonable suspicion/risk of immediate and serious harm;
4. Description of the object(s) of the search;
5. Type/scope of search (was areas/items searched);
6. Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
7. Name(s) of any witness(es) to the search;
8. Name of school official conducting the search;
9. Contacts with law enforcement and the name/position of the contact(s), if any.

Documentation will be retained in accordance with applicable Oregon Administrative Rules governing records retention.

### **Notice**

Notice of the Board's policy and this administrative regulation will be provided to staff, students, and their parent(s) annually, through staff and student/parent handbooks.

### **Cooperation with Law Enforcement Officials**

Administrators will meet with law enforcement officials annually to review:

1. Official contact protocols;
2. Applicable Board policies and administrative regulations;
3. Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
4. Handling searches and evidence when involving law enforcement officials.

## Student Search Form

1. Name, age, and gender of student: \_\_\_\_\_  
\_\_\_\_\_
2. Date, time, and location of search: \_\_\_\_\_  
\_\_\_\_\_
3. Justification for search and nature of the reasonable suspicion, or applicable exception to reasonable suspicion requirement:  
\_\_\_\_\_  
\_\_\_\_\_
4. Type/scope of search (what was searched): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Results of search, prohibited material(s) found, disposition of the material(s) seized:  
\_\_\_\_\_  
\_\_\_\_\_
6. Name(s) of any witness(es) to the search: \_\_\_\_\_  
\_\_\_\_\_
7. Name of school official performing the search: \_\_\_\_\_  
\_\_\_\_\_
8. Contacts with law enforcement and the name/position of the contact(s), if any: \_\_\_\_\_  
\_\_\_\_\_

Signature of Witness

Date

Signature of District Official  
Conducting Search

Date

*Retain this form in accordance with applicable Oregon Administrative Rules*

Corrected 5/01/19



Code: **JGAB-AR**  
Revised/Reviewed: 6/14  
Orig. Code: JGAB-AR

## **Use of Restraint and Seclusion**

### **General Guidelines**

1. School staff will notify parents verbally or electronically when physical restraint or seclusion was used on their student by the end of the day on which the incident occurred.
2. Parents will be provided written documentation of the incident within 24 hours that includes:
  - a. A description of the physical restraint and/or seclusion;
  - b. The date of the physical restraint or seclusion;
  - c. The time the physical restraint or seclusion began and ended, and the location;
  - d. A description of the student's activities that prompted the use of physical restraint or seclusion;
  - e. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
  - f. The names of personnel of the public education program who administered the physical restraint or seclusion;
  - g. A description of the training status of the personnel who administered the physical restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
  - h. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the physical restraint or seclusion was administered by a person without training, the District will provide that information along with the reason why a person without training administered the physical restraint or seclusion.
4. An administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
5. If physical restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the District will immediately attempt to verbally or electronically notify a parent.
6. A District Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.
7. A documented debriefing meeting must be held within two school days after the use of physical restraint or seclusion; staff members involved in the intervention and any other appropriate

personnel must be included in the meeting. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

The completed Physical Restraint or Seclusion Incident Report Form shall include the following:

1. Name of the student;
2. Name of staff member(s) administering the physical restraint or seclusion;
3. Date of the physical restraint or seclusion and the time the physical restraint or seclusion began and ended;
4. Location of the physical restraint or seclusion;
5. A description of the physical restraint or seclusion;
6. A description of the student's activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;
7. A description of the behavior that prompted the use of the physical restraint or seclusion;
8. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;
9. Information documenting parent contact and notification; and
10. A summary of the debriefing meeting held. (See debriefing process in Special Education Handbook)

**Physical restraint and/or seclusion as a part of a behavioral support plan in the student's individualized education program (IEP) or Section 504 plan.**

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including a District representative who is familiar with the physical restraint and seclusion training practices adopted by the District.
3. Prior to the implementation of any behavioral support plan that includes physical restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. When a behavior support plan includes physical restraint and/or seclusion, the parents will be provided, upon request, a copy of the District's Use of Restraint and Seclusion policy at the time the plan is developed.

