



Hillsboro School District 1J

November 19, 2019

Board Meeting

Board of Directors

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

Student Representatives to the Board of Directors

Danny Adzima • Maria Isabel Aguilar Alvarado • Andrew Goodwin

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

Board Meeting Agenda
November 19, 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 - Work Session

- | | |
|---|----|
| A. Legislative Priorities Input and Planning | 6 |
| Presenter: Beth Graser | |
| Time: 5:15 PM, 15 minutes | |
| B. Bond Update and Preview of Board Action Items | 7 |
| Presenter: Adam Stewart | |
| Time: 5:30 PM, 10 minutes | |
| C. Continuous Improvement Plan (CIP) and Student Success Act (SSA) Update | 28 |
| Presenter: Travis Reiman | |
| Time: 5:40 PM, 10 minutes | |
| D. Safety Update - Role of Board Members in an emergency | 29 |
| Presenter: Casey Waletich | |
| Time: 5:50 PM, 10 minutes | |
| E. Discrepant Discipline Update | 30 |
| Presenter: Dayle Spitzer | |
| Time: 6:00 PM, 10 minutes | |
| F. Student Mentoring and Equity: Latino Youth Program | 31 |
| Presenter: Dayle Spitzer, Miriam Miranda Diaz | |
| Time: 6:10 PM, 15 minutes | |
| G. Recognitions and Proclamations | 32 |
| Presenter: Mike Scott | |
| Time: 6:25 PM, 15 minutes | |
| H. Discussion Time | |
| Time: 6:40 PM, 10 minutes | |
| I. Recess Board Meeting | |
| Time: 6:50 PM, 10 minutes | |

2. 7:00 PM - Regular Session

- | | |
|---|--|
| A. Call to Order and Flag Salute | |
| Presenter: Erika Lopez | |
| Time: 7:00 PM, 5 minutes | |
| B. Recognition / Student Presentation | |
| 1. Century High School Counterpoint Choir - Student Performance | |
| Time: 7:05 PM, 10 minutes | |
| C. Approval of Agenda | |
| Time: 7:15 PM | |
| D. Audience Time | |

Time: 7:15 PM, 5 minutes

E. Consent Agenda

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

Time: 7:20 PM, 5 minutes

- | | |
|---|----|
| 1. Approve Minutes of October 29, 2019, Board Meeting | 33 |
| 2. Approve Routine Personnel Matters | 40 |
| 3. Oregon English Language Learners Report 2017-18 | 42 |

F. Action Items

Time: 7:25 PM

- | | |
|---|----|
| 1. Elect Members to OSBA Board of Directors and Legislative Policy Committee | 43 |
| Presenter: Erika Lopez | |
| Time: 7:25 PM, 5 minutes | |
| 2. Accept Gifts and Donations | 44 |
| Presenter: Michelle Morrison | |
| Time: 7:30 PM, 5 minutes | |
| 3. Recess Board Meeting; Convene Meeting of the Local Contract Review Board | |
| Presenter: Erika Lopez | |
| Time: 7:35 PM, 5 minutes | |
| a. Approve Declaration of Emergency Siting of Portable Classrooms at Hillsboro High School and Exemption from Competitive Bidding | 45 |
| Presenter: Adam Stewart | |
| Time: 7:35 PM | |
| 4. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting | |
| Presenter: Erika Lopez | |
| Time: 7:40 PM | |
| 5. Award Contract for Construction Management/General Contractor Services | 46 |
| Presenter: Adam Stewart | |
| Time: 7:40 PM, 5 minutes | |

G. Reports and Discussion

- | | |
|---|----|
| 1. Strategic Plan Update | 48 |
| Presenter: Beth Graser | |
| Time: 7:45 PM, 10 minutes | |
| 2. Bond Oversight Committee Report | 49 |
| Presenter: Adam Stewart / Matt Buckingham | |
| Time: 7:55 PM, 20 minutes | |
| 3. First Reading - New High School Course Proposals | 50 |
| Presenter: Travis Reiman | |
| Time: 8:15 PM, 20 minutes | |
| 4. Financial Report (<i>see written report</i>) | 51 |
| Presenter: Michelle Morrison | |
| Time: 8:35 PM, 5 minutes | |
| 5. Student Options Planning | 55 |
| Presenter: Dayle Spitzer | |
| Time: 8:40 PM, 10 minutes | |

6. Support Services Report 56
Presenter: Casey Waletich
Time: 8:50 PM, 10 minutes

7. Safety Department Report 62
Presenter: Casey Waletich
Time: 9:00 PM, 10 minutes

H. Policies - First Reading

Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.

Presenter: Mike Scott

Time: 9:10 PM, 10 minutes

1. First Reading - Policies

a. Policies in Section J 69

- JBAA: Section 504 – Students
- JBAA-AR: Section 504 --Students
- JC: School Attendance Boundary Areas
- JC/JECC-AR: In-District Transfers
- JC/JECB/JECC-AR: Resident and Nonresident Student Transfers
- JEBA: School Entrance Age Requirements
- JEBA-AR: Guidelines for Early Entry into Kindergarten and First Grade
- JEC: School Admissions
- JECA: Admission of Resident Students*
- JECA-AR(1): Student Enrollment Procedures
- JECA-AR(2): Student Enrollment Procedures - Affidavit Form
- JECA-AR(3): Student Enrollment - Custodial Parent Request
- JECAA: Admission of Part-Time Private School Students
- JECAA-AR: Admission of Part-Time Private School Students
- JECAB-AR: Mutual Agreement--Joint Custody Enrollment (Delete)
- JECB: Admission of Nonresident Students
- JECB-AR(1): Inter-District Transfer Requests and Application Process - General Guidelines for Counselors and Parents
- JECBA: Admission of Exchange Students
- JECBA-AR: Admission of Exchange Students
- JECBB: In-District Transfer Students
- JECBD: Homeless Students
- JECBD-AR: Homeless Students
- JECC: Assignment of Students to Schools
- JECD: Assignment of Students to Classes
- JECDA: Transcript Evaluation
- JECE: Student Withdrawal from School
- JECF: Inter-District Transfer of Resident Students
- JECF-AR :Inter-District Transfer of Resident Students
- JEDB: Student Dismissal Precautions
- JEE: Student Attendance Accounting (Delete)
- JEF: Released Time for Students (Delete / Replace)
- JEFA: Closed Campus
- JF/JFA: Student Rights and Responsibilities

- JFD: Students of Legal Age (Delete)
- JFE: Pregnant and/or Parenting Students
- JFE-AR: Individualized Plan for Pregnant and/or Parenting Teens
- JFI: Student Demonstrations and Petitions
- JGB: After-School Detention of Students (Delete)
- JHC: Student Health Services and Requirements
- JHCA/JHCB: Immunization, Physical Examination, Vision Screening / Eye Examination, and Dental Screening
- JHCC: Communicable Diseases - Student
- JHCC-AR: Communicable Diseases - Student
- JHCCBA/EBBAB/GBEBAA: Hepatitis B/Bloodborne Pathogens (Delete)
- JHCCC/EBBAA/GBEBC: Infection Control - HIV, AIDS, HBV (Delete)
- JHCCE/GBEBE: News/Media - HIV, AIDS, or HBV (Delete)
- JHDA: Psychological Testing of Students (Delete)
- JHFB: Student Crossing Guards (Delete)
- JHFDA: Suspension of Driving Privileges (Delete)
- JI: Student Awards and Scholarships (Delete)
- JK: Employment of Students (Delete)
- JL: Student Gifts and Solicitations (Delete)
- JM: Staff/Student Relations (Delete)
- JN: Student Fees, Fines, and Charges
- JOA: Directory Information
- JOA-AR: Release of Information Opt-Out Form
- JOB: Personally Identifiable Information
- JOC: Legal Names of Students
- JOD: Media Access to Students

I. HCU / HEA Reports

Time: 9:20 PM, 5 minutes

J. Discussion Time

Time: 9:25 PM, 10 minutes

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

K. Adjourn Regular Session

Time: 9:35 PM

L. Next Meetings of the Board of Directors

- December 10, 2019, Regular Session
- January 14, 2020, Board Appreciation Dinner

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
LEGISLATIVE PRIORITIES INPUT AND PLANNING

SITUATION

In February 2020, elected officials in Oregon will enter into a short legislative session. The intent of short sessions is to focus on important bills that either cannot wait until the next full session or that may get more attention or be easier to pass in an interim session.

The Board typically does not deviate from the Legislative Priorities passed for the preceding full session; however, if there is legislation the Board would like to focus on in the short session, staff can certainly bring forth a recommendation for an addendum to the 2019 Legislative Priorities.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss any known legislation that will be brought forth in the short session that may be of interest for prioritization.

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
BOND UPDATE

SITUATION

The District's Capital Projects Officer will provide an update on activities that are currently taking place. He will present the up-to-date project list, information regarding the Citizens' Bond Oversight Committee, and information regarding the progress of other bond projects.

RECOMMENDATION

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

		ORIGINAL	BOND PREMIUM	REVISED	PROJECT-TO-DATE	REMAINING
		<u>BUDGET</u>	<u>CONTINGENCY</u>	<u>BUDGET</u>	<u>REVENUES</u>	<u>REVENUES</u>
REVENUES						
Original Bond Proceeds	\$	408,000,000.00	\$ -	\$ 408,000,000.00	\$ 268,395,000.00	\$ 139,605,000.00
Bond Premium	\$	-	\$ 51,600,505.85	\$ 51,600,505.85	\$ 51,600,505.85	\$ -
OSCIM Grant Proceeds	\$	8,000,000.00	\$ -	\$ 8,000,000.00	\$ -	\$ 8,000,000.00
Energy Incentives - To General Fund	\$	-	\$	(4,300,000.00)	\$ -	\$ -
Balance Transfer from 2006 Bond	\$	-	\$ -	\$ 943,271.00	\$ 943,271.09	\$ -
Miscellaneous Revenue	\$	-	\$ -	\$ -	\$ 7,735.00	\$ -
Bond Interest to Date	\$	<u>12,000,000.00</u>	\$ -	<u>12,000,000.00</u>	<u>7,506,861.65</u>	<u>4,493,138.35</u>
	\$	428,000,000.00	\$ 51,600,505.85	\$ 476,243,776.85	\$ 328,453,373.59	\$ 152,098,138.35

	ORIGINAL	CONTINGENCY	REVISED	PROJECT-TO-DATE	REMAINING
EXPENDITURES		<u>TRANSFER</u>	<u>BUDGET</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>
District Administration Center	\$322,963.00	\$550,000.00	\$ 872,963.00	\$ 143,705.49	\$ 729,257.51
Transportation Department	\$1,417,063.00	(\$217,390.00)	\$ 1,199,673.00	\$ 958,456.67	\$ 241,216.33
Facilities Management	\$99,167.00	\$1,859,598.00	\$ 1,958,765.00	\$ 487,864.31	\$ 1,470,900.69
Technology Services	\$15,932,500.00	\$2,500,000.00	\$ 18,432,500.00	\$ 7,597,313.90	\$ 10,835,186.10
Satellite Transportation/Maintenance	\$16,352,831.00	\$1,477,390.00	\$ 17,830,221.00	\$ 4,588,841.24	\$ 13,241,379.76
Bond Administration/Issuance Costs	\$17,333,468.00	(\$875,000.00)	\$16,458,468.00	\$ 8,005,962.16	\$ 8,452,505.84
Hare Field	\$59,904.00	\$50,000.00	\$109,904.00	\$ -	\$ 109,904.00
Brookwood Elementary School	\$41,993,410.00	(\$3,496,500.00)	\$ 38,496,910.00	\$ 9,003,939.38	\$ 29,492,970.62
Imlay Elementary School	\$1,162,820.00	\$137,069.00	\$ 1,299,889.00	\$ 645,903.52	\$ 653,985.48
Butternut Creek Elementary School	\$4,210,372.00	\$994,234.00	\$ 5,204,606.00	\$ 725,935.63	\$ 4,478,670.37
Indian Hills Elementary School	\$2,771,094.00	\$1,492,402.00	\$ 4,263,496.00	\$ 661,349.20	\$ 3,602,146.80
Reedville Elementary School	\$8,045,981.00	\$4,152,370.00	\$ 12,198,351.00	\$ 11,733,831.48	\$ 464,519.52
Patterson Elementary School	\$975,909.00	\$44,250.00	\$ 1,020,159.00	\$ 537,205.74	\$ 482,953.26
Lincoln Street Elementary School	\$886,499.00	\$78,000.00	\$ 964,499.00	\$ 567,597.23	\$ 396,901.77
Eastwood Elementary School	\$7,486,731.00	\$3,733,426.00	\$ 11,220,157.00	\$ 7,650,367.72	\$ 3,569,789.28
Farmington View Elementary School	\$4,408,609.00	\$1,030,822.00	\$ 5,439,431.00	\$ 1,278,746.67	\$ 4,160,684.33
Jackson Elementary School	\$5,563,950.00	\$2,039,569.00	\$ 7,603,519.00	\$ 2,054,381.61	\$ 5,549,137.39
Tobias Elementary School	\$2,661,230.00	\$183,589.00	\$ 2,844,819.00	\$ 1,303,916.14	\$ 1,540,902.86
Groner K-8 School	\$3,224,743.00	\$289,380.00	\$ 3,514,123.00	\$ 339,141.62	\$ 3,174,981.38
Lenox Elementary School	\$5,370,592.00	\$1,139,451.00	\$ 6,510,043.00	\$ 5,649,998.19	\$ 860,044.81
McKinney Elementary School	\$6,443,367.00	\$2,802,669.00	\$ 9,246,036.00	\$ 2,181,387.98	\$ 7,064,648.02

Quatama Elementary School	\$860,658.00	\$70,547.00	\$	931,205.00	\$	490,375.90	\$	440,829.10
Minter Bridge Elementary School	\$6,813,252.00	\$2,193,452.00	\$	9,006,704.00	\$	685,979.84	\$	8,320,724.16
Mooberry Elementary School	\$7,105,088.00	\$5,132,852.00	\$	12,237,940.00	\$	8,084,022.25	\$	4,153,917.75
North Plains Elementary School	\$6,969,599.00	\$2,932,740.00	\$	9,902,339.00	\$	1,346,956.33	\$	8,555,382.67
Orenco Elementary School	\$1,099,528.00	\$84,777.00	\$	1,184,305.00	\$	585,367.20	\$	598,937.80
New Elementary School -North Plains	\$38,587,500.00	(\$1,500,000.00)	\$	37,087,500.00	\$	1,869,135.27	\$	35,218,364.73
New Elementary School -South Hillsboro	\$38,587,500.00	\$0.00	\$	38,587,500.00	\$	419,129.20	\$	38,168,370.80
Ladd Acres Elementary School	\$7,610,462.00	\$2,264,607.00	\$	9,875,069.00	\$	2,788,630.54	\$	7,086,438.46
Free Orchards Elementary School	\$741,281.00	\$117,146.00	\$	858,427.00	\$	507,676.63	\$	350,750.37
WL Henry Elementary School	\$9,082,733.00	\$2,148,226.00	\$	11,230,959.00	\$	1,699,454.59	\$	9,531,504.41
West Union Elementary School	\$3,629,108.00	\$1,379,827.00	\$	5,008,935.00	\$	4,367,975.14	\$	640,959.86
Witch Hazel Elementary School	\$1,095,965.00	(\$54,526.00)	\$	1,041,439.00	\$	609,512.33	\$	431,926.67
Rosedale Elementary School	\$856,329.00	\$10,772.00	\$	867,101.00	\$	489,615.12	\$	377,485.88
Peter Boscow/Hillsboro Online Academy	\$1,394,614.00	\$213,000.00	\$	1,607,614.00	\$	339,647.93	\$	1,267,966.07
Brown Middle School	\$9,907,138.00	\$5,595,995.00	\$	15,503,133.00	\$	7,950,743.49	\$	7,552,389.51
Evergreen Middle School	\$25,130,885.00	(\$3,554,873.00)	\$	21,576,012.00	\$	15,058,882.27	\$	6,517,129.73
Poynter Middle School	\$20,394,649.00	(\$1,867,350.00)	\$	18,527,299.00	\$	12,675,340.32	\$	5,851,958.68
South Meadows Middle School	\$1,424,729.00	\$178,000.00	\$	1,602,729.00	\$	824,684.84	\$	778,044.16
Miller Education East Campus	\$1,546,174.00	(\$1,345,151.00)	\$	201,023.00	\$	21,759.62	\$	179,263.38
Century High School	\$11,217,350.00	\$1,161,644.00	\$	12,378,994.00	\$	7,952,115.18	\$	4,426,878.82
Glencoe High School	\$31,311,909.00	\$10,002,148.00	\$	41,314,057.00	\$	18,235,718.84	\$	23,078,338.16
Liberty High School	\$6,861,669.00	\$1,675,448.00	\$	8,537,117.00	\$	5,305,848.91	\$	3,231,268.09
Hillsboro High School	\$27,222,400.00	\$6,776,052.00	\$	33,998,452.00	\$	17,282,334.96	\$	16,716,117.04
Miller Big Picture	\$6,126,277.00	(\$1,236,000.00)	\$	4,890,277.00	\$	3,442,318.51	\$	1,447,958.49
Pathways Center	\$0.00	\$1,290,151.00	\$	1,290,151.00	\$	9,071.60	\$	1,281,079.40
Energy Projects Rebates & Incentives	(\$4,300,000.00)	\$0.00	\$	(4,300,000.00)	\$	-	\$	(4,300,000.00)
	\$408,000,000.00	\$53,634,813.00	\$	461,634,813.00	\$	179,158,142.69	\$	285,495,590.91

		Original Safety & Security	Contingency Safety/Security	REVISED Safety & Security
6	Brookwood Elementary	\$0.00	\$ -	\$ -
20	New ES #28 - North Plains	\$0.00	\$ -	\$ -
29	New ES #29 - South Hillsboro	\$0.00	\$ -	\$ -
30	Butternut Creek Elementary	\$200,501.00	\$ 150,000.00	\$ 350,501.00
9	Eastwood Elementary	\$278,154.00	\$ 150,000.00	\$ 428,154.00
31	Farmington View Elementary	\$196,796.00	\$ 150,000.00	\$ 346,796.00
40	Free Orchards Elementary	\$258,150.00	\$ 150,000.00	\$ 408,150.00
32	Groner Elementary	\$218,791.00	\$ 150,000.00	\$ 368,791.00
22	Imlay Elementary	\$281,303.00	\$ 150,000.00	\$ 431,303.00
23	Indian Hills Elementary	\$178,737.00	\$ 150,000.00	\$ 328,737.00
33	Jackson Elementary	\$283,942.00	\$ 150,000.00	\$ 433,942.00
24	Ladd Acres Elementary	\$448,001.00	\$ -	\$ 448,001.00
13	Lenox Elementary	\$504,678.00	\$ -	\$ 504,678.00
41	Lincoln Street Elementary	\$286,130.00	\$ 125,000.00	\$ 411,130.00
21	McKinney Elementary	\$254,381.00	\$ 150,000.00	\$ 404,381.00
25	Minter Bridge Elementary	\$234,933.00	\$ 150,000.00	\$ 384,933.00
16	Mooberry Elementary	\$218,791.00	\$ 100,000.00	\$ 318,791.00
34	North Plains Elementary	\$228,515.00	\$ 150,000.00	\$ 378,515.00
42	Orenco Elementary	\$313,601.00	\$ 150,000.00	\$ 463,601.00
43	Patterson Elementary	\$289,290.00	\$ 110,000.00	\$ 399,290.00
44	Quatama Elementary	\$288,075.00	\$ 110,000.00	\$ 398,075.00
5	Reedville Elementary	\$305,421.00	\$ 435,000.00	\$ 740,421.00
35	Rosedale Elementary	\$276,953.00	\$ 50,000.00	\$ 326,953.00
36	Tobias Elementary	\$218,244.00	\$ 50,000.00	\$ 268,244.00
19	West Union Elementary	\$317,794.00	\$ 29,579.00	\$ 347,373.00
45	Witch Hazel Elementary	\$310,136.00	\$ -	\$ 310,136.00
26	WL Henry Elementary	\$419,859.00	\$ 150,000.00	\$ 569,859.00
7	Brown Middle	\$368,845.00	\$ (81,489.00)	\$ 287,356.00
10	Evergreen Middle	\$356,083.00	\$ 110,000.00	\$ 466,083.00
17	Poynter Middle	\$410,963.00	\$ 110,000.00	\$ 520,963.00
46	South Meadows Middle	\$368,845.00	\$ 150,000.00	\$ 518,845.00
8	Century High	\$643,246.00	\$ 65,000.00	\$ 708,246.00
11	Glencoe High	\$470,374.00	\$ 183,198.00	\$ 653,572.00
12	Hillsboro High	\$568,871.00	\$ -	\$ 568,871.00
14	Liberty High	\$548,099.00	\$ 400,000.00	\$ 948,099.00
15	Miller Big Picture	\$226,476.00	\$ (50,000.00)	\$ 176,476.00
	Pathways Center	\$0.00	\$ -	\$ -
38	Miller East	\$179,573.00	\$ (55,000.00)	\$ 124,573.00
37	Peter Boscow	\$91,127.00	\$ 175,000.00	\$ 266,127.00
48	Transportation - Existing Building	\$0.00	\$ -	\$ -
18	Satellite Transportation/Maintenance	\$0.00	\$ -	\$ -