**Use of physical restraint and/or seclusion in an emergency by school administrator or staff to maintain order or prevent a student from harming themselves, other students, or school staff:**

Use of physical restraint or seclusion under these circumstances with a student who does not have physical restraint or seclusion as a part of their IEP or Section 504 plan is subject to all of the requirements established by this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

**Seclusion rooms will meet the standards defined by OAR 581-021-0568.** Corrected 5/01/19



Code: **JGDA-AR**  
Adopted: 12/14  
Orig. Code: JGDA/JGEA-AR

## **Discipline of Students with Disabilities\*\***

### **Definition**

1. The District applies the following definitions when considering disciplinary action:
  - a. “Behavioral intervention plan” means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
  - b. “Current educational placement” means the type of educational placement of the student as described in the student’s “annual determination of placement” document at the time of the disciplinary removal. It does not mean the specific location or school, but the types of placement on the continuum of placement options.
  - c. “Disciplinary removal” means suspension, expulsion, or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
    - (1) Removals by other agencies;
    - (2) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases);
    - (3) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student’s individualized education program (IEP), and continues to participate with nondisabled students to the extent they would in their current placement; or
    - (4) Bus suspensions, unless the student’s IEP includes transportation as a related service, the District makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.
2. “Functional behavioral assessment” means an individualized assessment of the student that results in a team hypothesis about the function of a student’s behavior and, as appropriate, recommendations for a behavior intervention plan.
3. “Suspension” means any disciplinary removal other than expulsion.

### **Disciplinary Change of Placement**

1. Disciplinary removal of a student with a disability constitutes a change in the student’s educational placement when:
  - a. The removal is for more than 10 consecutive school days; or

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- b. The removal is for more than 10 cumulative school days and constitutes a pattern of removals.
2. The District may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement.

### **Manifestation Determination**

1. Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the District convenes a manifestation determination meeting.
2. The District follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the District's failure to implement the student's IEP.

### **Disciplinary Removals for up to 10 School Days**

1. The District may remove students with disabilities from their current educational placement, to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.
2. During disciplinary removals for up to 10 school days:
  - a. The District is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
  - b. The District is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
  - c. The District counts days of suspension for the purposes of procedural safeguards as follows:
    - (1) Suspensions of a half day or less will be counted as a half day; and
    - (2) Suspensions of more than a half day will be counted as a whole day;
    - (3) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the District does not have knowledge of previous suspensions.

### **Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal**

1. The District may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting, or suspension for additional periods of up to 10 days in a school year to the same extent, and with the same notice as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.
2. In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school personnel will consider, on a case-by-case basis:
  - a. Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and

- b. Additional factors such as the length of each removal, the total number of days of removal, and the proximity of removals to one another.
- 3. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the District will provide services that are necessary to enable the student to:
  - a. Continue to participate in the general education curriculum;
  - b. Progress toward achieving the goals in the student's IEP; and
  - c. The services and location for delivery of services in this section will be determined by school personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.
- 4. The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.

**Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances**

- 1. The District may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year for a drug or weapon violation, or for infliction of serious bodily injury, without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.
- 2. For the purpose of determining a drug or weapon violation or serious bodily injury, the District will apply the following definitions:
  - a. "Drug" means illegal drug or controlled substance, but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
  - b. "Drug violation" means the use, possession, sale, or solicitation of drugs at school or a school function.
  - c. "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises, or at a school function under the jurisdiction of Oregon Department of Education (ODE) or a district.
  - d. "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
  - e. "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2 ½ inches in length.
  - f. "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.
- 3. On the date that the District decides to remove a student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the District notifies the parent(s) of the decision and gives the parent(s) a *Procedural Safeguards Notice*.



4. Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the District:
  - a. Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
  - b. Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.

#### **Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior**

1. The District may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
2. The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.