27	Administration Center	\$322,963.00	\$	550,000.00	\$	872,963.00
28	Hare Field	\$0.00	\$	-	\$	-
47	Facilities	\$99,167.00	\$	-	\$	99,167.00
39	District Technology	\$0.00	\$	-	\$	-
3	Bond Issuance Costs	\$0.00	\$	-	\$	-
4	District Costs	\$0.00	\$	-	\$	-
	Energy Measure Rebates & Incentives	\$0.00				
		\$11,465,808.00	\$	4,516,288.00	\$	15,982,096.00

2018 Project Contingency
2019 Project Contingency
2020 Project Contingency
2021 Project Contingency

\$ 328,198.00
\$ (11,910.00)
\$ 4,200,000.00
\$ -
\$ -

Original			REVISED			Original			REVISED		
		Contingency				Parent/Bus		Contingency	Parent/Bus		
Seismic		Seismic		Seismic		Drop-Off		Drop-Off		Drop-Off	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.0	\$	-	\$	-	
\$477,509.00	\$	-	\$	477,509.00		\$1,209,437.00	\$	500,000.00	\$	1,709,437.00	
\$1,773,834.00	\$	-	\$	1,773,834.00		\$744,188.00	\$	585,000.00	\$	1,329,188.00	
\$903,879.00	\$	-	\$	903,879.00		\$1,182,431.00	\$	500,000.00	\$	1,682,431.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$2,191,401.00	\$	-	\$	2,191,401.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$592,216.00	\$	-	\$	592,216.00		\$0.00	\$	-	\$	-	
\$1,238,588.00	\$	-	\$	1,238,588.00		\$826,875.00	\$	710,000.00	\$	1,536,875.00	
\$503,592.00	\$	-	\$	503,592.00		\$1,103,051.00	\$	505,000.00	\$	1,608,051.00	
\$715,020.00	\$	-	\$	715,020.00		\$1,212,199.00	\$	1,200,000.00	\$	2,412,199.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$1,689,555.00	\$	1,000,000.00	\$	2,689,555.00		\$744,188.00	\$	401,759.00	\$	1,145,947.00	
\$2,280,979.00	\$	-	\$	2,280,979.00		\$694,575.00	\$	500,000.00	\$	1,194,575.00	
\$1,332,341.00	\$	-	\$	1,332,341.00		\$0.00	\$	-	\$	-	
\$2,704,402.00	\$	-	\$	2,704,402.00		\$0.00	\$	1,200,000.00	\$	1,200,000.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$1,160,508.00	\$	100,000.00	\$	1,260,508.00		\$1,300,000.00	\$	-	\$	1,300,000.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$303,877.00	\$	500,000.00	\$	803,877.00	
\$1,360,381.00	\$	20,421.00	\$	1,380,802.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$609,594.00	\$	-	\$	609,594.00		\$1,158,204.00	\$	500,000.00	\$	1,658,204.00	
\$2,520,000.00	\$	-	\$	2,520,000.00		\$0.00	\$	-	\$	-	
\$1,621,827.00	\$	-	\$	1,621,827.00		\$0.00	\$	-	\$	-	
\$11,311,973.00	\$	(1,740,000.00)	\$	9,571,973.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$2,049,450.00	\$	2,155,000.00	\$	4,204,450.00		\$0.00	\$	-	\$	-	
\$3,272,743.00	\$	1,300,000.00	\$	4,572,743.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$3,838,888.00	\$	(200,000.00)	\$	3,638,888.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$328,557.00	\$	(328,557.00)	\$	-		\$0.00	\$	-	\$	-	
\$687,534.00	\$	-	\$	687,534.00		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	

\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$45,164,771.00	\$	2,306,864.00	\$	47,471,635.00	\$10,479,025.00	\$	7,101,759.00	\$	17,580,784.00

\$	100,000.00
\$	1,206,864.00
\$	1,000,000.00
\$	-
\$	-

\$	1,491,759.00
\$	1,910,000.00
\$	2,200,000.00
\$	1,500,000.00
\$	-

Original			REVISED			Original			REVISED		
Contingency						Contingency					
<u>Playground</u>	<u>Playground</u>	<u>Playground</u>	<u>Playground</u>	<u>Playground</u>	<u>Playground</u>	<u>Classroom Technology</u>	<u>Technology</u>	<u>Technology</u>	<u>Classroom Technology</u>	<u>Technology</u>	<u>Technology</u>
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$189,000.00	\$	101,885.00	\$	290,885.00		\$340,760.00	\$	(62,151.00)	\$	278,609.00	
\$189,000.00	\$	170,000.00	\$	359,000.00		\$337,597.00	\$	(61,574.00)	\$	276,023.00	
\$189,000.00	\$	191,700.00	\$	380,700.00		\$207,473.00	\$	(37,841.00)	\$	169,632.00	
\$0.00	\$	-	\$	-		\$284,304.00	\$	(51,854.00)	\$	232,450.00	
\$189,000.00	\$	170,000.00	\$	359,000.00		\$214,487.00	\$	(39,120.00)	\$	175,367.00	
\$0.00	\$	-	\$	-		\$491,342.00	\$	(89,616.00)	\$	401,726.00	
\$0.00	\$	-	\$	-		\$332,246.00	\$	(60,598.00)	\$	271,648.00	
\$0.00	\$	-	\$	-		\$380,675.00	\$	(69,431.00)	\$	311,244.00	
\$189,000.00	\$	170,000.00	\$	359,000.00		\$366,755.00	\$	(66,893.00)	\$	299,862.00	
\$0.00	\$	-	\$	-		\$331,976.00	\$	(60,549.00)	\$	271,427.00	
\$0.00	\$	-	\$	-		\$337,189.00	\$	(61,500.00)	\$	275,689.00	
\$0.00	\$	-	\$	-		\$308,404.00	\$	(56,250.00)	\$	252,154.00	
\$0.00	\$	-	\$	-		\$348,420.00	\$	(63,548.00)	\$	284,872.00	
\$189,000.00	\$	260,286.00	\$	449,286.00		\$357,189.00	\$	(65,148.00)	\$	292,041.00	
\$0.00	\$	-	\$	-		\$277,502.00	\$	(50,614.00)	\$	226,888.00	
\$0.00	\$	-	\$	-		\$395,982.00	\$	(72,223.00)	\$	323,759.00	
\$0.00	\$	-	\$	-		\$398,869.00	\$	(72,750.00)	\$	326,119.00	
\$0.00	\$	-	\$	-		\$320,484.00	\$	(58,453.00)	\$	262,031.00	
\$189,000.00	\$	-	\$	189,000.00		\$198,090.00	\$	(36,130.00)	\$	161,960.00	
\$0.00	\$	-	\$	-		\$297,315.00	\$	(54,228.00)	\$	243,087.00	
\$0.00	\$	-	\$	-		\$413,457.00	\$	(75,411.00)	\$	338,046.00	
\$189,000.00	\$	130,922.00	\$	319,922.00		\$280,138.00	\$	(51,095.00)	\$	229,043.00	
\$0.00	\$	-	\$	-		\$375,708.00	\$	(68,526.00)	\$	307,182.00	
\$189,000.00	\$	104,690.00	\$	293,690.00		\$338,638.00	\$	(61,764.00)	\$	276,874.00	
\$0.00	\$	-	\$	-		\$466,157.00	\$	(85,023.00)	\$	381,134.00	
\$0.00	\$	-	\$	-		\$540,834.00	\$	(98,643.00)	\$	442,191.00	
\$0.00	\$	-	\$	-		\$528,262.00	\$	(96,350.00)	\$	431,912.00	
\$0.00	\$	-	\$	-		\$404,667.00	\$	-	\$	404,667.00	
\$0.00	\$	-	\$	-		\$1,099,138.00	\$	(200,473.00)	\$	898,665.00	
\$0.00	\$	-	\$	-		\$1,209,444.00	\$	(306,472.00)	\$	902,972.00	
\$0.00	\$	-	\$	-		\$1,007,841.00	\$	(183,821.00)	\$	824,020.00	
\$0.00	\$	-	\$	-		\$970,178.00	\$	(176,951.00)	\$	793,227.00	
\$0.00	\$	-	\$	-		\$61,541.00	\$	60,000.00	\$	121,541.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$65,635.00	\$	-	\$	65,635.00	
\$0.00	\$	-	\$	-		\$0.00	\$	35,000.00	\$	35,000.00	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	
\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-	

\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	2,500,000.00	\$	2,500,000.00
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00					\$0.00				
\$1,701,000.00	\$	1,299,483.00	\$	3,000,483.00	\$14,288,697.00	\$	-	\$	14,288,697.00

\$ 529,197.00
 \$ 430,286.00
 \$ 170,000.00
 \$ 170,000.00
 \$ -

\$ -
 \$ -
 \$ -
 \$ -
 \$ -

Original Flexible Furniture	Contingency Furniture	REVISED Flexible Furniture	Original New Gymnasium	Contingency Gymnasium	REVISED New Gymnasium
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$205,493.00	\$ -	\$ 205,493.00	\$0.00	\$ -	\$ -
\$244,640.00	\$ -	\$ 244,640.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$157,440.00	\$ -	\$ 157,440.00	\$0.00	\$ -	\$ -
\$198,827.00	\$ -	\$ 198,827.00	\$0.00	\$ -	\$ -
\$112,295.00	\$ -	\$ 112,295.00	\$0.00	\$ -	\$ -
\$273,290.00	\$ -	\$ 273,290.00	\$0.00	\$ -	\$ -
\$238,326.00	\$ -	\$ 238,326.00	\$0.00	\$ -	\$ -
\$283,870.00	\$ -	\$ 283,870.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$269,549.00	\$ -	\$ 269,549.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$238,517.00	\$ -	\$ 238,517.00	\$0.00	\$ -	\$ -
\$263,180.00	\$ -	\$ 263,180.00	\$0.00	\$ -	\$ -
\$235,585.00	\$ -	\$ 235,585.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$241,180.00	\$ -	\$ 241,180.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$232,311.00	\$ -	\$ 232,311.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$166,480.00	\$ -	\$ 166,480.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$332,643.00	\$ -	\$ 332,643.00	\$0.00	\$ -	\$ -
\$230,448.00	\$ -	\$ 230,448.00	\$0.00	\$ -	\$ -
\$252,099.00	\$ -	\$ 252,099.00	\$0.00	\$ -	\$ -
\$122,064.00	\$ -	\$ 122,064.00	\$0.00	\$ -	\$ -
\$221,262.00	\$ -	\$ 221,262.00	\$0.00	\$ -	\$ -
\$221,954.00	\$ -	\$ 221,954.00	\$0.00	\$ -	\$ -
\$202,176.00	\$ -	\$ 202,176.00	\$0.00	\$ -	\$ -
\$275,993.00	\$ -	\$ 275,993.00	\$0.00	\$ -	\$ -
\$173,971.00	\$ -	\$ 173,971.00	\$2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00
\$364,017.00	\$ -	\$ 364,017.00	\$0.00	\$ -	\$ -
\$423,521.00	\$ -	\$ 423,521.00	\$0.00	\$ -	\$ -
\$381,105.00	\$ -	\$ 381,105.00	\$0.00	\$ -	\$ -
\$370,549.00	\$ -	\$ 370,549.00	\$0.00	\$ -	\$ -
\$816,249.00	\$ -	\$ 816,249.00	\$0.00	\$ -	\$ -
\$808,302.00	\$ -	\$ 808,302.00	\$0.00	\$ -	\$ -
\$660,571.00	\$ -	\$ 660,571.00	\$0.00	\$ -	\$ -
\$782,093.00	\$ -	\$ 782,093.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -

	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
										\$	-
	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
	\$0.00	\$	-	\$	-		\$0.00	\$	-	\$	-
	\$0.00						\$0.00				
	\$10,000,000.00					\$	-	\$	10,000,000.00	\$20,400,000.00	\$ 9,600,000.00 \$ 30,000,000.00

\$	-
\$	-
\$	-
\$	-
\$	-

\$	-
\$	2,400,000.00
\$	6,000,000.00
\$	1,200,000.00
\$	-

Original New Modular	Contingency Modular	REVISED New Modular	Original Turf Field & Lights	Contingency Turf Field	REVISED Turf Field & Lights
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$295,313.00	\$ 300,000.00	\$ 595,313.00	\$0.00	\$ -	\$ -
\$295,313.00	\$ 250,000.00	\$ 545,313.00	\$0.00	\$ -	\$ -
\$295,313.00	\$ 219,463.00	\$ 514,776.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$295,313.00	\$ 1,400,000.00	\$ 1,695,313.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$590,626.00	\$ (73,840.00)	\$ 516,786.00	\$0.00	\$ -	\$ -
\$295,313.00	\$ 200,000.00	\$ 495,313.00	\$0.00	\$ -	\$ -
\$295,313.00	\$ 500,000.00	\$ 795,313.00	\$0.00	\$ -	\$ -
\$0.00	\$ 286,628.00	\$ 286,628.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$2,976,565.00	\$ 500,000.00	\$ 3,476,565.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$590,626.00	\$ 246,300.00	\$ 836,926.00	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$2,333,333.00	\$ 300,000.00	\$ 2,633,333.00
\$0.00	\$ -	\$ -	\$2,333,333.00	\$ 656,291.00	\$ 2,989,624.00
\$0.00	\$ -	\$ -	\$4,156,592.00	\$ (921,095.00)	\$ 3,235,497.00
\$0.00	\$ -	\$ -	\$0.00	\$ 134,229.00	\$ 134,229.00
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -
\$0.00	\$ -	\$ -	\$0.00	\$ -	\$ -

\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-	\$	-
\$5,929,695.00	\$	3,828,551.00	\$	9,758,246.00	\$8,823,258.00	\$	169,425.00	\$	8,992,683.00

\$ 1,178,551.00
 \$ 750,000.00
 \$ 1,600,000.00
 \$ 300,000.00
 \$ -

\$ 519,425.00
 \$ (350,000.00)
 \$ -
 \$ -
 \$ -

Original		REVISED		Original	
New Construction	Contingency	New Construction		Infrastructure	Contingency
& Additions	New Construction	& Additions		Improvements	Infrastructure
\$41,993,410.00	\$ (3,500,000.00)	\$ 38,493,410.00		\$0.00	\$ 3,500.00
\$38,587,500.00	\$ -	\$ 38,587,500.00		\$0.00	\$ (1,500,000.00)
\$38,587,500.00	\$ -	\$ 38,587,500.00		\$0.00	\$ -
\$0.00	\$ -	\$ -		\$1,292,359.00	\$ 4,500.00
\$0.00	\$ -	\$ -		\$1,074,005.00	\$ 1,440,000.00
\$0.00	\$ -	\$ -		\$1,276,277.00	\$ 7,500.00
\$0.00	\$ -	\$ -		\$0.00	\$ 19,000.00
\$0.00	\$ -	\$ -		\$298,769.00	\$ 8,500.00
\$0.00	\$ -	\$ -		\$116,885.00	\$ 76,685.00
\$0.00	\$ -	\$ -		\$1,134,256.00	\$ 3,000.00
\$0.00	\$ -	\$ -		\$0.00	\$ 49,000.00
\$0.00	\$ -	\$ -		\$2,180,514.00	\$ 456,500.00
\$0.00	\$ -	\$ -		\$2,368,202.00	\$ -
\$0.00	\$ -	\$ -		\$0.00	\$ 14,500.00
\$0.00	\$ -	\$ -		\$70,628.00	\$ 181,000.00
\$0.00	\$ -	\$ -		\$167,852.00	\$ 207,000.00
\$0.00	\$ -	\$ -		\$1,930,143.00	\$ 3,137,714.00
\$0.00	\$ -	\$ -		\$1,042,700.00	\$ 146,726.00
\$0.00	\$ -	\$ -		\$57,302.00	\$ 7,000.00
\$0.00	\$ -	\$ -		\$57,302.00	\$ 7,000.00
\$0.00	\$ -	\$ -		\$0.00	\$ 19,000.00
\$0.00	\$ -	\$ -		\$1,794,333.00	\$ 3,153,500.00
\$0.00	\$ -	\$ -		\$60,799.00	\$ 15,000.00
\$0.00	\$ -	\$ -		\$1,503,698.00	\$ (291,000.00)
\$0.00	\$ -	\$ -		\$1,279,619.00	\$ 1,250,000.00
\$0.00	\$ -	\$ -		\$134,128.00	\$ 14,000.00
\$0.00	\$ -	\$ -		\$3,052,841.00	\$ 9,000.00
\$0.00	\$ -	\$ -		\$6,188,119.00	\$ 5,762,507.00
\$18,786,600.00	\$ -	\$ 18,786,600.00		\$3,402,020.00	\$ (3,566,230.00)
\$0.00	\$ -	\$ -		\$7,762,346.00	\$ (141,000.00)
\$0.00	\$ -	\$ -		\$280,668.00	\$ 28,000.00
\$0.00	\$ -	\$ -		\$6,325,384.00	\$ 997,117.00
\$18,600,276.00	\$ -	\$ 18,600,276.00		\$5,840,730.00	\$ 7,314,131.00
\$11,011,248.00	\$ -	\$ 11,011,248.00		\$6,544,534.00	\$ 6,580,968.00
\$0.00	\$ -	\$ -		\$4,561,299.00	\$ 1,318,170.00
\$0.00	\$ -	\$ -		\$1,999,372.00	\$ (1,046,000.00)
\$0.00	\$ -	\$ -		\$0.00	\$ 1,290,151.00
\$0.00	\$ -	\$ -		\$972,409.00	\$ (961,594.00)
\$0.00	\$ -	\$ -		\$615,953.00	\$ 3,000.00
\$0.00	\$ -	\$ -		\$1,417,063.00	\$ (217,390.00)
\$16,352,831.00	\$ 1,477,390.00	\$ 17,830,221.00		\$0.00	\$ -

\$0.00	\$	-	\$	-	\$0.00	\$	-
\$0.00	\$	-	\$	-	\$59,904.00	\$	50,000.00
\$0.00	\$	-	\$	-	\$0.00	\$	1,859,598.00
\$15,932,500.00	\$	-	\$	15,932,500.00	\$0.00	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-
\$0.00	\$	-	\$	-	\$0.00	\$	-
\$0.00					(\$4,300,000.00)		
\$199,851,865.00	\$	(2,022,610.00)	\$	197,829,255.00	\$62,562,413.00	\$	27,710,053.00

\$	227,390.00
\$	(2,250,000.00)
\$	-
\$	-
\$	-

\$	3,974,889.00
\$	23,635,164.00
\$	(900,000.00)
\$	1,000,000.00
\$	-

REVISED Infrastructure Improvements	Original Bond Issue/ District Costs	Contingency Bond Issue/District	REVISED Bond Issue/ District Costs	TOTALS
\$ 3,500.00	\$0.00	\$ -	\$ -	\$41,993,410.00
\$ (1,500,000.00)	\$0.00	\$ -	\$ -	\$38,587,500.00
\$ -	\$0.00	\$ -	\$ -	\$38,587,500.00
\$ 1,296,859.00	\$0.00	\$ -	\$ -	\$4,210,372.00
\$ 2,514,005.00	\$0.00	\$ -	\$ -	\$7,486,731.00
\$ 1,283,777.00	\$0.00	\$ -	\$ -	\$4,408,609.00
\$ 19,000.00	\$0.00	\$ -	\$ -	\$741,281.00
\$ 307,269.00	\$0.00	\$ -	\$ -	\$3,224,743.00
\$ 193,570.00	\$0.00	\$ -	\$ -	\$1,162,820.00
\$ 1,137,256.00	\$0.00	\$ -	\$ -	\$2,771,094.00
\$ 49,000.00	\$0.00	\$ -	\$ -	\$5,563,950.00
\$ 2,637,014.00	\$0.00	\$ -	\$ -	\$7,610,462.00
\$ 2,368,202.00	\$0.00	\$ -	\$ -	\$5,370,592.00
\$ 14,500.00	\$0.00	\$ -	\$ -	\$886,499.00
\$ 251,628.00	\$0.00	\$ -	\$ -	\$6,443,367.00
\$ 374,852.00	\$0.00	\$ -	\$ -	\$6,813,252.00
\$ 5,067,857.00	\$0.00	\$ -	\$ -	\$7,105,088.00
\$ 1,189,426.00	\$0.00	\$ -	\$ -	\$6,969,599.00
\$ 64,302.00	\$0.00	\$ -	\$ -	\$1,099,528.00
\$ 64,302.00	\$0.00	\$ -	\$ -	\$975,909.00
\$ 19,000.00	\$0.00	\$ -	\$ -	\$860,658.00
\$ 4,947,833.00	\$0.00	\$ -	\$ -	\$8,045,981.00
\$ 75,799.00	\$0.00	\$ -	\$ -	\$856,329.00
\$ 1,212,698.00	\$0.00	\$ -	\$ -	\$2,661,230.00
\$ 2,529,619.00	\$0.00	\$ -	\$ -	\$3,629,108.00
\$ 148,128.00	\$0.00	\$ -	\$ -	\$1,095,965.00
\$ 3,061,841.00	\$0.00	\$ -	\$ -	\$9,082,733.00
\$ 11,950,626.00	\$0.00	\$ -	\$ -	\$9,907,138.00
\$ (164,210.00)	\$0.00	\$ -	\$ -	\$25,130,885.00
\$ 7,621,346.00	\$0.00	\$ -	\$ -	\$20,394,649.00
\$ 308,668.00	\$0.00	\$ -	\$ -	\$1,424,729.00
\$ 7,322,501.00	\$0.00	\$ -	\$ -	\$11,217,350.00
\$ 13,154,861.00	\$0.00	\$ -	\$ -	\$31,311,909.00
\$ 13,125,502.00	\$0.00	\$ -	\$ -	\$27,222,400.00
\$ 5,879,469.00	\$0.00	\$ -	\$ -	\$6,861,669.00
\$ 953,372.00	\$0.00	\$ -	\$ -	\$6,126,277.00
\$ 1,290,151.00	\$0.00	\$ -	\$ -	\$0.00
\$ 10,815.00	\$0.00	\$ -	\$ -	\$1,546,174.00
\$ 618,953.00	\$0.00	\$ -	\$ -	\$1,394,614.00
\$ 1,199,673.00	\$0.00	\$ -	\$ -	\$1,417,063.00
\$ -	\$0.00	\$ -	\$ -	\$16,352,831.00

\$ -	\$0.00	\$ -	\$ -	\$322,963.00
\$ 109,904.00	\$0.00	\$ -	\$ -	\$59,904.00
\$ 1,859,598.00	\$0.00	\$ -	\$ -	\$99,167.00
\$ -	\$0.00	\$ -	\$ -	\$15,932,500.00
\$ -	\$5,859,998.00	\$ (2,275,000.00)	\$ 3,584,998.00	\$5,859,998.00
\$ -	\$11,473,470.00	\$ 1,400,000.00	\$ 12,873,470.00	\$11,473,470.00
	\$0.00	\$ -	\$ -	(\$4,300,000.00)
\$ 94,572,466.00	\$17,333,468.00	\$ (875,000.00)	\$ 16,458,468.00	\$408,000,000.00

\$ (875,000.00)
\$ -
\$ -
\$ -
\$ -

Contingency Transfer	Revised Budget			2018	2019
(\$3,496,500.00)	\$38,496,910.00	\$	-	\$	(3,496,500.00)
(\$1,500,000.00)	\$37,087,500.00	\$	-	\$	-
\$0.00	\$38,587,500.00	\$	-	\$	-
\$994,234.00	\$5,204,606.00	\$	-	\$	101,885.00
\$3,733,426.00	\$11,220,157.00	\$	-	\$	785,000.00
\$1,030,822.00	\$5,439,431.00	\$	1.00	\$	411,163.00
\$117,146.00	\$858,427.00	\$	-	\$	-
\$289,380.00	\$3,514,123.00	\$	-	\$	-
\$137,069.00	\$1,299,889.00	\$	(1.00)	\$	62,685.00
\$1,492,402.00	\$4,263,496.00	\$	-	\$	-
\$2,039,569.00	\$7,603,519.00	\$	(1.00)	\$	-
\$2,264,607.00	\$9,875,069.00	\$	-	\$	505,000.00
\$1,139,451.00	\$6,510,043.00	\$	-	\$	-
\$78,000.00	\$964,499.00	\$	-	\$	-
\$2,802,669.00	\$9,246,036.00	\$	-	\$	497,919.00
\$2,193,452.00	\$9,006,704.00	\$	-	\$	-
\$5,132,852.00	\$12,237,940.00	\$	-	\$	-
\$2,932,740.00	\$9,902,339.00	\$	-	\$	424,354.00
\$84,777.00	\$1,184,305.00	\$	-	\$	-
\$44,250.00	\$1,020,159.00	\$	-	\$	-
\$70,547.00	\$931,205.00	\$	-	\$	-
\$4,152,370.00	\$12,198,351.00	\$	-	\$	4,100,000.00
\$10,772.00	\$867,101.00	\$	-	\$	-
\$183,589.00	\$2,844,819.00	\$	-	\$	(300,000.00)
\$1,379,827.00	\$5,008,935.00	\$	(1.00)	\$	130,922.00
(\$54,526.00)	\$1,041,439.00	\$	1.00	\$	-
\$2,148,226.00	\$11,230,959.00	\$	(2.00)	\$	350,990.00
\$5,595,995.00	\$15,503,133.00	\$	1.00	\$	(60,493.00)
(\$3,554,873.00)	\$21,576,012.00	\$	-	\$	-
(\$1,867,350.00)	\$18,527,299.00	\$	-	\$	-
\$178,000.00	\$1,602,729.00	\$	-	\$	-
\$1,161,644.00	\$12,378,994.00	\$	1.00	\$	1,088,951.00
\$10,002,148.00	\$41,314,057.00	\$	-	\$	766,620.00
\$6,776,052.00	\$33,998,452.00	\$	1.00	\$	(882,127.00)
\$1,675,448.00	\$8,537,117.00	\$	-	\$	134,229.00
(\$1,236,000.00)	\$4,890,277.00	\$	-	\$	-
\$1,290,151.00	\$1,290,151.00	\$	-	\$	-
(\$1,345,151.00)	\$201,023.00	\$	-	\$	-
\$213,000.00	\$1,607,614.00	\$	-	\$	20,000.00
(\$217,390.00)	\$1,199,673.00	\$	-	\$	(217,390.00)
\$1,477,390.00	\$17,830,221.00	\$	-	\$	227,390.00

\$550,000.00	\$872,963.00	\$	-	\$	-	\$	-
\$50,000.00	\$109,904.00	\$	-	\$	-	\$	50,000.00
\$1,859,598.00	\$1,958,765.00	\$	-	\$	202,311.00	\$	57,287.00
\$2,500,000.00	\$18,432,500.00	\$	-	\$	-	\$	2,500,000.00
(\$2,275,000.00)	\$3,584,998.00	\$	-	\$	(875,000.00)	\$	(1,400,000.00)
\$1,400,000.00	\$12,873,470.00	\$	1,400,000.00	\$	-	\$	-
\$0.00	(\$4,300,000.00)						

\$53,634,813.00 \$461,634,813.00 \$ 1,400,000.00 \$ 7,474,409.00 \$ 26,320,404.00

\$7,474,409.00
\$27,720,404.00
\$14,270,000.00
\$4,170,000.00

\$ - \$418,578,162.00 (\$53,634,813.00)

 \$246,526.00

 \$418,331,636.00

 \$43,303,177.00

<u>2020</u>	<u>2021</u>	<u>2022</u>	
\$ -	\$ -	\$ -	\$0.00
\$ (1,500,000.00)	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ 150,000.00	\$ 800,000.00	\$ -	\$0.00
\$ 150,000.00	\$ -	\$ -	\$0.00 (\$5,000.00)
\$ 150,000.00	\$ 500,000.00	\$ -	(\$1.00)
\$ 150,000.00	\$ -	\$ -	\$0.00
\$ 150,000.00	\$ 170,000.00	\$ -	\$0.00
\$ 150,000.00	\$ -	\$ -	\$1.00
\$ 1,550,000.00	\$ -	\$ -	\$0.00
\$ 150,000.00	\$ 1,200,000.00	\$ -	\$1.00
\$ 1,370,000.00	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ 125,000.00	\$ -	\$ -	\$0.00
\$ 2,350,000.00	\$ -	\$ -	\$0.00
\$ 2,050,000.00	\$ -	\$ -	\$0.00
\$ 100,000.00	\$ -	\$ -	\$0.00
\$ 2,550,000.00	\$ -	\$ -	\$0.00
\$ 150,000.00	\$ -	\$ -	\$0.00
\$ 110,000.00	\$ -	\$ -	\$0.00
\$ 110,000.00	\$ -	\$ -	\$0.00
\$ 50,000.00	\$ -	\$ -	\$0.00
\$ 50,000.00	\$ -	\$ -	\$0.00
\$ 50,000.00	\$ 500,000.00	\$ -	\$0.00
\$ 50,000.00	\$ -	\$ -	\$1.00
\$ -	\$ -	\$ -	(\$1.00)
\$ 1,850,000.00	\$ -	\$ -	\$2.00
\$ (90,000.00)	\$ -	\$ -	(\$1.00)
\$ 110,000.00	\$ -	\$ -	\$0.00
\$ 110,000.00	\$ -	\$ -	\$0.00
\$ 150,000.00	\$ -	\$ -	\$0.00
\$ 40,000.00	\$ -	\$ -	(\$1.00)
\$ 135,000.00	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	(\$1.00)
\$ 500,000.00	\$ -	\$ -	\$0.00
\$ (75,000.00)	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ 175,000.00	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00

\$ 550,000.00	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ 600,000.00	\$ 1,000,000.00	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ -	\$ -	\$ -	\$0.00
\$ 14,270,000.00	\$ 4,170,000.00	\$ -	\$0.00

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
CONTINUOUS IMPROVEMENT PLAN (CIP) AND STUDENT SUCCESS ACT (SSA)
UPDATE

SITUATION

District staff are in the process of creating a Continuous Improvement Plan (CIP) as required by the Oregon Department of Education (ODE). The CIP will include goals associated with the Hillsboro School District (HSD) 2016-2021 Strategic Plan, as well as the HSD Title I-A programs, High School Success Plan (Measure 98), and equity policy. This CIP will include priorities from the District's needs assessment work, as well as feedback from the diverse communities served. Based on communications from ODE, this CIP will position the District to submit a non-competitive grant application to the Student Investment Account, a set-aside under the Student Success Act intended to support schools.

At tonight's meeting, the Board will hear an update on HSD's development of the CIP.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
ROLE OF THE BOARD IN AN EMERGENCY

SITUATION

The Board will review the Hillsboro School District's Incident Command System (ICS) Structure in case of an emergency and what their role is in a District emergency as outlined in the Emergency Operation Plan (EOP).

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and ask any questions they may have regarding the Role of the Board in an Emergency.

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
DISCREPANT DISCIPLINE UPDATE

SITUATION

Over a year ago you learned about the discrepant discipline in our schools and the work we had planned to do to help address the issue.

Tonight you will get an update on the progress we have made, challenges we are still tackling and our plans to continue this important work.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
STUDENT MENTORING AND EQUITY: LATINO YOUTH PROGRAM

SITUATION

Starting in 2016-2017, in response to data illuminating the need to support our Latino boys' school success, we began looking for a program that would mirror the supports and successes of the Chicas program. Finding none, the Latino Youth Program was created. The program aimed to create opportunities to mentorship, connectedness to community and school and overall support Latino boys' success.

Tonight, you will hear about the program's success and how it has evolved as it begins its third year.

RECOMMENDATION

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

Hillsboro School District
November 19, 2019
RECOGNITIONS AND PROCLAMATIONS
DRAFT

Guidelines

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

Recommended Recognitions and Proclamations

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

Recommendation

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

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
October 29, 2019
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

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

Student Representatives Present:

Danny Adzima
Maria Isabel Aguilar Alvarado
Andrew Goodwin

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Jordan Beveridge, Chief Information Technology Officer
Rose Roman, Assistant to the Board
Kathy Wilson, Assistant to the Superintendent
Stephanie Winter, Detective Hillsboro Police Department
Adela Rios, Detective Hillsboro Police Department
Devin Hunter, Technology Support

Others Present:

Jill Golay, HEA President
Joe Vermeire HEA Vice President

Board Chair Erika Lopez called the meeting to order at 5:16 PM.

A. Budget Committee Selection Process

Board members identified candidates to be appointed during the regular session to the vacant Budget Committee positions (positions 5, 6, and 7). The following candidates applied to serve on the Budget Committee: Alexander Diaz, Kim Strelchun, Kevin Murphy and Emily Gothard. Board members identified their individual selections as follows:

- Board Chair Erika Lopez selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director Martin Granum selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director Lisa Allen selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director See Eun Kim selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director Yadira Martinez selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director Jaci Spross selected Alexander Diaz, Kim Strelchun, Kevin Murphy
- Director Mark Watson selected Alexander Diaz, Kim Strelchun, Kevin Murphy

Based on these selections, the following candidates were identified to be appointed to the Budget Committee during the regular session:

- Alexander Diaz (position 5)
- Kim Strelchun (position 6)
- Kevin Murphy (position 7)

- B. Alternative Education and Student Options
Assistant Superintendents Dayle Spitzer and Travis Reiman, along with Chief Operations Office Casey Waletich shared data of seniors and freshman from the 2018-2019 school year, current educational options and alternative programs, and where opportunities exist and systems to support more students' success. They also shared a working plan about merging and maximizing resources for meeting student needs.
- C. Legislative Priorities Input and Planning
Chief Communications Officer Beth Graser was unable to attend and this agenda item was postponed for a later date.
- D. Continuous Improvement Plan (CIP) and Student Success Act (SSA) Update
Assistant Superintendent Travis Reiman gave an update on Hillsboro School District's process for developing the CIP, including a timeline of key dates and a preview of data gathered from the SSA Community Voice survey.
- E. Reemployment of PERS-Retired Staff
Chief Human Resources Officer Kona Lew-Williams provided an overview to the changes from PERS Reform of SB 1049. PERS retirees may work up to full-time with any PERS employer who hires them for up to five years (January 1, 2020 through December 31, 2024) without any limitation on the number of hours worked. The District has hired a recruiter that will start in the coming weeks.
- F. Discussion Time
 - 1. OSBA Conference Planning
Board members who will attend the OSBA Fall Convention agreed to divide amongst the different sessions offered.
 - 2. Student Reps/Superintendent/Board Discussion
Student Representatives Danny Adzima, Andrew Goodwin, and Maria Isabel Aguilar Alvarado each discussed programs and events at their high schools. Board members discussed District events and programs, and provided brief summaries of their recent and upcoming activities.
- G. Recess Board Meeting
The Board recessed at 6:49 PM.

REGULAR SESSION

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Jordan Beveridge, Chief Information Technology Officer
Rose Roman, Assistant to the Board
Kathy Wilson, Assistant to the Superintendent
Gaspar Lopez Lopez, Bilingual Interpreter / Translator
Devin Hunter, Technology Support

Student Representatives Present:

Danny Adzima
Maria Isabel Aguilar Alvarado
Andrew Goodwin

A. Call to Order and Flag Salute

Board Chair Erika Lopez reconvened the meeting at 7:06 PM and led the Pledge of Allegiance.

B. Approval of Agenda

Director Mark Watson MOVED, SECONDED by Director Martin Granum, to approve the agenda as printed.

The MOTION CARRIED (7-0).

C. Audience Time

One audience member requested to address the Board regarding non-agenda items: Fabian Monroy – Beaverton resident, ironworker Local 129, spoke regarding awarding contracts for Bond construction.

D. Consent Agenda

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

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of September 10, 2019, Board meeting
- b. Approve Minutes of September 24, 2019, Board meeting
- c. Approve Minutes of October 8, 2019, Board meeting
- d. Approve Routine Personnel Matters

E. Action Items

1. Proclaim American Education Week

Superintendent Mike Scott thanked all educators and read the following proclamation into the record:

Whereas public schools are the backbone of our society, providing young people with the tools they need to maintain our nation's precious values of freedom, civility, and equality; and

Whereas, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

Whereas education employees, be they licensed, classified and technical support staff, or administrators, work tirelessly to serve our children and communities with care and professionalism; and

Whereas our nation is celebrating the week of November 18 – 22, 2019, as American Education Week;

Now, therefore, be it resolved that the Board of Directors of Hillsboro School District does proclaim the week of November 18 – 22, 2019, as American Education Week in Hillsboro School District, with the theme "Great Public Schools: A Basic Right and Our Responsibility."

The Board of Directors further encourages all citizens to extend their commitment to public education and to the future of our children by supporting our community's schools through the contribution of time and energy.

Director Lisa Allen MOVED, SECONDED by Director Jaci Spross, that the Board of Directors proclaim November 18 – 22, 2019, as American Education Week in the Hillsboro School District.

The MOTION CARRIED (7-0).

2. Accept Gifts and Donations

Chief Financial Officer Michelle Morrison described to the Board the donations received that are valued at \$5,000 or more.

Director Jaci Spross MOVED, SECONDED by Director See Eun Kim, that the Board of Directors accept the gifts and donations listed in the Board meeting packet.

The MOTION CARRIED (7-0).

Director Jaci Spross commended the Patterson Boost Club for raising \$16,000.