#### **Interim Alternative Educational Setting**

When a student with a disability is placed in an interim alternative educational setting, the setting:

1. Is determined by the student's IEP; and
2. Enables the student to:
  - a. Continue to participate in the general curriculum, although in another setting;
  - b. Progress toward achieving the goals in the student's IEP; and
  - c. Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.

#### **Placement Pending Appeal**

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and District agree to another placement pending the hearing.

#### **Conduct and Outcome of a Manifestation Determination**

1. Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the District convenes a manifestation determination meeting.
2. The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the

District's failure to implement the student's IEP, includes the parent(s), District representatives, and other relevant members of the IEP team, as determined by the parent and District.

- a. The team reviews all relevant student information, including the student's IEP, teacher observations, and information provided by the parent.
  - b. The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the District's failure to implement the IEP.
3. If the team determines that the District did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the District corrects the identified deficiencies immediately.
  4. Regardless of whether the behavior was a manifestation of the student's disability, the District may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.
  5. When behavior is a manifestation of disability.

If the team concludes that the behavior was a manifestation of the student's disability:

- a. The District will not proceed with a disciplinary removal for more than 10 days.
  - b. The District conducts a functional behavioral assessment and develops a behavior plan to address the behavior that led to the disciplinary action. If the District has already conducted a functional behavioral assessment or, if the student already has a behavior intervention plan regarding that behavior, the District reviews, modifies as necessary, and implements the plan to address the behavior.
  - c. The District may review and revise the student's IEP and placement through normal IEP and placement processes.
  - d. The District may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
  - e. If the District believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the District may appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.
6. When behavior is not a manifestation of disability.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability the District may proceed with disciplinary removals, in the same manner and for the same duration, as would be applied to students without disabilities. If the District takes such action, applicable to all students, the District:

- a. Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a Procedural Safeguards Notice;
- b. Gives the parent(s) prior written notice of any proposed change in placement;
- c. Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and

- d. Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior, and implements those interventions.

### **Protections for Students not yet Eligible for Special Education**

1. The District will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the District had knowledge that the student had a disability and needed special education.
2. The District is presumed to have such knowledge if, before the behavior that precipitated the disciplinary action occurred:
  - a. The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
  - b. The student's parent(s) requested a special education evaluation of the student; or
  - c. The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the District's special education director or other District supervisory personnel.
3. The District is not presumed to have knowledge of a disability if:
  - a. The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
  - b. The student has been evaluated and found not eligible for special education services.
4. If the District did not have knowledge before taking disciplinary action against the student, the District may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:
  - a. If a special education evaluation is requested, or if the District initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
  - b. Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension, expulsion, or placement in alternative education.
  - c. Upon completion of the evaluation, if the student is determined to be a student with a disability, the District will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
  - d. The District will apply the Individuals with Disabilities Education Act (IDEA) discipline protections beginning on the date of the eligibility determination.



Code: **JGE-AR(1)**  
Revised/Reviewed: 8/11  
Orig. Code: JGE-AR(1)

## **Expulsion Protocol**

### **Prior to Expulsion**

1. The student has committed a severe violation of the Standards of Student Conduct. “Severe” is defined as behavior that threatens the safety of others, or the student has committed a persistent series of violations that threaten the good order of the school. “Good order” is defined as the ability of the school to maintain an atmosphere conducive to learning.
2. The school has worked with the student and their parent or guardian to correct behavior and has documented both offense(s) and corrective actions.
3. The school has determined that recommended expulsion is the only course of action appropriate either because (a) the offense is so serious as to endanger others if the student is not excluded, or (b) because sustained good-faith efforts to correct ongoing misconduct have failed and other alternatives are exhausted. This determination is made by the building administrator with advice of appropriate assistants, counselors, or teachers.

Note: Expulsion is not an appropriate solution for a student whose behavior is a nuisance, however time consuming the nuisance may be. A student who exhibits ongoing category B offenses is a candidate for consideration of alternative placement if their behavior interferes with other students’ schooling but, except where open defiance becomes the issue, the student is not an appropriate candidate for expulsion.