3. Appoint Budget Committee Members

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors appoint the following candidates to the open positions on the Hillsboro School District Budget Committee:

- Appoint Alexander Diaz to position 5 on the Budget Committee, with a term expiring on June 30, 2022
- Appoint Kim Strelchen to position 6 on the Budget Committee, with a term expiring on June 30, 2022

- Appoint Kevin Murphy to position 7 on the Budget Committee, with a term expiring on June 30, 2022

The MOTION CARRIED 7-0

4. Award Contract for New Elementary School in North Plains

Chief Operations Officer Casey Waletich presented the Invitation to Bid, Bid Documents and Bid Results for the Board.

Director Mark Watson MOVED, SECONDED by Director Lisa Allen that the Board of Directors award the construction of a new 600-student elementary school in North Plains to Kirby Nagelhout Construction in the amount of \$24,450,000.

The MOTION CARRIED 7-0.

5. Comprehensive Sexuality Education Plan

- a. Presentation of Final Comprehensive Sexuality Education (CSE) Curriculum Proposal
Assistance Superintendent Travis Reiman gave a final update on the CSE curriculum proposal.
- b. Outline of Public Comment Procedures
Board Chair Erika Lopez read the script for Public Comment Procedures.
- c. Public Comment Regarding Comprehensive Sexuality Education Curriculum Proposal

The following audience members spoke regarding the CSE:

Kristi Wilson	Rebecca Roofener	Dayna Willms
Angie Fisher	Danny Rosen	Patrick Weis
Hanna Kane	Kimberly Scott	Jasmine Barlow
Sara Brunner	Jennie Hall	Chantel Williamson
Rev. Adam Hange	Carda Mrrison	Shannon Walton-Clark
Michael Smith	Nickole Vargas	Erin Curtis
Max ZelosZelos Marchcant	Sylvia Plaisted	Ericka Goerling
Zendra Runberg	Lyn Jacobs	Kristen Henry
Anna Spross	Brian Haines	Sally Blackwood
Susanne Gallagher	JoLynn F	Reed Christensen
Clay Andrew	Zach Hammer	Soledad Ayres

Joe Everton	Suzanne Colvin	Amy Gold
Michael Turk	Patrick Maguire	Mia Smith
David Dias		

F. Recess Board Meeting

The Board meeting was recessed at 9:35 PM.

G. Reconvene Board Meeting

The Board meeting was reconvened at 9:45 PM.

d. Board Discussion Regarding Comprehensive Sexuality Education Curriculum Proposal

Each student representative and Board member provided final thoughts on the CSE curriculum proposal.

e. Board Action: Vote on Comprehensive Sexuality Education Curriculum Proposal

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez that the Board of Directors approve the Comprehensive Sexuality Education Plan for 2019-2021.

THE MOTION CARRIED (7-0).

H. Recess Board Meeting

The Board meeting was recessed at 10:40 PM.

I. Reconvene Board Meeting

The Board meeting was reconvened at 10:47 PM.

J. Reports and Discussions

1. October 1st Enrollment (see written report)

Chief Human Resources Officer Kona Lew-Williams presented the annual October enrollment report, which is included in the Board meeting packet. The report includes current and historical enrollment data and staffing ratios.

2. Financial Report (*see written report*)

Chief Financial Officer Michelle Morrison presented the monthly financial report. The report is included in the Board meeting packet.

K. HCU / HEA Reports

HEA President Jill Golay thanked the Board for their service, expressed the support of dozens of teachers in the audience tonight.

HCU member Anastasia Hernandez-Vasquez thanked the Board for passing the bus driver wage increase, and explained how HCU is helping members reduce student loan debt.

L. Discussion Time

1) Student Representatives' Time

Student Representatives Danny Adzima, Andrew Goodwin, and Maria Isabel Aguilar Alvarado each discussed programs and events at their high schools.

2) Superintendent's Time

Superintendent Mike Scott thanked the Board, Assistant Superintendent Travis Reiman, and Kristin Blomberg for their work throughout the CSE curriculum adoption process.

3) Board of Directors' Time

Each Board member reflected on the CSE curriculum adoption process.

M. Adjourn Meeting

The meeting was adjourned at 11:09 PM.

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

- A. Ratify the acceptance of the retirement of the following supervisor-specialist-technical personnel:

Valerie Bokma

Assignment: 1.0 FTE Executive Assistant for the School Board
Location: Administration Center – Superintendent Office
Effective Date: October 1, 2019
Years of Service: 13

Laurie Boyd

Assignment: 1.0 FTE Medicaid Program Specialist
Location: Administration Center – Student Services
Effective Date: November 1, 2019
Years of Service: 12

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

Alex Isackson

Assignment: 0.4 FTE Music Teacher
Location: Groner K-8
Effective Date: November 13, 2019

- C. Approve the employment of the following supervisor-specialist-technical personnel in the 2019-20 school year:

Roseanne Roman

Assignment: 1.0 FTE Executive Assistant for the School Board
Location: Administration Center – Superintendent Office
Effective Date: September 9, 2019

- D. Approve the employment of the following licensed personnel in the 2019-20 school year:

Jeremy Carter

Education: MA – Troy University, Troy, AL
Experience: None
Assignment: 1.0 FTE General Education Specialist - Miller Education Center

Lorena Reyes

Education: BA – Universidad Autonoma de Guerrero,
Chilpancingo, MX
Experience: 10 years
Assignment: 1.0 FTE Kindergarten Teacher – Eastwood Elementary
School

Heather Meeuwsen

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 5th/6th Grade Teacher – Jackson Elementary
School

Emily Smith

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
2017-18 OREGON ENGLISH LANGUAGE LEARNER REPORT

SITUATION

The annual [Oregon English Language Learner Report](#), required by law (ORS 327.016), reports on financial information for English learner programs; the objectives and needs of students eligible for and enrolled in an English learner program; and demographic information of students enrolled in English learner programs in each school district. Furthermore, this report serves as a tool to make data on English learners accessible to students, families and the community at large.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
ELECT MEMBERS TO OREGON SCHOOL BOARDS ASSOCIATION
BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

SITUATION

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

District votes must be submitted no later than 5:00 PM on December 13, 2019. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected OSBA board members will officially take office on January 1, 2020. Candidate questionnaires and resumes may be viewed on the OSBA website at:

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

The nominee is listed below:

Board	Position	Candidate	Organization
Board of Directors	16	Maureen Wolf	Tigard-Tualatin 23J
Legislative Policy Committee	16	Becky Tymchuk	Beaverton 48J
Board of Directors	20	Erika Lopez	Hillsboro 1J

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

RECOMMENDATION

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

I move that the Board of Directors cast its vote for Maureen Wolf for the OSBA Board of Directors, position 16.

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

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
ACCEPT GIFTS AND DONATIONS
(as of October 31, 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 \$21,500.00 from Quatama Community Club to Quatama Elementary School to be used as follows:
 - \$5,000.00 for the Coyote Run Program for Classroom Prizes
 - \$16,500.00 for classroom supplies and tech support
- Donation of \$16,605.00 from Groner PTO to Groner Elementary School to be used as follows:
 - \$16,000.00 for .2 FTE Math Teacher
 - \$605.00 for funding additional counselor hours
- Donation of \$13,175.39 from Orenco Booster Club to Orenco Elementary School to be used as follows:
 - \$9,995.00 for ORCA live equipment
 - \$3,150.00 for software subscription to Bloomz Inc.
 - \$30.39 for playground equipment
- Donation of \$7,423.40 from Patterson Booster Club to Patterson Elementary School to be used for teacher and classroom supplies, and PTO activities.
- Donation of \$11,076.57 from North Plains PTO to North Plains Elementary School to be used as follows:
 - \$5,400.00 for classroom supplies and materials
 - \$4,876.60 for Chromebook
 - \$799.97 for SLC furnishing and equipment
- Donation of \$5,000.00 from Umpqua Bank to the Hillsboro School District to be used for Junior Achievement BizTown Field Trip Transportation.

RECOMMENDATION

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

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
APPROVE DECLARATION OF EMERGENCY SITING OF PORTABLE
CLASSROOMS AT HILLSBORO HIGH SCHOOL AND EXEMPTION FROM
COMPETITIVE BIDDING

SITUATION

ORS 279.015(4)(a) permits the Local Contract Review Board, which for the Hillsboro School District is the Board of Directors, to exempt specific projects from the competitive bidding requirements of ORS 279, if emergency conditions require prompt executive of contract.

On September 25, 2019, the District determined that the siting of portable classrooms at Hillsboro High School was necessary to complete the construction project prior to the start of the 2020-21 school year due to delays in construction caused by water intrusion and microbial growth remediation.

RECOMMENDATION

The Superintendent recommends the Board of Directors, acting in the capacity of the Local Contract Review Board, declare an emergency and exemption from competitive bidding requirements for siting of portable classrooms at Hillsboro High School in order to complete the construction project by the start of the 2020-21 school year.

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, declare an emergency and exemption from competitive bidding requirements for siting of portable classrooms at Hillsboro High School in order to complete the construction project by the start of the 2020-21 school year.

HILLSBORO SCHOOL DISTRICT 1J

November 19, 2019

AWARD CONTRACT CONSTRUCTION MANAGEMENT/GENERAL CONTRACTOR (CM/GC) SERVICES FOR CONSTRUCTION OF INTERIOR RENOVATIONS, SITE IMPROVEMENTS AND GYMNASIUMS AT NORTH PLAINS ELEMENTARY SCHOOL, MINTER BRIDGE ELEMENTARY SCHOOL AND WL HENRY ELEMENTARY SCHOOL

SITUATION

At the September 24, 2019 board meeting, the Board, acting as the Local Contract Review Board, approved the use of the Construction Management/General Contractor alternative construction method for the interior renovation, site improvement and gymnasium projects at North Plains, Minter Bridge and WL Henry Elementary Schools. On October 4, 2019, the District published a Request for Proposals for these services.

On October 30, 2019, the District received responses from five firms for these projects. The five responses firms were Fulcrum Construction, Emerick Construction, Inline Construction, Woodburn Construction and Five Star Builders.

On November 1, 2019, a team consisting of Jim Peterson, Casey Cunningham and Rick Rainone met to score the five proposals. The interview team used the following criteria to rank the firms:

- Project Approach – 20 points
- Proposed Safety Plan – 20 points
- Project Support – Pre-Con Phase Services – 10 points
- K-12 Experience on Occupied Sites – 20 points
- Scheduling/Expediting Approach – 15 points
- Key Individual Experience/Team Availability – 15 points
- Cost Proposal/Fees – 10 points

The result of this process is a recommendation to award the contract for Construction Management/General Contractor services as follows:

- Interior renovations, site improvements and gymnasium construction at North Plains and Minter Bridge Elementary Schools to Five Star Builders;
- Interior renovations, site improvements and gymnasium construction at WL Henry Elementary School to Emerick Construction;

The scoring sheets are attached to this situation page.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for

Construction Management/General Contractor services as follows:

- Interior renovations, site improvements and gymnasium construction at North Plains and Minter Bridge Elementary Schools to Five Star Builders;
- Interior renovations, site improvements and gymnasium construction at WL Henry Elementary School to Emerick Construction;

I move that the Board of Directors, award the contract for interior renovations, site improvements and gymnasium construction at North Plains and Minter Bridge Elementary Schools to Five Star Builders.

I move that the Board of Directors, award the contract for interior renovations, site improvements and gymnasium construction at WL Henry Elementary School to Emerick Construction.

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
STRATEGIC PLAN GOALS UPDATE

SITUATION

This is year four of the District's current five-year Strategic Plan, which focuses on maximizing the student experience and has as its overall objective ensuring that all students graduate with career- and college-readiness skills.

Staff have identified six SMART goals for the 2019-20 school year to advance the District's efforts toward its strategic objective:

- Community
 - Train 200 licensed staff to use our student information system and data warehouse to identify which students are known by name, strength, and need; and use the information to create connections and provide academic, social, and personal supports for students in 2019-20.
 - Increase awareness of Career and College Pathways among all staff, students, and families, by reaching 400 teachers and classified staff, as well as 400 students and family members, particularly at the middle school level, by spring 2020.
- Culture
 - Every school will meet their climate and culture goal aligned to more culturally-relevant and trauma-responsive practices by the end of 2019-20.
 - Increase SBAC math scores by 3% overall and 5% for key groups in grades 5 and 8 in 2019-20 vs. 2018-19.
- Career
 - Increase by 5% the number of language scaffolds connected to academic tasks utilized in the classroom as measured by fall 2019 to spring 2020 walkthrough data.
 - Maintain 90%+ on track rate for all students in 10th grade in 2019-20.

Updates on the progress toward each of these goals will be presented.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
CITIZEN BOND OVERSIGHT COMMITTEE REPORT TO SCHOOL BOARD

SITUATION

As part of the 2017 bond campaign, the District committed to the formation of a Citizen's Bond Oversight Committee. The purpose and authority of the Oversight Committee is to convene quarterly or as needed to review progress on projects detailed in the Hillsboro School District Bond Measure 34-278. The Committee will review progress and monitor program spending and construction schedules. A written report describing program progress will be prepared for each Committee meeting. This written report will be shared with the Board of Directors and will be published on the Hillsboro School District website.

Tonight, the Hillsboro School Board of Directors will receive a report from the Citizen's Bond Oversight Committee Chairman Matt Buckingham. Mr. Buckingham and Adam Stewart will provide information regarding summer 2019 bond projects, schedules and budgets and answer Board members' questions regarding the bond program and Citizen Bond Oversight Committee activities.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
FIRST READING - NEW COURSE APPROVALS:
UNIFIED PE; BIOMECHANICS; AEROSPACE PROGRAM OF STUDY

SITUATION

Tonight the Board of Directors will hear presentations for three new high school courses. The courses have come forward from high schools as well as our Student Services Department's Adaptive PE Team. The Community Curriculum Advisory Committee (CCAC) has provided feedback to the teachers proposing these courses and will recommended that the Board consider these courses for consideration. "Unified PE" will be presented by Marty Policar and Amy Henderson, our Adaptive PE teachers. "Biomechanics" will be presented by Brian Pendergrass from Hillsboro High School. An "Aerospace Program of Study" will be presented by Cassia Nunes Viana. As part of our Career & College Pathways work, these presentations will be supported by Associate Coordinator of Career and College Pathways, Kelly Purdy. CCAC Chair, Rebecca Nelson, will share notes from October and November CCAC meetings regarding these courses. If approved, these courses would be available to be offered in the 2020-2021 school year.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listens to the report, asks any questions, and takes the course proposals under 30-day review.

HILLSBORO SCHOOL DISTRICT 1J
November 19, 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 32: Systems Improvement- Relentless Continuous Improvement Training.

The central office has a culture of continuous improvement and can learn, adapt and respond to the changing needs of schools. After completing systems improvement training with the City of Hillsboro, six staff members collaborated to design and provide a full day training for a cross-section of department support staff and supervisors on October 25, 2019. The training featured strategic teamwork, process design, root cause analysis tools, and customer-centered value assessments.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Jennifer Zavatsky and the Finance Team have been working with Technology Services staff to implement a new tracking platform for network copiers. Uniflow is the name of the new network copier software that creates a secure print environment for confidential records, automation of staff print charge billing, and provide “badge ID” for access to printing in general. The set up required to align staff with appropriate account codes is a challenge to set up but will increase the speed and accuracy of print charges for schools and departments. Current practice varies greatly by sight/building, making some early adopters and creating custom structures for general practice.

Finance Team – Financial Reporting and Grants. Manager of Business Services Jeff Jones has been working closely with the district auditors to stay on timeline for providing a Comprehensive Annual Financial Report to the board next month. He is also “point of contact” for a new engagement with Moss Adams LLP to perform a review an opinion on the Capital Project funds. The review will extend to 2017-18 and 2018-19. Mr. Jones is representing the District at the Oregon Association of School Business Officials Fall Conference. He will continue working towards using Forecast5 Analytics reports as part of the regular and periodic board communications.

The Business Office will be conducting a program analysis on the Medicaid Direct Billing program to determine whether the potential yield for various reimbursable services exceeds the direct and indirect costs of reporting. Direct costs include the state match, staff, software, training, and extended contract expenses for aligning current service tracking practices with Medicaid reporting requirements. The recently vacated Medicaid Billing Specialist position will not be re-posted until the analysis is complete and indicates a positive yield.

The Business Office will also be coordinating work for the Student Investment Account between Human Resources, instructional leaders, and Technology to ensure the strategic investments planned have results that are measurable in terms of student achievement in historically underserved populations and quantifiable in terms of Academic Return on Investment (investment/number of students)*achievement indicator = A-ROI).

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and her team have adjusted the Bus Driver salary schedule per the recent MOA with the Hillsboro Classified Union. They have moved Drivers from step one to step two and processed a retroactive pay adjustment for the month of October.

Benefits Supervisor Lynette Coffman continues to advocate for employees subscribed to the Moda insurance plans through the Oregon Educators Benefit Board to ensure the PCP360 provider network program is administered according to the guidelines in the benefit handbook and related resources.

Workers' Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in September 2019.

The District received 15 workers' compensation claims in August. As of September 30, 2019, there were 27 open claims; 15 were for medical costs only, and 12 included time loss. There were 3 employees on modified work plans during September.

Workers' Compensation Reports			
	2017-18	2018-19	2019-20
July	3	1	3
August	2	2	2
September	6	11	15
October	18	14	
November	13	5	
December	11	13	
January	4	7	
February	10	8	
March	11	13	
April	8	11	
May	18	15	
June	8	11	
Yearly Total:	112	111	20

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 149 student incidents reported in September.

Student Incident Reports						
	2018-19 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2019-20 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	2	N/A	0	2	N/A	0
August	7	N/A	1	6	N/A	0
September	476	25.0	4	149	7.5	1
October	494	22.5	3			
November	319	21.2	4			
December	410	27.3	0			
January	378	22.2	3			
February	343	19.1	1			
March	330	20.6	2			
April	459	21.9	4			
May	437	19.9	3			
June	127	12.7	2			
Yearly Total:	3,782		27	157		1

Vehicle Accidents. There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were 5 bus accidents in September.

HILLSBORO SCHOOL DISTRICT 1J

Actual thru Sept 30 for November Board Packet											
Interest Earnings By Fund											
	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	2nd Quarter Actual	Fiscal YTD 2019-20	Budget 2019-20	% of Budget	Fiscal YTD 2018-19	% of Budget
General Fund	\$47,985.09	\$59,084.40	\$54,429.95	\$161,479.44	\$0.00	\$0.00	\$161,479.44	\$432,627.00	37.33%	\$0.00	0.00%
Debt Service Fund	\$1,791.26	\$1,909.12	\$1,963.21	\$5,663.59	\$0.00	\$0.00	\$5,663.59	\$70,000.00	8.09%	\$0.00	0.00%
Capital Projects Fund	\$396,044.33	\$497,991.72	\$449,871.97	\$1,345,908.02	\$0.00	\$0.00	\$1,345,908.02	\$3,000,000.00	44.86%	\$0.00	N/A
Total Local	\$447,800.68	\$558,985.24	\$506,265.13	\$1,513,051.05	\$0.00	\$0.00	\$1,513,051.05	\$3,502,627.00	43.20%	\$0.00	0.00%

HILLSBORO SCHOOL DISTRICT 1J
November 19, 2019
STUDENT OPTIONS PLANNING

SITUATION

Last month you learned about our progress in meeting our strategic plan goal of “All students graduate career and college ready”. We also shared the current options we have for students who find the four-year high school experience is not for them and we introduced a potential way to expand our options program by seizing a moment of opportunity.

We were asked to come back with more information regarding this opportunity if we were to proceed. Tonight’s report will provide a districtwide overview of our success and challenges with options programs, and information regarding the District’s plan for a new building to serve student needs.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
November 19, 2019
ANNUAL SUPPORT SERVICES REPORT

SITUATION

Each fall, Support Services departments provide an annual report of information for the past school year.

FACILITIES AND MAINTENANCE

- Facilities and Maintenance staff processed 5513 work orders during the 2018-19 school year.
- Work orders are generated from buildings, fire inspection reports, safety inspections, safety meetings, staff and student accident reports, and general maintenance issues that arise.
- Staff develop a priority list of projects, taking into consideration building needs, long-term maintenance, health and safety, and immediate concerns.
- Using the priority listing of projects, District staff, architects, and other consultants develop cost estimates, specifications, and bid documents to start the identified projects.

RESOURCE CONSERVATION

- Continued energy conservation measures are keeping the District's overall energy consumption at levels below the 2017-18 school year. These measures include managed HVAC scheduling, reduced water usage during summer months, and continued lighting retrofits with high-efficient bulbs and fixtures.
- These measures resulted in a cost-avoided savings of \$181,610 or 5.7% compared to the same timeframe from the previous year.
- Summer shutdown and energy conservation measures resulted in significant cost avoided savings. The department implemented procedures for how buildings were to be operated during the summer months. This included how the HVAC systems, air conditioning, lighting, etc. were to be operating based off a variety of factors. This resulted in \$57,632 cost avoided savings compared to the same timeframe from the previous year.
- The District completed the Energy Management Assessment (EMA) through Energy Trust of Oregon (ETO). The results of this assessment indicate that the District is at a sustaining level, which is well above the state average.

NUTRITION SERVICES

Meal Participation

The information below shows student meal participation for 2018-19 at 2,657,709, a decrease of 146,366 student meals, or 5%, below the previous school year.

Quick Facts	2018-19	2017-18	2016-17
Student Meals Served	2,657,709	2,804,075	2,886,313
Adult Meals Served	42,504	46,531	52,582

Nutrition Fund (277) Financial Highlights

Quick Facts	2018-19	2017-18	2016-17
Total Revenues	\$8,354,583	\$8,043,442	\$8,033,949
Total Expenditures	\$8,614,038	\$8,009,305	\$8,188,707
Increase / Decrease in Ending Fund Balance	<\$259,455>	\$34,137	<\$154,758>

Total revenues increased by \$311,141 or 4 percent, from the previous year, affected by changes participation, a declining number of households eligible to receive meals at no charge and an increase in the Federal reimbursement rates for reimbursable meals. Expenditures increased \$601,733 or 7.5 percent. Contributing factors for increased expenditures included bargained adjustments to employee compensation and benefits, increased food costs, repair and replacement of durable and capital equipment, including the replacement of a 20-year-old delivery truck. The current unaudited fund balance, as of June 30, 2019, is \$227,185.

Program Highlights

The District continues to operate meal programs following revisions in the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. The requirements include offering whole grains on all school menus, additional fruit requirements at breakfast, and Smart Snack rules that apply to all foods served in schools. District schools continue to implement all nutritional provisions that include requiring a variety of fruits and vegetables that meet plant-color requirements, menu patterns that are age-specific, meeting established calorie minimums and maximums, and menus that meet sodium-level and fat specifications. These requirements reflect the current Dietary Guidelines for Americans and ensure that schoolchildren are offered nutritious, healthy, and wholesome meals while in our care. Smart Snack implementation is required, and applies to all foods that are sold on the school campus. This affects all foods sold in student stores, fund-raising, and any other methods of sale to students in schools.

HSD operated eight school sites under the Community Eligibility Provision (CEP), offering meals at no cost to all attending students. Six schools were unable to renew this provision

due to improvement to economic factors that establish eligibility for this program. This change in eligibility saw instant reductions in student participation of meal services. Applicable staffing reductions were enacted in January 2019; food purchases were adjusted accordingly. Noteworthy are increases in lunch participation at middle and high schools, serving more than 30k meals more than the previous year; attributed to instituted seasonal changes in menu and revised menu offerings.

The 2018-19 school year was the second year of a two-year approved Farm-to-School grant through the state of Oregon. Purchases from local Oregon vendors, such as S.A. Piazza (Clackamas), Bob's Red Mill (Milwaukie), Springbank Farms (Lebanon), Vial Family Farms (Hillsboro), and Charlie's Produce (multiple farms) were beneficial to the school district, due to the support provided by this grant.

During the school year, Nutrition Services school staff provided extra meal programs beyond serving breakfast and lunch meals to District students. These programs included:

- Head Start programs offered at seven schools, serving 62,554 meals
- 221 after-school snack programs, serving 127,832 after-school snacks

Interactive nutrition education presentations provided District elementary students with information regarding making healthy food choices and the importance of daily exercise. Presentations were made to over 80 classrooms. To emphasize the program, age-appropriate books were provided and available for teachers to use with their nutrition curriculum. The Nutrition Services department worked together with The Swallowtail School, near Glencoe High School, to cultivate 3,000 strawberry plants for distribution to students who participated in the presentations.

South Meadows Middle School continues to be the production kitchen for 13 elementary satellite school kitchens and the Miller Education programs, providing many meal entrees, warehouse supplies, and coordination of deliveries to sites that have minimal storage and preparation capacities.

HSD provides select baked and bakery products and coordinates deliveries to all school kitchen sites. Scratch bakery items are made with local Bob's Red Mill flour, and are free from additives and preservatives that are typically used in manufactured bakery items. The Liberty High School kitchen also provides District catering services upon request.

The department utilizes a menu planning committee to assess and revise school menu entrees. Kitchen staff and students are invited to participate. The district now offers three seasonal menus that offer changes in specials but also maintains regular favorites. Further changes in USDA foods selections increased allocation of entitlement funds directing more resources toward the US Department of Defense Fresh fruit and vegetable program.

Summer feeding programs served meals from June 19 through August 16. The sites included eight community parks, one apartment complex, one elementary migrant program, one secondary migrant program, one school playground site, one HPD Youth Connect program, one HPD GREAT program. These programs served 5,848 breakfasts, and 30,428 lunches.

The Nutrition Services warehouse is the central distribution site for the department. Warehouse staff members order, store, and deliver USDA commodity and purchased foods, paper products, fresh Fruit and Vegetables, bread products, and chemicals. They also fill small equipment purchase requests for all District school kitchens. The delivery system from the Nutrition Services warehouse is cost-efficient and effective in distributing the supply needs of HSD school kitchens and staff.

Nutrition Services started a four-year plan to provide vending services in-house versus utilizing a third-party vendor. New replacement machines were installed at South Meadows and Brown Middle Schools, as well as Century and Liberty High Schools. Volume of transactions have already exceeded expectations; largely due to the reliability of new machines. An established percentage of net revenues are distributed to schools and programs housing these machines; revenues for these transactions now stay in-district.

2018-19 was the second year of changes instituted by the Oregon Legislature that discontinues communication with students about meal balances, disallows account charge limits, removes the previous practices of offering alternative meals when charge limits are reached, and requires providing a meal for any student that asks; regardless of account balance or ability to pay for meals.

	2016-17	2017-18	2018-19
Total Negative Balances	(\$1,120)	(\$28,453.45)	(\$108,227.87)
GF Bad Debt* Write-off	\$0	(\$9,792.75)	(\$21,607.58)
Revenue Loss	-\$1,120)	(\$18,660.70)	(\$86,620.29)

**bad debt is unallowable per federal program guidelines*

The Nutrition Services Department is committed to making a difference in academic success for students by providing and encouraging healthy food choices, and is dedicated to ensuring that all students are well-nourished to promote better student outcomes toward their future.

TRANSPORTATION SERVICES

New Replacement Buses

With the District's bus fleet aging, and updated state and federal emissions standards, new buses were purchased. We ordered and received six 84 passenger Thomas transit buses, four 78 passenger BlueBird conventions and three BlueBird convention special accommodation buses. The district was awarded \$255,000 in rebate funds from the EPA Diesel Emission Reduction Act. These funds were used to offset the cost of our new buses. Thirteen older buses identified as "gross polluter" were destroyed and sold for scrap in accordance with the rebate funds received.

Student Interns

Transportation had its first two student mechanic interns in the spring. Both seniors, one from Miller Education Big Picture and the other from Glencoe.

2018-19 Statistics	
Miles driven	2,287,021
Reimbursable miles	2,177,743
Pupils transported	12,580
Routes	98 General Education 53 Special Accommodation
Runs	<u>543 General Education</u> 490 Home to School 53 After School Activities <u>427 Special Accommodation</u> 268 Home to School 3 After School Activities 156 Early Intervention
Total buses in the fleet	123 regular (six more to be delivered) 68 special education
Total "utility" fleet	3 box trucks 2 secure cabs 3 Shop Trucks 3 Utility Vehicles (4WD)
Total Accidents	33

2018-2019 Staffing	
Drivers	160
Transportation Assistants	58
Technology Integration Specialist	1
Dispatchers	4
Routers	2
Trainers	3
Office Staff	3
Mechanics	9
Supervisors	3
Executive Director	1

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
November 19, 2019
ANNUAL SAFETY REPORT

SITUATION

Each fall, the Safety Department provides an annual report of information for the past school year. The Safety Department strives to improve and build on current safety practices, as outlined in the District's Strategic Plan. The District continues to maintain an all-hazards approach to addressing emergencies, and incorporates the five phases of emergency management: prevention, preparedness, mitigation, response, and recovery. The safety department collaborates with City and County partners to address safety and emergency preparedness, including Safe Schools of Washington County, the Hillsboro Student Threat Assessment Team (HSTAT), Safe Kids of Washington County, Washington County Youth Fire Intervention, local emergency manager meetings, Washington County Health Department and Safe Routes to School.

Public Safety Office

The Public Safety Office continued this year with night and campus security officers. The night security officers as well as our campus security officers have acquired and maintained their certification requirements through the Department of Public Safety, Standards, and Training via the State of Oregon. The night security officers responded to all Hillsboro School District Properties in response to alarms received by our district's monitoring companies and on proactive patrols to ensure safe and crime free buildings and properties. The night security officers and campus monitors attend evening and weekend district sponsored events. During the 2018-2019 school year, the Public Safety Office has actively patrolled and responded to 8744 mobile patrols, 1202 mobile and foot patrols, and 698 incident responses. Incident responses includes alarm response and response to citizen and community calls after hours. The night security officers took calls from our community ranging from gates open/close to reckless driving on our properties.

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

Annual Safety Summit

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

Topics Included:

Child Custody Information- Andrea Schiers OSBA

CARES Northwest: Dynamics of Abuse- Jennifer Wheeler CARES NW

SIRC 101- Dr. Will Henson

Safety Nuts & Bolts- HSD Staff

Washington County Juvenile Department Overview- Sandra Santos Division Manager

Vaping/Juuling and our Youth- Gwyn Ashcom, Tobacco Prevention Coordinator for Washington County

Drug Trends- Law Enforcement/Medical Panel

Hillsboro School District Security Trio- Fred Kuest

SafeSchools Policy Review and Safety Trainings

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

Required SafeSchools trainings included:

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

Required SafeSchools policy reviews and acknowledgements included:

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

Additional training was offered to District facilities and maintenance staff, including asbestos awareness; back injury and lifting; fire extinguisher safety; ladder safety; slips, trips and falls; and safety data sheets. Nutrition services staff received the civil rights in food service training. All new employees received a District safety overview, SafeSchools Incident Tracking video and the off-site parent reunification video for staff. Secondary science teachers reviewed the *Chemical Hygiene Plan* and courses on safety data sheets and science lab safety. Secondary Science teachers also received a science safety training from the Industrial Hygiene department at SAIF and fire extinguisher training from the Hillsboro Fire Department. Athletic Directors received training in Title IX and Equity in Athletics. Activity Coordinators received training in ladder safety. Elective teachers received training in safety data sheets. Administrators and Administration Center staff received training regarding an off-site parent reunification.

Building Safety Inspections

The Safety Department looks for safety concerns when visiting buildings and partners with PACE (Property and Casualty Coverage for Education) to conduct building safety inspections as needed. Risk Management conducts building safety inspections with SAIF (workers' compensation insurance company). Student hazards and/or safety concerns are identified and, depending on the severity of the concern, either a work order is submitted or the issue is referred to the administrator and building safety team.

Health and Safe Schools Plan

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

Indoor Air Quality (IAQ)

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

Asbestos Management and Monitoring

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

Building Safety Practices

Google SEMS Site (Safety Emergency Management Site)

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

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

Go Binders

Each school has an office go-binder and every classroom has a classroom go-binder containing information that may be needed if there is an evacuation. Staff are instructed to take the go-binder during evacuations. Contents include student and staff rosters, maps, emergency procedures, medical protocols, student profiles and attendance sheets.

Standard Response Protocol (SRP) and Emergency Procedures

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

Strike Teams

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

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

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

Off-Site Parent Reunification Plan

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

CPR and First Aid Program

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

Stop the Bleed Program and kits

In March 2019, the Safety Office partnered with the District Nurses and *Legacy Trauma Nurses Talk Tough* to provide “Stop the Bleed” training to Campus Monitors, Health room staff, District Nurses and building LPNs. The course is now available to all District employees. The training will teach staff how to safely apply a tourniquet and control bleeding in an emergency until professional help arrives. Each school was provided “stop the bleed” kits for their health room and for each AED in their building.

Building emergency supplies

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

Building Radios

As part of the bond project, we were able to provide each school with additional hand held radios to improve building communication and increase safety. Each elementary school received 10 additional radios; Middle schools received 15 and High Schools received 20 additional radios.

District Team/Community Partners attend Emergency Management Institute

In the summer of 2019, a District team and partners from HPD and WCSO attended a weeklong FEMA training on *Multi-hazard Emergency Planning for Schools*. The purpose of the training was to continue to build working relationships with community based organizations to help the District plan for, protect against, mitigate, respond to, and recover from emergencies. The team had the opportunity to learn about the Incident Command System, the phases of emergency management, emergency operation planning and how their department fits into the overall District Emergency Operations Plan (EOP). Next steps for the team will be to update and add to the current EOP.

Hillsboro Student Threat Assessment Team (HSTAT)

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

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

Goals:

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

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

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

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

Addressing Problematic Sexual Behavior in Schools

Parallel model to address Problematic Sexual Behavior (PSB) within the student population through a normative versus non-normative sexual development lens. The programs known as the Sexual Incident Response Committee (SIRC) is built from a collaborative, multi-agency structure and the team operates a community system that serves the Hillsboro School District.

Safe Schools Washington County

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

Washington County Child Abuse Multidisciplinary Team

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

Washington County Problematic Sexual Behavior Committee

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

RECOMMENDATION

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



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

Section 504 – Students**

The District recognizes its responsibility to provide a free appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity or those provided by the District through contractual or other arrangements. District aids, benefits, and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the District will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the District receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, and employees, including those with vision or hearing impairments, of the District's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in District programs, activities, or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

¹ Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness, and conditions which may be episodic or in remission.

² "Major life activities" as defined by the Americans with Disabilities Act Amendments Act of 2008 include: caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

5. Annually identify and locate all Section 504 qualified students with disabilities in the District who are not receiving a free appropriate³ public education (FAPE);
6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure;
7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the District's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the District concerning the identification, evaluation, or educational placement of their student pursuant to Section 504. The District will request parental consent prior to conducting an evaluation of the student;
 - b. To examine, copy, and request amendment to the student's educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel, regarding District decisions concerning identification, evaluation, or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the District that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the Superintendent or designee, knowledgeable about the student, the meaning of the evaluation data, and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the District shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

If it is determined that the misconduct of the student is caused by the disability, the District's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities

³ "Appropriate education" (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement, and procedural safeguards.

⁴ Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the District and assistance by the District in making available outside employment.

Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the **Individuals with Disabilities Education Act (IDEA)** may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the ~~Individuals with Disabilities Education Act~~ **IDEA**, will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Students with Disabilities and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (e.g., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule such as from regular education to the resource room, etc.).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-2310](#)

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).

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

Americans with Disabilities Amendments Act of 2008.

Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Corrected 8/21/19



Code: **JBAA-AR**
Revised/Reviewed: 4/28/09
Orig. Code(s): JBAA-AR

Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she the student:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes, etc.). The term does not cover students disadvantaged by cultural, environmental, or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies, etc.);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she the student:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity, but is treated by the District as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese, etc.); or
 - (3) Has no physical or mental impairment, but is treated by the District as having such an impairment (e.g., a student who tests positive with the HIV virus, but has no physical effects from it; etc.).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities;

3. “Major life activities” as defined by the ADA means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions;
4. “Program or activity” includes all District programs and activities. The District will also ensure that contracts with those who provide services to the District, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia, and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The Superintendent or ~~his/her~~ designee will:

1. Provide written assurance of nondiscrimination whenever the District receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the District’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent, and employee complaints of discrimination;
4. Provide notice to students, parents, and employees, including those with vision or hearing impairments, of the District’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in District programs or activities. District aids, benefits, and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the District to coordinate the District’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the District who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the District’s responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-0109~~2390~~;

- b. An opportunity to review relevant records.

Transportation

1. If the District proposes to terminate transportation services for a student who qualifies for services under Section 504, the District will first determine the relationship between the student's behavior and his/her/their disability and provide the parent with notice of his/her/their rights.
2. If the District places a student in a program not operated by the District, the District will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the District.

Evaluation

1. The District will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. The evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data, and placement options. The team will be appointed by the Superintendent or designee. The evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program, and any subsequent significant change in placement.
2. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and considered;
3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
 - a. Expulsion;
 - b. Serial suspensions which exceed ten school days in a school year. Consideration will be given to the frequency of suspensions, the length of each, and their proximity to one another;

- c. Transferring or placing the student in alternative education or other such programs;
- d. Graduation;
- e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and his/her parents **of the student** are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents, an opportunity for representation by counsel, and a review procedure.
3. The District may take disciplinary action against a student with disabilities under Section 504 who is currently engaged in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established District due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Students with Disabilities and accompanying administrative regulation.

Complaints

Student, parent, or staff complaints of noncompliance with the provisions of Section 504 will be reported to the Superintendent or designee and processed in accordance with established District complaint procedures.

Corrected 8/21/19



Code: JC
Adopted: 11/14/17
Orig. Code: JC

School Attendance Boundary Areas**

School attendance boundaries shall be established by the sSuperintendent and approved by the Board.

The sSuperintendent may change boundaries as population conditions warrant or capacities of buildings require adjustment of student load. The sSuperintendent may also assign and reassign students from one boundary area to another to achieve a balance in enrollments suitable to the capacity of individual schools.

When new school construction necessitates reassigning students from one boundary area to another, the sSuperintendent will develop a broad-based process that provides for community input. Based on this process, the sSuperintendent will develop recommendations and submit them to the Board for action.

Students shall attend the school to which they have been assigned by the sSuperintendent.

Parents of students may request that they be allowed to attend a school in another boundary area in order to take advantage of a special instructional program not available in the school assigned. Transportation would be a family responsibility. The sSuperintendent shall develop appropriate guidelines and procedures to review such requests.

Schools will endeavor to make a scheduling provision for a student who wishes to travel to other school campuses for a special course offering during part of the school day. District transportation may be provided if resources and schedules allow. Otherwise, transportation will be a family responsibility.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.010 to -339.090](#)

Corrected 8/21/19



Code: JC/JECB/JECC-AR
Revised/Reviewed: 12/17
Orig. Code: JC/JECB/JECC-AR

Resident and Nonresident Student Transfers

~~Schedule for the 2017-18 School Year
(For Transfers Effective in 2018-19)~~

Application forms may be printed from the District's website (found under For Families/Boundaries and Transfers or obtained in hard-copy form from any District school. Submission deadlines will be strictly adhered to.

~~December 2017–January 2018~~ Mid-December - Early January

Transfer process and timeline announced; new forms available on District website. Letters sent to students currently on in-district transfers, inviting them to reapply if they are interested.