Checklist for determining if the building administrator is ready to recommend expulsion:

- a. Does the student’s conduct merit expulsion under ORS 332.061, 339.250, OAR 581-021-0070, and Board administrative regulation JGE-AR(1) - Expulsion Protocol?
- b. Has the school fulfilled its obligations to the student and the student’s parent or guardian?
- c. Has previous direct communication and documented efforts to re-mediate (e.g., contracts, counseling, alternatives), except in cases that endanger others, been attempted?
- d. Has notice and due process relative to current incident and pertinent previous offenses been followed?
- e. Is documentation of disciplinary infraction(s), corrective action(s), notice, and due process on file?
- f. Has consideration of all available alternatives to expulsion been explored?
- g. Has a conference with the student and the student’s parent or guardian to present the situation, consider evidence and testimony, and problem solve been conducted?

#### **STEP 1: Building Administrator Ready to Recommend Expulsion**

1. The building administrator confers with the appropriate executive director regarding the recommended expulsion.
2. The building administrator or designee notifies the parent/guardian of the recommendation and schedules a school-level conference with the building administrator.
3. Prior to the parent/guardian conference, the building administrator confers with the building administrator of alternative programs regarding alternative placement.
4. Within 24 hours, the building administrator of alternative programs notifies the building administrator as to the appropriate alternative placement availability and beginning date.

Note: If the student is identified as disabled under Individuals with Disabilities Education Act (IDEA) or Section 504, it is necessary for a MDT to determine if the behavior was a manifestation of the disability; if so, follow Board administrative regulation JGDA-AR – Discipline of Students with Disabilities. If the behavior was not directly caused by the student’s disability, follow the usual discipline procedures and send written notice of change of placement to the parent/guardian. If the behavior was caused by the student’s disability, refer to JGDA-AR - Discipline of Students with Disabilities and confer with the special programs director.

#### **STEP 2: School-Level Conference Occurs**

1. The building administrator provides the parent/guardian with the required written statement (Parent/Student Handbook, copies of Board policy JGE - Expulsion, and ORS 339.240 and 339.250).
2. The building administrator proposes alternative placement.
3. The parent/guardian signs or does not sign a waiver form.
4. Immediately following the conference, the building administrator notifies the building administrator of alternative programs of the parent’s/guardian’s acceptance/rejection of the alternative(s) proposed.
5. If the parent/guardian accepts the alternative placement, the building administrator confirms a start date and forwards the referral form and supporting documents to the building administrator of alternative programs.
6. The counselor, parent/guardian, and student attend an intake conference and develop the necessary behavioral and/or academic contract.

#### **Parents Do Not Attend the Conference**

The building administrator sends by regular and registered mail the required statement (Parent/Student Handbook). A copy of this statement is sent to the hearings officer with notice that a parent/guardian has failed to attend the conference.

STEP 3: Hearing is Waived (within one workday of school-level conference)

1. The building administrator informs the executive director of office for school performance of the conference outcome.
2. The building administrator hand delivers to the executive director of office for school performance (OSP) no later than one day following the school-level conference, one copy of the expulsion file, which includes a copy of the Expulsion Checklist-Building-Level Conference document, parent/guardian letter, signed waiver, disciplinary chronology, and a memo to the Superintendent documenting the recommendation, date of school conference, and agreed upon alternative placement.
3. The OSP executive director's secretary prepares a letter for the Superintendent's signature finalizing the expulsion and alternative placement.

Hearing is Requested or Not Waived (within one workday of school-level conference)

1. The building administrator informs the executive director of OSP and hand delivers, no later than one day following the school-level conference, one copy of the expulsion file, which includes a copy of the Expulsion Checklist-Building-Level Conference document; parent/guardian letter; disciplinary chronology; building conference summary; and a memo to the Superintendent documenting the school conference date, summary, recommendation; and any pertinent additional information.
2. The OSP executive director's assistant schedules the District hearing with the hearings officer, and notifies the parent/guardian by regular and certified mail, with a copy to the building administrator.
3. Notice shall be provided at least five calendar days prior to the hearing. The hearing may be held prior to the expiration of the five days by mutual consent.

STEP 4: Hearing is Conducted

1. The hearing is held in accordance with state and District procedures. The building administrator shall represent the school and may bring an assistant building administrator if directly involved.
2. The hearings officer recommends affirming, rescinding, or modifying the building administrator's recommendation. The hearings officer drafts a written notice to the parent/guardian for the Superintendent's review and approval.
3. The Superintendent notifies the parent/guardian by regular and certified mail of expulsion or readmission to school and process for appeal. (A copy is also sent to the building administrator and executive director.)

**STEP 5: Parent/Guardian Accept Superintendent's Decision**

The building administrator reports the expulsion to the Board (as part of a monthly report).

**or**

Parent/Guardian Appeals to the Board

1. The parent/guardian notifies the Superintendent of a request to appeal.
2. A Board hearing is held in accordance with state and District procedures.
3. The Board may affirm, modify, or rescind the decision of the Superintendent.
4. The Superintendent notifies the parent/guardian and building administrator of the Board's action.

**STEP 6: Re-entry Conference**

The building administrator or designee meets with the student and parent/guardian prior to re-enrollment in school to discuss school rules and behavior expectations.

Corrected 5/01/19



Code: **JGE-AR(2)**  
Revised/Reviewed: Unknown  
Orig. Code: JGE-AR(2)

## Expulsion Waiver

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Dear \_\_\_\_\_:

On \_\_\_\_\_ I verbally informed you of my desire to  
☐ waive ☐ request a hearing on behalf of for whom an expulsion has been recommended by you. I  
acknowledge the implications of waiving a hearing were explained to me. This letter restates that decision.  
(If a district-level hearing is requested, note the reason for appeal by checking the appropriate line below.)

- ☐ Findings of fact are disputed.
- ☐ Length of expulsion is too long, and I am asking to have it modified.
- ☐ School is not in compliance with ORS 339.250, OAR 581-021-0070, or Board policy JGE and/or JGE-AR.

If a hearing is requested, I desire it to be ☐ public ☐ private.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Home Phone Work Phone

cc: Assistant Superintendent of Office for School Performance

Corrected 5/01/19  
Expulsion Waiver – JGE-AR(2)  
1-1





Code: **JGE-AR(3)**  
Revised/Reviewed: Unknown  
Orig. Code: JGE-AR(3)

## Example Student Expulsion Letter

Date \_\_\_\_\_

Dear (title) (last name) \_\_\_\_\_

In accordance with ORS 339.250, OAR 581-021-0070, and student handbook page \_\_\_\_\_, I am recommending that your student, (full student name), be expelled from school for (duration of expulsion). If the expulsion is approved, (first name) will be allowed to return to school on \_\_\_\_\_.

Pending a decision on this recommendation, (first name) is not to be on campus or attend any school-sponsored activities.

I am recommending expulsion from school for (describe/explain violation). \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You have the right to a hearing with the District hearings officer prior to the Superintendent's decision in this matter. You must verbally request or waive this hearing within one workday of receiving this notice by contacting the building administrator at [ \_\_\_\_\_ (phone number)]. You must also confirm your response in writing by returning the attached Expulsion Waiver Form immediately.

If you wish to have a hearing, the District will follow the procedure outlined below:

1. \_\_\_\_\_ may be represented by an attorney or other persons.
2. \_\_\_\_\_ will be afforded the right to present the student's version of the charges, and to introduce evidence by testimony, writings, or other exhibits.
3. \_\_\_\_\_ will be permitted to be present and to hear the evidence presented by the district.
4. Strict rules of evidence shall not apply to the proceedings. The hearings officer will determine the facts of each case on the evidence presented. Evidence may include relevant past history and student records.