~~January 1–22, 2018~~ January

In-District Process – Priority Window: Resident students wishing to reapply for a transfer in ~~2018-19~~ in the following school year will submit their renewal applications. Applications will also be accepted for all resident students entering grades 1-12* who wish to apply for a new transfer to a school other than their home school.

Submitting a transfer application within this priority window does not guarantee approval. Requests postmarked and/or received after ~~January 22~~ the deadline will be held for consideration in the second transfer window. (*Incoming **kindergarten** students wishing to transfer must wait until the August window unless they wish to apply for a slot at a dual language option school. In that case, parents should contact the principal of the school offering the dual language program for more information about the process.)

Early February 2018

Principals review, discuss, and make determinations on transfer requests received.

~~By February 28, 2018~~ Late February - Early March

Letters sent to parents, informing them of the decision on their transfer request. (*May not be possible for all schools, based on high or uncertain enrollment.)

~~By March 1, 2018~~

~~District determines and announces slots available for inter-district HB 3681 Open Enrollment transfer students at each school.~~

~~March 1 – March 30, 2018~~

~~INTER-DISTRICT PROCESS – HB 3681 Open Enrollment Window: Students wishing to attend school in a district other than their home district must fill out an inter-district transfer form and submit it to the requested district. Home district release is not required during this window only. Requests postmarked and/or received after March 30 will be returned to the parent/guardian.~~

~~April 6, 2018~~

~~Conduct prioritization and inter-district lottery process** (as needed) for each school to fill slots allocated for inter-district open enrollment transfers.~~

~~By April 30, 2018~~

~~Letters sent to parents/guardians, informing them of the outcome of their student's inter-district HB 3681 Open Enrollment transfer request.~~

~~February 1 – May 31, 2018~~ February - May

Residents – Second Window: In-district transfer applications accepted.

By May 1, 2018

District determines and announces slots available for standard HB 2747 inter-district transfer students for release and acceptance.

May 1 – May 31, 2018

Nonresidents – Inter-district transfer applications accepted for school/grade with open slots.

After May 31, 2018

Consideration of transfer requests after deadline will be limited only to applications related to recent/impending family relocations and extreme hardships (subject to availability), and as required by law (e.g., court orders placement).

Mid-to-late June 2018

Principals review, discuss, and make determinations on all remaining transfer requests submitted by May 31.

By Early July 2, 2018

Letters sent to parents, informing them of the decision on their transfer request.

May 31 – Mid-August 17, 2018

All late requests accepted. Resident in-district requests and kindergarteners released from other districts received before this period may be held for consideration until this window opens.

Transfer requests received after August 17 will be considered after September 17 mid-August may experience significant delays and may not be processed until mid-September.

~~August 1 – 31, 2018~~

~~Review of late requests will take place each Friday. Principals will not respond to transfer-related emails or phone calls on other days during this month as they prepare for the beginning of school. There will be no transfer activity between September 1 and 17, 2018.~~

By August 27, 2018 31

Letters sent to late requests and kindergarten parents/guardians, informing them of the outcome of their student's transfer request. (*May not be possible, based on schools' enrollment.)-situation-)

Please Note: Transfers requests received after August 17 will be considered after September 17; there will be NO transfer activity conducted between September 1 and 17, 2018 mid-August may experience significant delays and may not be processed until mid-September.

****Priority Order and Inter-District Transfer Lottery Process (HB 3681 Open Enrollment Window Only) for Students Wishing to Attend a School in the Hillsboro School District**

Resident students retain priority over any open spots in Hillsboro School District schools. By March-May 1, the District will determine the number of slots available in the open enrollment period for inter-district transfers; this allocation may be at the school and/or grade levels. If a school/grade becomes closed to in-district transfers, it is also closed to inter-district transfers.

All submissions received by the submission deadlines will be assigned a randomly-generated number and sorted by requested school. Any available inter-district slots will be filled in the following order:

1. Resident students wishing to transfer, who missed the in-district priority window in January.
2. Non-resident students wishing to transfer. If these requests exceed the remaining allocations, the District will conduct a lottery selection process as follows:
 - a. Starting with the lowest number assigned, the transfer request will be matched against the available allocation for the requested school.
 - b. If a slot is available at the applicable level, that request will be granted approval.
 - c. If not available, that request will be denied. Because of the objective nature of the lottery, reasons for the request are not considered, and denials are not appealable.
 - d. The process will be repeated with the next lowest number, and so on, until all requests have been conducted through the lottery process, as needed.

~~Submissions received after the HB 3681 open enrollment window and by May 31 (for students entering Grades 1-12) will be considered if space is available and if stated criteria are met. After the applicable windows are closed, requests that are not related to relocations, hardships, or legal mandates will be automatically denied.~~

It is the parent/guardian's responsibility to follow through on the approved transfer request in a timely manner, and meet the deadlines for confirming acceptance and enrolling their student at the requested school.

Corrected 9/18/19



Code: JC/JECB/JECC-AR
Revised/Reviewed: 12/17
Orig. Code: JC/JECB/JECC-AR

Resident and Nonresident Student Transfers

~~Schedule for the 2017-18 School Year
(For Transfers Effective in 2018-19)~~

Application forms may be printed from the District's website (found under For Families/Boundaries and Transfers or obtained in hard-copy form from any District school. Submission deadlines will be strictly adhered to.

~~December 2017–January 2018~~ Mid-December - Early January

Transfer process and timeline announced; new forms available on District website. Letters sent to students currently on in-district transfers, inviting them to reapply if they are interested.

~~January 1–22, 2018~~ January

In-District Process – Priority Window: Resident students wishing to reapply for a transfer in ~~2018-19~~ in the following school year will submit their renewal applications. Applications will also be accepted for all resident students entering grades 1-12* who wish to apply for a new transfer to a school other than their home school.

Submitting a transfer application within this priority window does not guarantee approval. Requests postmarked and/or received after ~~January 22~~ the deadline will be held for consideration in the second transfer window. (*Incoming **kindergarten** students wishing to transfer must wait until the August window unless they wish to apply for a slot at a dual language option school. In that case, parents should contact the principal of the school offering the dual language program for more information about the process.)

Early February 2018

Principals review, discuss, and make determinations on transfer requests received.

~~By February 28, 2018~~ Late February - Early March

Letters sent to parents, informing them of the decision on their transfer request. (*May not be possible for all schools, based on high or uncertain enrollment.)

~~By March 1, 2018~~

~~District determines and announces slots available for inter-district HB 3681 Open Enrollment transfer students at each school.~~

~~March 1 – March 30, 2018~~

~~INTER-DISTRICT PROCESS – HB 3681 Open Enrollment Window: Students wishing to attend school in a district other than their home district must fill out an inter-district transfer form and submit it to the requested district. Home district release is not required during this window only. Requests postmarked and/or received after March 30 will be returned to the parent/guardian.~~

~~April 6, 2018~~

~~Conduct prioritization and inter-district lottery process** (as needed) for each school to fill slots allocated for inter-district open enrollment transfers.~~

~~By April 30, 2018~~

~~Letters sent to parents/guardians, informing them of the outcome of their student's inter-district HB 3681 Open Enrollment transfer request.~~

~~February 1 – May 31, 2018~~ February - May

Residents – Second Window: In-district transfer applications accepted.

By May 1, 2018

District determines and announces slots available for standard HB 2747 inter-district transfer students for release and acceptance.

May 1 – May 31, 2018

Nonresidents – Inter-district transfer applications accepted for school/grade with open slots.

After May 31, 2018

Consideration of transfer requests after deadline will be limited only to applications related to recent/impending family relocations and extreme hardships (subject to availability), and as required by law (e.g., court orders placement).

Mid-to-late June 2018

Principals review, discuss, and make determinations on all remaining transfer requests submitted by May 31.

By Early July 2, 2018

Letters sent to parents, informing them of the decision on their transfer request.

May 31 – Mid-August 17, 2018

All late requests accepted. Resident in-district requests and kindergarteners released from other districts received before this period may be held for consideration until this window opens.

Transfer requests received after August 17 will be considered after September 17 mid-August may experience significant delays and may not be processed until mid-September.

~~August 1 – 31, 2018~~

~~Review of late requests will take place each Friday. Principals will not respond to transfer-related emails or phone calls on other days during this month as they prepare for the beginning of school. There will be no transfer activity between September 1 and 17, 2018.~~

By August 27, 2018 31

Letters sent to late requests and kindergarten parents/guardians, informing them of the outcome of their student's transfer request. (*May not be possible, based on schools' enrollment.)-situation-)

Please Note: Transfers requests received after August 17 will be considered after September 17; there will be NO transfer activity conducted between September 1 and 17, 2018 mid-August may experience significant delays and may not be processed until mid-September.

****Priority Order and Inter-District Transfer Lottery Process (HB 3681 Open Enrollment Window Only) for Students Wishing to Attend a School in the Hillsboro School District**

Resident students retain priority over any open spots in Hillsboro School District schools. By March-May 1, the District will determine the number of slots available in the open enrollment period for inter-district transfers; this allocation may be at the school and/or grade levels. If a school/grade becomes closed to in-district transfers, it is also closed to inter-district transfers.

All submissions received by the submission deadlines will be assigned a randomly-generated number and sorted by requested school. Any available inter-district slots will be filled in the following order:

1. Resident students wishing to transfer, who missed the in-district priority window in January.
2. Non-resident students wishing to transfer. If these requests exceed the remaining allocations, the District will conduct a lottery selection process as follows:
 - a. Starting with the lowest number assigned, the transfer request will be matched against the available allocation for the requested school.
 - b. If a slot is available at the applicable level, that request will be granted approval.
 - c. If not available, that request will be denied. Because of the objective nature of the lottery, reasons for the request are not considered, and denials are not appealable.
 - d. The process will be repeated with the next lowest number, and so on, until all requests have been conducted through the lottery process, as needed.

~~Submissions received after the HB 3681 open enrollment window and by May 31 (for students entering Grades 1-12) will be considered if space is available and if stated criteria are met. After the applicable windows are closed, requests that are not related to relocations, hardships, or legal mandates will be automatically denied.~~

It is the parent/guardian's responsibility to follow through on the approved transfer request in a timely manner, and meet the deadlines for confirming acceptance and enrolling their student at the requested school.

Corrected 9/18/19



Code: **JC/JECC-AR**
Revised/Reviewed: 8/17
Orig. Code: JC/JECC-AR

In-District Transfers

General Information

School attendance areas are designed for every residence located within the District's boundaries. Students are assigned to schools based on the attendance area in which their parent(s) and/or legal guardian resides. The attendance areas are established with the premise that the assigned schools provide equal educational opportunities for students in the communities they serve.

The District acknowledges that unique circumstances may at times result in a request from a parent or guardian that a child be considered for enrollment in a school outside of their designated attendance area. The appropriateness of program and review of educational and behavioral records may be considered in rendering a decision regarding a request for a change in attendance. All transfers will be subject to any applicable enrollment caps and availability of space and resources at the school.

All requests for change in attendance status will be evaluated based upon criteria which may include the following:

1. The student is a victim of a violent criminal offense in or on the resident school grounds.
2. Continuing enrollment in the student's current school for the remainder of the school year, given a change of the parent/guardian official residence;
3. Significant family and/or student circumstances of an educational, medical, financial, or personal nature which would be relieved by a change in attendance status;
4. Student is a sibling of a transfer student;
5. A change occurs in the parent/guardian's official residence within the District after completion of a student's fifth, seventh, or eleventh year in school;
6. A request is made to enroll a student in a school prior to the parent/guardian moving into that school's attendance area with documentation showing the move will occur within two months of the start of the school year or the date of the transfer submission, whichever is later;
7. An officially established academic program is not offered at the resident school (this ***does not include*** after-school or extracurricular activities).
8. A school the student is attending is identified by the Oregon Department of Education (ODE) as persistently dangerous.

In competitive activities that are governed by the Oregon School Activities Association (OSAA), eligibility will be determined by a review board on OSAA standards. ***The District will not transfer students based on athletic/activity consideration.***

At the District's sole discretion, requests that are not related to the criteria listed above may be denied, including reasons related to:

1. Desire to be with friends (including continuation with youth activity/sport group);
2. Proximity to the school (either a residence or place of employment);
3. Family convenience;
4. Class sizes;
5. Preference for athletic, extracurricular, or co-curricular programs.

Unsatisfactory academic, attendance, or behavioral histories¹ or violations of Board policy, administrative regulation, or school rules may be grounds for denial or revocation, regardless of the reason for the transfer (except court-ordered transfers/placement).

~~An approved~~ If a change in attendance status will be granted is approved, it will be subject to the following conditions: compliance with District and school policies, as well as satisfactory attendance, academic achievement, and behavior.

**The principal retains the right to revoke the transfer at their discretion if any of these expectations are not being met.*

Miscellaneous General Provisions for All Transfers

1. Students who wish to transfer to a different District school must reapply in accordance with established request procedures.
2. Students granted permission to attend a District school other than the school in their assigned attendance area will have the same curricular and extracurricular status as all other students attending the school, consistent with applicable OSAA rules.
3. Students are expected to pre-register and complete final registration and scheduling for the school in their assigned attendance area pending decision on a transfer request. Non-continuing middle and high school students may not forecast their schedule at the requested school until the transfer is approved.
4. ***Students may not sign up for, try out for, or practice with athletic teams or other activity groups in the school they are requesting a transfer to until the transfer is approved.***
5. ***Recruitment of students by District employees is strictly prohibited.***

¹ Behavior will only be a consideration insofar as it does not serve to discriminate against any class of persons.

6. For requests related to in-home child care, documentation must be provided showing that the child care provider resides in the attendance area of the requested school.
7. Students whose place of residence within the District changes during the school year must notify the District. Students may be required to attend the school of their new attendance area the following year, consistent with ESSA requirements, unless application is made for transfer.
8. Once a transfer is approved, students are expected to enroll at their requested school in a timely manner; otherwise, the transfer will be voided.

Routine Transfer Request

When requesting a transfer, a parent or guardian will:

1. Review transfer guidelines, procedures, and deadlines (see JC/JECC/JECB-AR-Appendix B);
2. Complete the “In-District Transfer Request” form, attaching a letter citing the specific reasons the transfer is being requested (renewal requests may not require a letter);
3. Submit the form and letter to the District office within the identified timeframe.

The District office will:

1. Compile and organize all transfer applications;
2. Enter basic transfer request information into a database and share this data with principals;
3. Route requests for students on Individualized Education Plans (IEPs) to the Student Services department for evaluation. Student Services staff will consider appropriate placement for students on IEPs in consultation with the principals and the student’s IEP team.
4. Provide transfer information to principals for their review.

The home school principal will:

1. Review the materials;
2. Confer with the receiving principal;
3. Make a joint recommendation to approve or deny the request after conferring with the receiving principal (and after approval by the Student Services department).

The District office will then:

1. Collect the transfer materials;
2. Update the database with transfer decisions;
3. Notify parent(s)/guardian(s) by mail.

Parents will assume all transportation responsibilities for the period of time covered by this request unless otherwise specified by the District.

Boundary Change Transfer Request

The District may periodically adjust school attendance assignments for reasons that may include: balancing enrollment among schools, accommodating new schools, planning for future growth, or for other reasons such as safety or transportation-related circumstances.

Following a District or school boundary adjustment, the District may establish specific criteria and procedures for transfer requests that differ from the “routine” procedures. All requests will be evaluated based on the potential impact to the “new” attendance assignments. In the majority of circumstances, requests that have the potential to adversely affect the “boundary adjustment” will not be approved, unless otherwise specified by the District.

~~Opt-Out Transfer Request~~

~~Three elementary schools in Hillsboro School District currently offer school-wide English-Spanish dual language programs in certain grade levels: Minter Bridge, Reedville, and W.L. Henry. Families residing in those attendance areas with students in the affected grade levels who either cannot (due to their age at the time of move-in) or do not wish to participate in the dual language program, will be offered placement at a partner elementary school that offers an English-only program. The District will provide information annually on the identified partner schools and transportation options for these families.~~

Special Education and Public School Choice

The District will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 503 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). In offering choice to students with disabilities, the District may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

Recordkeeping

The Communications department will maintain a file of all in-district transfer requests. Copies will be forwarded to the home and receiving school principals.

Corrected 9/18/19



Code: **JEBA**
Adopted: 7/13
Orig. Code: JEBA

School Entrance Age Requirements

Kindergarten and First Grade

Students will be admitted into kindergarten or first grade if their fifth or sixth birthday, respectively, occurs on or before September 1 of the year of enrollment. In addition, a student whose birthday occurs after that date may be admitted to kindergarten or first grade if the student is transferring from another public school.

Early entry into kindergarten or first grade may be made for a student whose fifth or sixth birthday occurs after September 1, but not later than September 30, who is sufficiently advanced to succeed in the educational program based on an analysis by qualified professional staff, including the following criteria:

1. Parent interview (developmental history);
2. Preschool experience;
3. Emotional/social functioning;
4. Adaptive behavior (including, but not limited to, perceptual and motor skills, self-help skills, and communication skills);
5. Academic functioning (readiness, basic skills).

The Superintendent~~/or~~ designee, with the executive director of the office for school performance, shall identify screening processes and instruments that will provide a dependable assessment of the above items and procedure for placement. Parents will be required to pay a fee to cover the costs of the special testing involved. The office for school performance will coordinate the assessment.

An appeal may be made in writing by the parents to the Superintendent~~/or~~ designee who may affirm or modify the early entry grace period. The Superintendent's decision on whether to provide this exception will be considered final.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)

[ORS 336.095](#)
[ORS 339.010](#)

[ORS 339.115](#)
[ORS 343.395](#)

Corrected 10/16/19



Code: JEC
Adopted: 6/01/16
Orig. Code: JEC

School Admissions

All The Board is committed to providing an educational program for all students living in the District. All persons seeking admission to the District must satisfactorily meet all residency, academic, age, immunization, tuition, and other eligibility prerequisites for admission, as set forth in state law, Board policy, and administrative procedures regulations. All candidates for admission will be informed of admission requirements.

~~A student whose 19th birthday occurs during the school year, and who satisfactorily meets all eligibility prerequisites for admission, shall continue to be eligible for a free and appropriate public education for the remainder of the school year.~~

~~The District shall admit an otherwise eligible person who has not yet attained 21 years of age prior to the beginning of the current school year if the person is receiving special education and:~~

- ~~1. Has not yet received a standard high school diploma; or~~
- ~~2. Has received a modified diploma, an extended diploma, or an alternative certificate.~~

~~The District may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma.~~

State law requires a student whose sixth birthday is on or before September 1 to enroll in a public school, and recognizes a student who is age five on or before September 1 to be kindergarten age.

All new students must register in the school office. ~~Registration requirements include proof of the student's birth date and immunization records, as required by law.~~

Students admitted to any grade must show evidence of completing the prior school years.

Students located in the District shall not be excluded from admission solely because the student does not have a fixed, regular and adequate place of nighttime residence or solely because the student is not under the supervision of a parent.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)

[ORS 433.267](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

Corrected 10/16/19



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

Admission of Resident Students**

School-age students who live within the District attendance area may attend school without paying tuition and under the following conditions:

1. All resident students between ages 5 and 19 shall be admitted free of charge to the schools of the District. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
2. The District may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma or a modified diploma.
3. The District shall admit an otherwise eligible person who has not yet attained age 21 prior to the beginning of the current school year if the person is receiving special education services and has not yet received a regular high school diploma, or has received a modified diploma, an extended diploma, or an alternative certificate.
4. A student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care program shall be considered a resident of the District in which the child resides because of the voluntary placement.
5. A student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care program shall be considered a resident of the District in which the child's parent or guardian resides if:
 - a. The student's preferences in school attendance are taken into consideration;
 - b. The student's parent or guardian retains legal guardianship of the child;
 - c. There is a plan for the child to return home;
 - d. The voluntary placement is within 20 miles by the nearest traveled road from the school the child attended prior to the voluntary placement, unless there are physiographic conditions that make transportation to the school not feasible; and
 - e. The student's parent or guardian and school staff from the school the child attended prior to the voluntary placement can demonstrate that it is in the best interest of the child to continue to attend the school the child attended prior to the voluntary placement.