Example Student Expulsion Letter – JGE-AR(3)

1-2

5. The hearings officer or you may make a recording of the hearing.

**(Do not include this paragraph in letters to parents of students who are expelled for violation of the weapons policy.)** ORS 339.250 requires that the district propose specific alternative programs of instruction or instructions combined with counseling prior to expulsion for reasons other than a weapons policy violation. If you are interested in discussing either of the program alternatives for the continuation of (first name)'s education, please contact (contact person's name).

(List proposed alternatives)

Enclosed, please find copies of the Hillsboro School District Board policy JGE and Oregon Revised Statutes 339.240 and 339.250 pertaining to expulsion procedures.

Sincerely,

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Building Administrator

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School

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Phone



Code: **JO/IGBAB-AR(2)**  
 Revised/Reviewed: 5/09  
 Orig. Code: JO/IGBAB-AR(2)

## Education Records/Records of Students with Disabilities Management

| Record                                     | At School  | By District   |
|--|--|---|
| 1. Student Record Retention Schedule       |  |   |
| <u>Accident Reports (Incident Reports)</u> |  |   |
| Serious:<br>Hospitalization or disability  | Permanent  | Permanent at the Business Office  |
| Minor:<br>First aid or Dr. Visit           | 7 years  | 7 years/Business Office   |
| <u>Attendance Reports</u>                  |  |   |
| Cards                                      | 2 years  | N/A   |
| Absence Slips                              | Close of year  | N/A   |
| <u>Behavioral Records (Non-cumulative)</u> |  |   |
| Provisions                                 |  |   |
| a.   | Reviewed annually or upon a review request, transfer, withdrawal, graduation, or death while enrolled.   | N/A   |
| b.   | Special Education Records:<br><br>Reviewed annually or upon a review request, transfer, withdrawal, graduation, or death while enrolled. Irrelevant materials destroyed. | 5 years/Student Served<br><br>For physical therapy or speech pathology age 21 or 5 years after last seen whichever is longer. |
|  | Request for records transfer signed by parent: Attach to permanent record card.  | Last IEP and all eligibilities kept with permanent record.  |

| Record  | At School   | By District   |
|---|---|---|
| <u>Progress Records</u>   |   |   |
| (Cumulative) or required content  | Permanent<br><br>NOTE: Provisions require posting to and permanent retention of the permanent record which is a composite of required data.   | Posted to permanent record (see permanent record)   |
| Provisions  | <ul style="list-style-type: none"> <li>a. Transfer request (in or out of district) requires posting to permanent record.</li> <li>b. Withdrawal with no requests for transfer requires posting to permanent record. Keep progress record 1 year and destroy.</li> <li>c. Graduation or death while enrolled requires posting to permanent record. Keep 1 year and destroy.</li> </ul> |   |
| <u>Permanent Records</u>  |   |   |
| Record  | At School   | By District   |
| The district shall keep and maintain a permanent record with respect to each student which includes the following:  |   |   |
| <ul style="list-style-type: none"> <li>1. Name and address of educational agency or institution.</li> <li>2. Full legal name of student.</li> <li>3. Student birth date and place of birth.</li> <li>4. Name of parents/guardian.</li> <li>5. Date of entry in school.</li> <li>6. Name of school previously attended.</li> <li>7. Courses of study and marks received.</li> <li>8. Data documenting a student's progress toward academic content standards.</li> <li>9. Credits earned.</li> <li>10. Attendance.</li> <li>11. Date of withdrawal from school.</li> <li>12. Such additional information as the district may prescribe.</li> </ul> |   |   |
| <u>(Composite copy of progress record)</u>  | 1 year after withdrawal, transfer, or death while enrolled.   | Permanent (Storage and processing to be determined by Records Management based on Oregon State Archives Policies. |
| Provisions  | Required posting and transfer to district for permanent retention.  |   |
| <u>Registration Cards</u>   |   |   |
| (Illness and emergency information included)  | 3 years   | N/A   |