Transportation for a student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved

substitute care programs shall be the responsibility of the student's resident District, as determined above.

6. Students who are military children¹ are considered resident of the District if the District is the "district of military residence" for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer² indicated on the official military orders.
7. Students living in the District who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.
8. Minor students living with a parent or guardian who resides in the District are considered residents of the District unless the student has transferred to another district via interdistrict transfer or open enrollment.
9. Students who are in foster care and who are placed in the District are residents of the district of origin, unless the court determines that attending in the District of residence is in the best interest of the student.
10. 4-The District may deny school admission to students who have become residents and who are expelled from other school districts.
11. 5-The District shall deny school admission for at least one calendar year from the date of the expulsion to students who have become residents and who are under expulsion from another school district for a weapons policy violation.
12. 6-Students with disabilities voluntarily placed outside of the home by their parent may continue to attend as a District resident the school the student was attending prior to the placement when the student's parent and school staff can demonstrate it is in the student's best interest.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

Senate Bill 802 (2019)
Senate Bill 905 (2019)

Corrected 10/16/19

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "Military transfer" means the transfer or pending transfer of a parent of a military child pursuant to an official military order.



Code: JECA-AR(1)
Revised/Reviewed: 2/28/17
Orig. Code: JECA-AR(1)

Student Enrollment Procedures

Enrolling New Students - General Information

Introduction

Prompt enrollment of eligible students seeking admission to public schools in Oregon is important to student success. Delay or denial of school enrollment to an eligible child may intrude on his or her the student's right to a free appropriate public education, and could result in legal inquiry, investigation, compliance action, and even financial sanctions against a district.

Prompt School Enrollment

If complete student information is not available at the time of enrollment, temporary admission may be granted while school personnel continue to procure additional documentation or signatures. Questions about whether a student has a fixed place of, regular and adequate nighttime residence or is under adult supervision should not delay enrollment; neither should lack of a parent or guardian's signature on permission or liability release forms, lack of a birth certificate, or lack of records from a previous school. Unless school safety or student health are at issue with regard to the enrollment of an individual student, each should be considered eligible until proven ineligible. The District nurse will have up to five days prior to the student starting school to prepare a medical protocol and train staff for students with complex medical needs.

Proof of Age

Schools may request proof of age of students when a student's age directly affects eligibility for admission, such as when a child enters kindergarten, or when a birth date needs to be corrected in the District's records. School personnel are advised that they cannot require a particular document (e.g., birth certificate), to enroll a child in a public school. Documentation that may suffice includes records from a previous school; a hospital record or a baptismal record; or a signed affidavit from a parent, guardian, or other person in a parental relationship.

Residency

~~Residency is defined by ORS 339.133 in the following manner:~~

- ~~1. Children between the ages of 4 and 19 are considered resident for school purposes in the district in which their parents, guardians, or persons in parental relationship to them reside.~~

- ~~2. If a child's parents are divorced and living in different districts, the child could be a resident of either parent's district.~~
- ~~3. Non emancipated individuals between the ages of 4 and 19 living outside the District for such reasons as attending college, military service, hospital confinement, or employment away from home, shall be considered resident in the district in which their parents, guardians, or persons in parental relationship to them reside.~~
- ~~4. Those individuals considered legally emancipated from their parents shall be considered resident in the district in which they actually reside, irrespective of the residence of their parents, guardians, or persons in parental relationship.~~
- ~~5. Children placed by public or private agencies who are living in substitute care programs licensed, certified, or approved for a maximum of four children, shall be considered resident in the district in which they reside by placement of the public or private agency.~~
- ~~6. Children may not be denied admission solely because they do not have a fixed, regular, or adequate residence, or a supervising guardian.~~
- ~~7. Children may be considered resident even though their residence is in another district if they attend school with the written consent of the affected districts. This arrangement usually takes the form of an inter-district transfer approval.~~

Persons in Parental Relationship

The courts have ruled that the term "residence" signifies the place where a child lives with some degree of permanency. There is no requirement of a legal domicile. It is sufficient if the child lives with some person "in loco parentis" within the District. A child or youth cannot be denied enrollment solely because the student is not under the supervision of a parent, guardian, or person in a parental relationship.

Characteristics which have been accepted as describing a parental relationship include the following:

1. Whether the person has physical custody and control of the student.
2. Whether the person supplies the student with food, clothing, shelter, or other incidental necessities.
3. Whether the person provides the child with care, education, and discipline.
4. Whether the person may authorize ordinary medical, dental, psychiatric, psychological, hygienic, or other remedial care and treatment of the child and, in an emergency where the child's safety appears to urgently require it, whether the person may authorize surgery or other extraordinary care.

Grounds upon which Reasons Why Admission may be Denied

1. It is clear that students may not gain residency status if they have moved into the District for purposes of school attendance. (Example: Living with a friend or relative to participate in athletics.)
2. Admission shall be denied for at least one calendar year from the date of expulsion for those students who become residents and who are under expulsion from another district for a weapons policy violation.

3. Admission may be denied to students who have become residents and who are expelled from other school districts.
4. Admission may be denied and residency status terminated if it becomes clear that the district resident to whom parental powers have been delegated is not playing a parental role. A situation where the child lives in the District only during the school week might be an example of this type of situation.

Procedures for Enrollment of Students from Age 18 to 21

All students enroll in their resident high schools. The school works in partnership with each student to help find the appropriate next step. For a student not receiving special education services, who has not yet attained 21 years of age prior to the beginning of the current school year, and is shown to be in need of additional education in order to receive a high school diploma, staff will follow these guidelines:

- Step 1: When a student calls or enters a school to enroll, the school schedules a meeting to include a counselor and an assistant principal. The student should be asked to bring their most current transcript or education documents. If they do not have immediate access to documents, ask the name of the last school so transcripts can be requested for enrollment. Send enrollment papers with the student.
- Step 2: Before the meeting, request a transcript from the student's former school, if necessary and/or possible. Review the student's transcript and find out the current academic standing. If the documents are not readily available, get the student started based on the interview. If the student is shown to be in need of additional education in order to receive a high school diploma and is 19 or older, invite the ~~Director of Alternative Education~~ programs principal to the enrollment appointment.
- Step 3: During the enrollment meeting, review the transcript with the student and discuss his/her future goals. Develop a completion plan identifying potential coursework. Considerations include coursework requirements for attainment of post-secondary options.

Age Credit accumulation Recommendations

18	0-7 credits	Enroll; offer program to best meet student needs, including PCC (expanded options or tuition reimbursement, MAP or YES), MEC (GED/CONNECT, TOPS). A student with less than 8 credits must commit to being a full-time student for three years of school, plus summer work or additional opportunities outside the regular school day to complete a diploma at the regular high school.
18 or 19	8+ credits	Enroll; offer program to best meet needs, including PCC expanded options or tuition reimbursement, MEC (GED/CONNECT, TOPS). A student choosing to complete a diploma at the regular high school should be committed to enrolling as a full-time student until completion.
19	Under 7 credits	Enroll; cannot graduate before age 21 unless they take summer school and outside-of-school day options (Credit recovery, online courses, Work Experience). GED and PCC are possible options.

20	16+	Enroll; offer program to best meet needs, including: home high school, PCC expanded options or tuition reimbursement, MEC (GED/CONNECT, TOPS)
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PROGRAM OPTIONS:

Program	Enrollment considerations	Transitions Steps
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- | | | |
|----|--|--|
| 1. | Home high-school with support (regular check-in and accountability, possible online courses) | <ul style="list-style-type: none"> a. Enrollment Considerations: Interest in regular high school diploma and courses; student can reasonably commit to attendance policies and complete school before age 21. b. Transitions Steps: Complete post-high school plan, scholarship and other post-high school opportunities including site visit to PCC, senior project with career focus. |
| 2. | MEC GED Prep | <ul style="list-style-type: none"> a. Enrollment Considerations: Age 16 or older; can transition to PCC; work completed can be transcribed for credit up to 2.5 credits. b. Transitions Steps: Interview by GED staff and GED placement test; MEC staff to discuss post-GED options with student. |
| 3. | MEC CONNECT - Work Readiness and GED Prep | <ul style="list-style-type: none"> a. Enrollment Considerations: Age 16 or older, meets Department of Labor requirements: low income student with barriers to graduating; includes attendance requirements. b. Transitions Steps: Student completes application and two-week trial period before formal acceptance; Transition out includes PCC and career prep. |
| 4. | MEC TOPS (Transition Options Program; Credit Recovery, Diploma-bound student, Transition) | <ul style="list-style-type: none"> a. Enrollment Considerations: Student needing credit recovery or transitioning from an outside program (jail, intervention, etc.) back to school, OYCP, Gateway or MEC 9-12; an option for senior with 6-7 credits needed to graduate. b. Transitions Steps: School completes transition plan plus MEC referral ; transition after program from MEC staff to include support to move to home high school, MEC 9-12, OYCP, PCC, etc. |
| 5. | Plaza Comunitaria (ODE and Mexican Consulate sponsored online programs) | <ul style="list-style-type: none"> a. Enrollment Considerations: Newcomer Spanish Speaker: INEA can be used for undereducated student aged 14 and older and includes life skills and parenting classes; Telesecundaria is a distance-learning program in Spanish for Grades 6-12; Colegio de Bachilleres is a distance-learning program designed for students to finish high school and continue to college or university; student may use the materials to prepare for AP and IB exams. b. Transitions Steps: Contact Miller Education Center building administrator. |
| 6. | PCC Expanded Options; concurrent high school and college credits | <ul style="list-style-type: none"> a. Enrollment Considerations: Age 16 or older; non-duplicated courses only. b. Transitions Steps: PCC application and HSD Expanded Options form; must pass placement test. |

7. PCC Tuition Reimbursement

- a. Enrollment Considerations: Age 16 or older; at-risk student needing courses not offered through the District or out-of-school program 12 maximum credits per term.
- b. Transitions Steps: Request for Financial Assistance form.

8. PCC MAP (Multicultural Academic Program Limited English Proficient Programs)

- a. Enrollment Considerations: Age 16 or older; non-English speaking student who would benefit from individualized language programs in a community college setting; in addition to basic skills acquisition, student receives guidance and counseling support.
- b. Transitions Steps: Contact Miller Education Center building administrator.

9. PCC YES (Youth Empowered to Succeed) GED prep, testing, life skills, high school completion

- a. Enrollment Considerations: Age 16 or older; student interested in GED who would benefit from a community college setting.
- b. Transitions Steps: Contact Miller Education Center building administrator.

For questions about all MEC programs, including CREATE, contact the ~~Director of Alternative Programs~~ principal. Contact the Administration Center for all PCC enrollment questions.

Other Considerations

1. Utilize alternative credit options including Credit by Proficiency, Work Experience, Migrant Summer School, and Credit Recovery Summer School.
2. Utilize online options for original credit.
3. Help students to meet eEssential sSkills - OAKS assessment preparation or work samples, interventions/supports, testing coordinators need to make sure they are taking the tests.
4. If student is not meeting grade, attendance, and/or behavior expectations of their school and the District, meet to discuss needed supports and possible interest in an alternative education option.

Additional Documents to Support the Plan

1. Documentation for Pproficiency Wwork;
2. Graduation requirements;
3. MEC referral form;
4. Expanded options and tuition reimbursement forms; and
5. Plan and profile.

Procedures for Enrollment of Students not Living with a Parent or Guardian

All requests for admission of students not living with a parent or legal guardian are subject to administrative approval based on the criteria summarized in “Enrolling New Students - General

Student Enrollment Procedures – JECA-AR(1)

5-7

Information.” The procedures to be followed in dealing with follow to process these requests are as follows. The administrative approval process is to be completed prior to enrolling and scheduling the student.

- Step 1 Interview. An interview should be conducted with both the student and the District resident who will be assuming custodial responsibility. The objectives of the interview are:
- To determine specifically and in detail the reasons for the custodial arrangement. Is the basis for the arrangement related to family circumstances as opposed to school attendance?
 - To reinforce District/school expectations with respect to the custodial arrangement (see JECAC/GBH: - Staff/Student/Parent Relations).
- Step 2 Administrative Approval. A member of the administrative staff should be designated to approve student enrollment. In some circumstances, approval should be granted only with the concurrence of the Superintendent’s or designee. Guidelines for organizing this process are as follows:
- | School Approval | District Approval |
|---|--|
| 1. Students placed by state agencies. | 1. Tuition students. |
| 2. Emancipated students. | 2. Circumstances requiring written agreement between districts (Interdistrict Consent Agreements). |
| 3. Students living in custodial circumstances which are obviously related to personal/family circumstances. | 3. Students who declare themselves to be unemancipated but without a “fixed place of residency.” |
| 4. Foreign students. | 4. Requests for in-district transfer. |
- Step 3 Record-Keeping. A current file should be maintained in each building of students living with someone other than a parent or guardian.
- Step 4 Administration Center. Notify the Superintendent’s or designee’s when students are enrolled after referral by a state or private agency (i.e., student’s name and year in school, referring agency, name and address of persons providing substitute care). This information is essential to the process of billing other districts for non-resident tuition.

Records Transfer

Under ORS 326.575, both public and private schools must request student records from the student’s former school within ten 10 days of when the student initially seeks enrollment. The former school has ten 10 days after receipt of the request to transfer any education records.

Schools should not deny enrollment or school placement due to a new student’s lack of school, health, or immunization records, but should provide assistance as needed to retrieve such documents. Many schools provide rapid grade-level assessments for students arriving without records. Local public health agencies and other health services are available to help ensure all students are up-to-date with immunizations and health screenings.

Student Enrollment Form

For a “Request for Student Records” form, see ~~IGBAB/JO-AR Education Records/Records of Students with Disabilities Management, Appendix C.~~

Corrected 10/16/19

Hillsboro School District Affidavit

STATE OF OREGON)
) SS.
COUNTY OF WASHINGTON)

I, _____
(person in parental relationship)

being first duly sworn, depose and say: That I presently have the custody of _____
_____, that I accept the parental relationship given me
(child)

by _____ and that I agree to be responsible to Hillsboro School District 1J in all matters pertaining to school laws and regulations as though I were the natural parent of _____.

Subscribed and sworn to before me this _____ day of _____, 20_____.

Notary Public for Oregon

My commission expires: _____

NOTE: An adult attempting to enroll a child or youth may be asked, but not required, to provide proof of legal guardianship or “power of attorney” in order for the child to be admitted to school.



Code: **JECA-AR(3)**
Revised/Reviewed: 4/09
Orig. Code: JECA-AR(3)

Student Enrollment - Custodial Parent Request

This form must be completed by a counselor or administrator in all cases where a student is residing within the school district, but is not living with a parent or legal guardian. In these cases, residency may be established by the student living with persons in a parental relationship to him/her.

Student	Grade	Date
---------	-------	------

Person in Parental Relationship	Relation, if any
---------------------------------	------------------

Address:

Parent/Guardian

Address:

Reason for Request:

☐ Approved ☐ Denied

Administrator Signature	Date
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Code: **JECAA**
Adopted: 4/28/09
Orig. Code: JECAA

Admission of Part-Time Private School Students

The Board reserves the right to accept ~~or~~ reject the part-time admission of private school students based upon the availability of space, resources, personnel, appropriate programs, and upon a positive review of both educational and behavioral records.

The Superintendent ~~or designee~~ will develop ~~procedures~~ administrative regulations to be followed in the case of all requests for part-time admission of private school students to the District.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.030](#)

[ORS 339.035](#)

Corrected 10/16/19



Code: **JECAA-AR**
Revised/Reviewed: 4/28/09
Orig. Code: JECAA-AR

Admission of Part-Time Private School Students

1. Admission applications must go through the building administrator's office, to the Superintendent's or designee's office.
2. Student educational and behavioral records will be obtained and reviewed prior to admission.
3. Initial admittance and annual renewal must be approved by the Superintendent or designee.
4. In-district, full-time, and part-time students will be given preference over private school students.
5. Only private school students who live within District boundaries will be considered for class enrollment.
6. Students who request to participate in extracurricular activities in Grades 9-12 must meet eligibility requirements for programs administered by the Oregon School Activities Association.

Corrected 10/16/19



Code: JECAB-AR
Revised/Reviewed: 4/09
Orig. Code: JECAB-AR

Mutual Agreement - Joint Custody Enrollment

"Sporadic enrollment" for the purposes of this agreement shall be defined as a student whose legal residence may change as sporadically as weekly.

A. The _____ Board hereby agrees by Board resolution dated _____ to claim _____% of the State School Funds as long as _____ is sporadically attending (student) _____ the _____ School District.

Board Chair

Date

Superintendent

Date

B. The _____ Board hereby agrees by Board resolution dated _____ to claim _____% of the State School Funds as long as _____ is sporadically attending (student) _____ the _____ School District.

Board Chair

Date

Superintendent

Date

* When both Boards pass resolutions in agreement and district signatures are affirmed a mutual agreement has been reached.
This agreement remains in effect as long as the student sporadically attends both districts or until both Boards agree to a successor agreement.

Corrected 10/16/19

Mutual Agreement - Joint Custody Enrollment – JECAB-AR

1-1



Code: **JECB**
Adopted: 11/14/17
Orig. Code: JECB

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. Interdistrict Transfer Agreement. By written consent of the affected school boards. The student becomes a “resident pupil” of the attending district, thereby allowing the attending district to receive State School Fund moneys;
- ~~2. Open Enrollment. By written consent from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending district, thereby allowing the attending district to receive State School Fund moneys;~~
- ~~3.~~2. Tuition Paying Student. By admitting with tuition a nonresident student, whereby neither affected district is eligible for State School Fund moneys;
- ~~4.~~3. Court placement. If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by April 30, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year, for the ~~standard~~ interdistrict transfer process.

~~The Board reserves the right to accept/reject nonresident students based upon the availability of space and resources.~~ The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district~~see the following paragraph for priorities~~), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students who are given consent. The district is not allowed to establish minimum standards for academics as a criterion for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent was given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district within the transportation zone of their assigned school, if space is available and if applied for separately. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

~~Consent by the Nonresident District Board for which the Student has Applied for Admission (Open Enrollment)~~

~~Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade, or the combination of both. The Board may decide not to give consent to any person under this process.~~

~~The Board may not deny consent, give priority, nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records, or eligibility or participation in talented and gifted programs.~~

~~Applications for consent shall be submitted no later than April 1, for the following school year.~~

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district within the transportation zone of their assigned school, if space is available and if applied for separately. Transportation will be provided if required by federal law.~~

~~By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.~~

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)

[ORS 343.221](#)
[ORS 433.267](#)
[OAR 581-021-0019](#)

Corrected 10/16/19



Code: JECB-AR(1)
Revised/Reviewed: 2/12
Orig. Code: JECB-AR(1)

Inter-District Transfer Requests and Application Process General Guidelines for Counselors and Parents

Because the Board recognizes the value of an optimal educational setting to best meet student and family needs, the inter-district transfer process is available for resident students seeking approval to transfer to another district, and for students residing in another district who wish to attend a school in the Hillsboro School District.

Inter-district transfer requests will be contingent upon factors such as the availability of space, resources, and staffing in a particular school, grade level, classroom, and/or program, following the transfer process and procedures outlined below, according to the timelines put forth in JC/JECC/JECB-AR-Appendix B.