## 2. Records Posting (Using current card system)

- a. The student's cumulative and permanent record will be posted annually or upon withdrawal or transfer.
  - (1) Students enrolled 20 or more days will have grades posted.
  - (2) Students enrolled for less than 20 days will have only attendance posted.
- b. Attendance posting ( $B-1 + B-2 = \text{total membership}$ )
  - (1) Attendance means the number of days present.
  - (2) Absence means the number of days not present.
  - (3) All required data will be posted and all lines or boxes completed by the person(s) having such responsibility.
- c. School symbols for record posting: (Either the symbol or the word should be used on records or transcripts.)
  - T = Transfer
  - P = Promoted
  - W = Withdrawal
  - R = Retained

Corrected 5/01/19



Code: **JO/IGBAB-AR(3)**  
Revised/Reviewed: 5/02  
Orig. Code: JO/IGBAB-AR(3)  
(Will retain as internal document only.)

## Request for Student Records



To Previous School: \_\_\_\_\_

Date Mailed: \_\_\_\_\_

Previous School Name: \_\_\_\_\_

Date Received: \_\_\_\_\_

Street: \_\_\_\_\_

City: \_\_\_\_\_

The following student(s) has/have  
enrolled at:

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Please Mail All Education Records, Including:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Progress reports   | <input type="checkbox"/> Portfolios                | <input type="checkbox"/> Health records                    |
| <input type="checkbox"/> Behavioral records | <input type="checkbox"/> Special Education Records | <input type="checkbox"/> Withdrawal grades (if applicable) |
| <input type="checkbox"/> Transcript         | <input type="checkbox"/> Other _____               |  |

Mailing Address:

\*Oregon law defines education records to include those records that are directly related to a student and maintained by an educational agency or institution.

ORS 336.195 states records needed for placement purposes cannot be withheld from a school district requesting student records when the student owes fees for loss or damage to school property.

ORS 330.260 states that a district receiving this request shall transfer all education records no later than 10 days after receipt of request and include all records including behavioral records. Should any of the requested records be on file in other departments, please forward this request to the appropriate office.

If no records are on file, please explain below and return.

Thank you for your cooperation.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Distribution: White - Previous School Yellow - Retained by Requesting School

Corrected 5/01/19

Request for Student Records – JO/IGBAB-AR(3)



Code: **JO/IGBAB-AR(3)**  
Revised/Reviewed: 9/10  
Orig. Code: JO/IGBAB-AR(4)

### **Establishing Fees for Copies of Education Records**

1. The Hillsboro School District and/or schools may charge a fee of 25 cents per page for supplying copies of education records on request.
2. The copy provided will not include a copy of test protocols, test questions, and answers and other documents described in ORS 192.345(4).
3. No additional fee will be charged for providing records in an alternative format to individuals with vision or hearing impairments when required by the Americans with Disabilities Act.
4. The assistant superintendent of support services and/or principal may reduce or waive fees when:
  - a. The time spent making the records available was negligible.
  - b. Payment would make extreme financial hardship upon request.

Corrected 5/01/19



Code: KBE-AR  
Revised/Reviewed: 2/22/08  
Orig. Code: KBE-AR

## **Use of District Facilities for Political Campaigns and Events**

District facilities may be used by individuals or groups for political purposes and campaigns as described in Board policy KBE - Political Campaigns. All political or partisan groups shall have the same opportunities to use District facilities. However, some fees may be assessed to the individual or group in order to cover the costs of use of the facility.

The following guidelines will be considered when assessing fees for political purposes and campaigns.

### **Fees**

1. Electricity – An hourly charge for electricity will be assessed depending on the area(s) requested for use as listed in the Fee Schedule Worksheet, for KG-AR - Community Use of District Facilities, Attachment A. For example, an hour of use of the auditorium at a high school would be an electricity charge of \$55.
2. Other utilities – An hourly charge for other utilities (garbage, water, sewer, and paper products) will be assessed as listed in the Fee Schedule Worksheet for KG-AR, Attachment A-1 or A-2.
3. Custodial – An hourly fee for custodial time will be assessed for the following reasons:
  - a. Special set-ups that require the custodian to deviate from their normal duties;
  - b. If the event occurs on a weekend or holiday, the rate is different from regular time. Please refer to the Fee Schedule Worksheet for KG-AR, Attachment A-1 or A-2;
  - c. If the time worked by custodial staff is overtime.
  - d. If custodial time is required to clean or remove debris resulting from the individual's or group's activities.

Corrected 5/01/19





Code: KLB-AR(1)  
Revised/Reviewed: 9/10  
Orig. Code: KLB-AR

## **Instructional Materials Reconsideration Procedure**

Differences of opinion may arise regarding instructional materials provided in the District. Concerns and/or complaints about instructional materials will be processed as follows:

1. The complainant will notify the teacher about questions and concerns regarding instructional material.
2. The teacher will meet with the complainant to see if the matter can be resolved on an informal basis. However, under no circumstances will instructional material be removed without following these procedures.
3. If the complaint is not resolved informally, the complainant will be given Board policy KLB – Complaints about Instructional Materials and its administrative regulation KLB-AR(1) - Instructional Materials Reconsideration Procedure. The complainant will complete the “Request for Reconsideration of Instructional Materials” (see KLB-AR(2)) and return it to the principal. The principal and person(s) responsible for selecting instructional materials will review the material in question and report their findings to the complainant.
4. All complaints and their disposition are to be reported to the assistant superintendent of the office for school performance. Copies of both the “Request for Reconsideration of Instructional Materials” and the report to the complainant will be included.
5. If the complainant is not satisfied with the decision contained in the report, the complainant may notify the principal of a request to appeal. The principal will inform the assistant superintendent of the office for school performance of the appeal request.
6. The assistant superintendent of the office for school performance will arrange for a review committee consisting of an administrator, representative classroom teachers, or a media specialist if appropriate.
7. Immediately after its appointment, the committee will meet, appoint a chairperson and secretary, study all the information available regarding the material involved, and submit a report of its findings to the assistant superintendent of the office for school performance within three weeks after its appointment.
8. The committee may recommend the questioned material be:
  - a. Retained without restriction.
  - b. Retained with appropriate restriction.

- c. Not retained.
- 9. The assistant superintendent of the office for school performance will review the recommendation and write the complainant a letter reporting the disposition of the complaint.
- 10. The Superintendent will report the review committee's recommendation and disposition to the Board.

Corrected 5/01/19



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

## Request for Reconsideration of Instructional Materials

(Submit to the principal)

Title: \_\_\_\_\_ Publisher: \_\_\_\_\_ Date of Pub.: \_\_\_\_\_

Author \_\_\_\_\_

Type of media: ☐ Hardcover ☐ Paperback ☐ Digital ☐ Other: \_\_\_\_\_

Producer/Source (if known): \_\_\_\_\_

Request initiated by: \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Person making the request represents: ☐ Self ☐ Group or organization

Name of Group (or organization): \_\_\_\_\_

1. To what in the item do you object? (Please be specific and cite pages, frames, etc.)

\_\_\_\_\_  
\_\_\_\_\_

2. In your opinion, what are the harmful effects upon students that might result from the use of this item?

\_\_\_\_\_  
\_\_\_\_\_

3. Do you perceive any instructional value in the use of this item?

\_\_\_\_\_  
\_\_\_\_\_

4. Did you review the entire item? ☐ Yes ☐ No

5. If not, what sections did you review? \_\_\_\_\_

\_\_\_\_\_

6. Should the opinion of any additional experts in the field be considered? ☐ Yes ☐ No
7. Please list suggestions, if any: \_\_\_\_\_
8. What would you like the school to do about this material?
- ☐ Do not use it with my student.
- ☐ Withdraw it from use.
- ☐ Other \_\_\_\_\_.
9. Do you wish to make an oral presentation to the Review Committee? ☐ Yes ☐ No
- If yes, please call the principal's office at [\_\_\_\_].

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**References:**

Corrected 5/01/19