Athletic/Activity Participation

Parents are reminded that a transfer application, if approved, will allow the student to complete an academic transfer, but does not guarantee eligibility to participate in competitive interscholastic activities at the receiving school. Competitive eligibility is determined by Oregon School Activities Association (OSAA) rules. Parents may contact OSAA with questions.

~~The OSAA states, "It is a fundamental rule of the Association that students must attend only the high school in the school district where their parents reside. Exceptions to this rule are to be strictly construed." (Rule 8-6-1) Parents may contact OSAA at (503) 682-6722 with specific questions.~~

Resident Student (Student wishing to transfer out of the Hillsboro School District)

The parents or guardians of students entering Grades K-12 must complete the nonresident district's an Inter-District Transfer Request Form and submit it either directly to the nonresident district or to the Hillsboro School District, according to the nonresident district timelines put forth in JC/JECC/JECB-AR Appendix B. The nonresident district will contact the parent/guardian to inform them of approval or denial of the request.

The parents or guardians of students entering grades K-12 must also complete Hillsboro School District's Interdistrict Transfer Request – Out-of-District and submit it the District office according to the timelines put forth in JC/JECC/JECB-AR – Resident and Nonresident Transfers.

- ~~1. The nonresident district or Hillsboro School District will contact the parent/guardian to inform them of approval or denial of the request.~~

- a. ~~If the request has occurred within the state-mandated open enrollment process, the nonresident district will be the only one corresponding with the student.~~
 - b.a. If the request has occurred outside of the state-mandated open enrollment interdistrict transfer process, timelines established by the Hillsboro School District, this will determine whether or not the student is released to the non-resident district; the nonresident district will then determine whether or not they can accept the student and will correspond with them directly. If the Hillsboro School District is not accepting requests to transfer out-of-the district at the time of the request, the District will notify the parent/guardian of such and/or a denial.
2. ~~Once~~ If the student has been granted admission from the new district under the state-mandated open enrollment interdistrict transfer process, the student is considered a resident of the new district for all educational programs and remains a resident student of the district until the student's date prescribed by the new district, which may be on one of the following dates:
 - a. The student Graduates from high school;
 - b. The student is no longer required to be admitted to the school district under ORS 339.115; or
 - c. The student Enrolls in a school in a different district.
 3. ~~If the student is granted admission outside of the state-mandated open enrollment process, the term of transfer may be limited to one school year.~~
 - 4.3. School records will be provided to the nonresident (new) district upon request.
 - 5.4. If the student re-enrolls in the Hillsboro School District and subsequently wishes to seek an inter-district transfer, the student must re-apply at the next available window for submission.

Nonresident Student (Student wishing to transfer into the Hillsboro School District)

The parent or guardian of the nonresident student must complete and submit an Inter-District Transfer Request form to the Hillsboro School District.¹

1. Requests must be submitted within the timelines established by the Hillsboro School District in JC/JECC/JECB-AR Appendix B.
2. If the request is received within the state-mandated open enrollment interdistrict transfer period established by the District, the Hillsboro School District will either accept the student automatically if space is available, or conduct a lottery process as needed pursuant to Oregon law. If the request is received outside of the state-mandated open enrollment interdistrict transfer period established by the Hillsboro School District, the Hillsboro School District will only consider requests from students who have been released from their resident district. the parent/guardian will be notified of such and/or a denial or if applicable, the request will be reviewed for hardship.
3. A letter regarding approval or denial will be sent to the parent/guardian of the student.
4. ~~A copy of the notification is also sent to the receiving school and to the student's resident district.~~

¹ The parent or guardian of the nonresident student must also complete their resident district's Interdistrict Transfer Request – Out-of-District within the timeline established by their resident district.

5. ~~The student must enroll at the receiving school no later than June 1 or two weeks from the date of approval or the transfer will be voided.~~
- 6.4. Once the student has been given admission under the state-mandated open enrollment District's interdistrict transfer process, the student is considered a resident for all educational programs and remains a resident of the Hillsboro School District until the student:
- Completes the school year of the approved transfer ~~(if the transfer was granted outside of the state-mandated process); or~~
 - Finishes the highest grade level in the school assigned;
 - Graduates from high school;
 - Is no longer required to be admitted to the school district under ORS 339.115; or
 - Enrolls in a different school district ~~(if approved under the state-mandated process).~~
7. ~~If the student is granted admission outside of the state-mandated open enrollment process, the term of the transfer may be limited to one school year.~~
- 8.5. If the student re-enrolls in their home district and wishes to subsequently seek a transfer back to the Hillsboro School District, the student must re-apply for an inter-district transfer at the next available window for submission.
- 9.6. Per state law, the Hillsboro School District retains the option to transfer inter-district students to a different school within the District after the first year of transfer as necessary to balance enrollments or for other education-related reasons.

Exceptions

An inter-district transfer request is not needed under the following conditions; ~~however, the communications department must be notified by school personnel:~~

1. If the parents or guardians move outside the Hillsboro School District boundaries, ~~on or after April 15, a student in good standing may remain in the District for the duration of the school year without completing a formal District transfer request form. However, to remain in the Hillsboro School District the following year, the student will have to initiate the inter-district transfer process with the their new resident district.~~
2. If the parents or guardians move outside the Hillsboro School District boundaries during the summer prior to the school year, the student may request to remain in the District for the following school year.
3. The student is legally emancipated and continues to reside within the Hillsboro School District boundaries, irrespective of the residence of their parents or guardians; ~~or.~~
4. The student is an official foreign-exchange student.

Corrected 10/16/19



Code: **JEBA-AR**
Revised/Reviewed: 3/14
Orig. Code(s): JEBA-AR

Guidelines for Early Entry Into Kindergarten and First Grade

In accordance with Board policy JEBA - School Entrance Age Requirements regarding early entry into kindergarten and first grade, the following procedural guidelines are established.

Philosophy

Administrators and staff of the District believe that a student being considered for early admission into kindergarten or first grade¹ must demonstrate above-average ability in several readiness skills. The prognosis for a student who is allowed to enroll in kindergarten or first grade, and whose birthday falls after the lawful entrance age, should be one of a successful student.

Assessment for Kindergarten

The nature of the evaluation may require the service of a qualified examiner. While the examiner should have the final choice of instrument based upon the individual characteristics presented by the student, the recommended assessment instruments may include, but are not limited to, the following:

1. Kindergarten Assessment;
2. Developmental Reading Assessment (DRA)/EDL/Baseline Assessment System (BAS)/IRI/Running Record;
3. Early Entry to Kindergarten Observation Checklist.

Assessment for First Grade

The nature of the evaluation may require the service of a qualified examiner. While the examiner should have the final choice of instrument based upon the individual characteristics presented by the student, the recommended assessment instruments may include, but are not limited to, the following:

1. Bridges Math Assessment;
2. Developmental Reading Assessment (DRA)/EDL/Baseline Assessment System (BAS)/IRI/Running Record;
3. Writing Sample;
4. Early Entry to First Grade Observation Checklist.

¹ First grade - only when assessment process is used for early entry.

Procedures

The following steps will be implemented with regard to evaluating candidates for early entry into kindergarten/first grade based upon a District evaluation:

1. Parent request is made known to resident school.
2. Parent receives an Early Entry Packet, in his/her/their primary language when possible, and schedules an interview with the building administrator.
3. Parent interview is completed by the building administrator.
4. The building administrator sends the interview notes and the request for District evaluation to the executive director of the office for school performance. The executive director sends the request for permission to assess and the application for fee reduction to the parent, then schedules an evaluation.
5. The deadline for submission of a request for District evaluation is May 1.
6. The examiner will accomplish the following by the end of the school year:
 - a. Evaluate the student using appropriate assessments, in the primary language if possible.
 - b. Analyze the results and compose a written report.
 - c. Hold a conference with the building administrator and/or executive director of the office for school performance to discuss the results of the evaluation and provide a copy of the written report.
 - d. At the request of the building administrator or executive director, conference with the parents and share the assessment results and recommendation.
7. The building administrator and/or other certified staff will:
 - a. Review the written report and confer with the examiner and executive director to make a decision as to the student's entrance in school.

Criteria:

- (1) Academic - performing at 85% or greater
 - (2) Fine and Gross Motor - 85% or greater
 - (3) Social/Behavioral - independent, social, and attending skills commensurate with peers in desired grade placement, 85% or greater
- b. Conference with parents to share results and decision.
 - c. Approve the student who has met all of the evaluation criteria to attend class in the fall. Classroom observations will be completed by the teacher, building administrator, and possibly others.
 - d. Monitor qualified students for eight weeks and communicate to parent if the placement is appropriate. (Discuss other alternatives.)

Corrected 10/16/19



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

Admission of Foreign-Exchange Students

The District is interested in furthering international understanding through international education and student exchange programs. The District will consider students from international exchange programs endorsed by the Council on Standards for International Educational Travel and approved by the Superintendent or designee.

1. Full-year placements will be limited to the high schools because of age and maturity considerations.
2. Preferential consideration will be given to programs which provide opportunities for District students to participate on a reciprocal basis in full-time study experiences abroad.
3. Foreign-Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program. Students must apply for admission by July 1.
4. An effort will be made to achieve a balanced representation of international cultures in approving placements.
5. Students shall have English language competence and academic ability to effectively participate in the regular program of the high school in which they are enrolled.
6. Exchange organizations should not charge students significant fees for placement services. The criterion for determining appropriate charges will be the cost of programs provided by organizations known to have quality and cost control practices. Normal transportation and transportation-related expenses are acceptable.
7. Exchange organizations must maintain an easily accessible representative, preferably in the metropolitan area, who can provide counseling to the host family and the exchange student, and who can assist in resolving problems which might arise.
8. Exchange organization representatives must be able to counsel and support the host family, and transfer or return the student to the home country in case of an emergency or other reason.
9. Exchange organizations shall be able to show evidence of bonding and sufficient insurance to pay claims attendant to illness, accident or death of an exchange student, and possible liability of the host family.
10. Foreign-Exchange students shall not be over 18 years of age on the first day of attendance, nor have graduated from any secondary school program or equivalent.

11. Students must reside with a host or sponsor family within District boundaries.
12. District personnel are not authorized to sign I-20 forms due to liability considerations.
13. ~~Foreign~~ Exchange students will be ~~held~~ subject to the same code of conduct as all other students.
14. ~~Foreign~~ Exchange students will be eligible for a regular District diploma if they meet all graduation requirements.

END OF POLICY

Legal Reference(s):

[ORS 339](#).133

[ORS 433](#).267

[OAR 581-022](#)-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

Corrected 10/16/19



Code: JECBA-AR
Revised/Reviewed: 4/28/09
Orig. Code: JECBA-AR

Admission of Foreign-Exchange Students

Prerequisites

1. State department guidelines stipulate that a group-sponsored student must obtain school approval and family placement before leaving his/her their home country.
2. Foreign-Exchange students attending District schools through group-sponsored exchange programs must obtain a "J-1" Visa from the U.S. Department of Citizenship and Immigration and Naturalization Services which they must show upon registration. Approved group-sponsored exchange programs are those designated by the United States Information Agency and officially recognized by the Board. Foreign-Exchange students on a J-1 Visa are not required to pay tuition.
3. Foreign-Exchange students attending District schools through private sponsorship must obtain an "F-1" Visa and prior approval required by the U.S. Citizenship and Immigration and Naturalization Services. Pursuant to federal law, foreign students on an "F-1" Visa may only attend secondary schools within the District, and are required by law to pay the District's established tuition rate for the period of attendance. The period of attendance may not exceed 12 months.
4. The student or sponsoring organization will provide all dues and fees.

Program Guidelines

1. The A high school may accept a maximum of four full-year students from foreign countries number of exchange students for placement that does not exceed one-half of one percent of student enrollment at the school, plus an additional placement for each student from that school studying abroad.
2. Candidates will be selected from foreign-exchange programs at the discretion of the building administrator.
3. In addition, up to two students may be accepted at any one time from short-term programs at the discretion of the building administrator.
4. All potential organizations or individuals will obtain approval from the building administrator by July 1 for the coming school year. Applications may not be accepted after July 1.
5. The building administration reserves the right to terminate attendance if the student does not comply with the high school academic/behavioral standards that apply to that student.

6. An foreign-exchange student will receive an honorary Hillsboro School District high school diploma, unless his/her prescribed course of study includes completion of requirements for a standard diploma. Counselors will review an appropriate course of study and will give a written recommendation to the student. The recommendation will specify either an honorary or standard diploma. All full-year students may participate in graduation ceremonies regardless of diploma received.

Corrected 10/16/19



Code: JECBB
Adopted: 11/14/17
Orig. Code(s): JECBB

Intradistrict Transfer Students

With the superintendent's approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request. The district will not provide transportation for in-district transfers unless required by law.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.133](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Corrected 10/16/19



Code: JECBD
Adopted: 11/14/17
Orig. Code: JECBD

Homeless Students

Homeless students in the dDistrict will have access to the education and other services needed to ensure that the opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the District to carry out duties as required by law.

The dDistrict will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or enrolled in a dDistrict school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will be provided in accordance with law.

The sSuperintendent will develop administrative regulations to remove barriers to access and participation by homeless students.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)

[ORS 339.115\(7\)](#)
[ORS 339.133](#)

[ORS 433.267](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (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).

Corrected 10/16/19



Code: **JECBD-AR**
Revised/Reviewed: 11/14/17
Orig. Code: JECBD-AR

Homeless Students

Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that a student attended when permanently housed or the school in which a student was last enrolled.

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

3. “Homeless student” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:
 - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. Migrant students who qualify as homeless because the students are living in circumstances described in a.-c.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

Assignment to School

The District shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a District school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of the student, the District shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student’s parent or guardian;

2. Provide a written explanation, including a statement regarding the right to appeal, if the District sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. Ensure that the ~~e~~District's liaison helps with placement or enrollment decisions for an unaccompanied student, considers the request of the student and provides a notice of the right to appeal on placement and enrollment decisions.

Enrollment

The ~~e~~District shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency, or other documentation.

The ~~e~~District shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the ~~e~~District shall immediately refer the parent or guardian to the ~~e~~District's liaison, who will help in obtaining necessary immunizations, screenings, or records.

A student shall be granted enrollment even if ~~he or she~~the student has missed application or enrollment deadlines during any period of homelessness.

Records

Any records ordinarily maintained by the ~~e~~District, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and/or federal law.

Enrollment Disputes

If a dispute arises over school selection, enrollment or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the ~~e~~District's decision regarding school selection, including the rights of the parent, guardian, or student to appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

The student, parent or guardian shall be referred to the ~~e~~District's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the ~~e~~District's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Transportation services;
2. Education programs for which the student is eligible, such as:
 - a. Title I¹;
 - b. Special education;
 - c. Programs for English Learners;
 - d. Career and technical education;
 - e. Talented and gifted programs.
3. School nutrition programs.

Coordination

The ~~d~~District shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

District Liaison

The ~~d~~District's liaison shall ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in ~~d~~District schools;
3. Homeless families and students have access to and receive educational services through Head Start, Early Intervention and preschool services;
4. Homeless families and students receive educational services for which they are eligible; and referrals to health-care, dental, mental health, and other appropriate services;
5. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
6. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, shelters, public libraries and soup kitchens);

¹All homeless students are automatically eligible for Title I services, regardless of their current academic performance.

7. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
8. The parents of homeless students, or any unaccompanied student, are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the school selected;
9. School personnel, service providers, and advocates working with homeless students and their families are informed of the liaison's duties.

The District's liaison shall coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of educational and related services to homeless students.

Corrected 10/16/19



Code: JECC
Adopted: 11/17
Orig. Code: JECC

Assignment of Students to Schools**

Attendance areas are established by the Superintendent and approved by the Board for all eDistrict schools. Students are expected to attend the school serving their place of residence unless an option to transfer to another eDistrict school has been provided by the eDistrict to meet the requirements of the Every Student Succeeds Act of 2015 (ESSA), state law or Board policy, or if a transfer request has been granted.

Building administrators are prepared to assist parents/guardians in making an informed choice when an exception is being considered. This assistance is designed to serve as an act of providing information, not an act to dissuade. Building administrators will ensure appropriate notice is provided to parents/guardians of their right to request a transfer of their student to a safe eDistrict school in the event the school the student is attending is identified as persistently dangerous, or the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends.

Students whose residence changes within the eDistrict boundaries during the regular school year may continue in the school serving the former residence until the end of the school year. Requests to continue in attendance for the following school year will be by application for in-district transfer and successful approval. For all other types of transfer requests, the parent/guardian will be asked to fill out an In-District Transfer Request form and forward it to the Superintendent or designee for review within established timelines.

Transfer request applications are subject to availability of space, personnel, and resources, except those based on identification of the student's school as persistently dangerous or the student has been a victim of a violent criminal offense. Approved applications will normally be granted for a full school year. The Board may need to establish other criteria from time-to-time.

The parent/guardian will be responsible for providing transportation for their student changing attendance areas for reasons other than those provided by law. Transportation will be the responsibility of the eDistrict for all student transfers approved pursuant to the provisions of ESSA or state law.

All transfers are subject to annual review and renewal at the discretion of the district, unless the transfer was required by ESSA.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.107](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Corrected 10/16/19



Code: **JECD**
Adopted: 4/28/09
Orig. Code: JECD

Assignment of Students to Classes**

The assignment of students and classes to teachers is the responsibility of the building administrator. However, the Superintendent/or designee may determine a student's placement in a class. In all assignments, the student's welfare shall be foremost.

1. Parents shall have the right to provide input as to the unique needs of their student when classroom assignments are being made.
2. Any desire to change class assignments during the school year may be discussed with the building administrator.

Schools offering optional programs shall offer such programs to all students. Final selection of students for a program remains the responsibility of the building administrator. The building administrator shall be responsible for developing guidelines in the selection of students for optional programs. Guidelines for student selection shall adhere to Oregon laws and reflect the program goals.

END OF POLICY

Legal Reference(s):

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

Corrected 10/16/19



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

Transcript Evaluation

The District recognizes the importance of transcript evaluation to determine the value of credits earned, number of years of school attendance, and placement for students transferring to District schools from other public, private, or alternative schools, or a Department of Defense Education Activity (DoDEA) school, including those who have been receiving home-school instruction based courses, online, or other distant learning methods.

Transfer credits and attendance may be accepted or rejected at the discretion of the District consistent with Oregon Administrative Rules law. Validation of credit may be required.

~~The Superintendent will develop administrative regulations to implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)

[OAR 581-021-0210](#)
[OAR 581-021-0220](#)

[OAR 581-022-2025](#)

10 U.S.C. §§ 1209, 1211 (2012).

32 U.S.C. § 502(f) (2012).

Corrected 10/16/19



Code: **JECE**
Adopted: 4/28/09
Orig. Code: JECE

Student Withdrawal from School

When it becomes necessary for a student to withdraw from school for any reason, the school office must be notified. A withdrawal slip must be completed and all necessary requirements fulfilled before withdrawal is complete.

Upon advance notification of student withdrawal, teachers will be asked to complete student transfer information sheets to assist the new school in expedient and accurate placement.

~~Additionally, the District may notify the Oregon Department of Transportation of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age as provided by ORS 339.257 and Board policy JHFDA – Suspension of Driving Privileges.~~

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 336.635](#)
[ORS 336.645](#)
[ORS 336.665](#)

[ORS 339.030](#)
[ORS 339.250](#)

[OAR 581-021--0045](#)
[OAR 581-021--0065](#)

[OAR 581-021-0070](#)
[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Corrected 10/16/19



Code: JECF-AR
Revised/Reviewed: 11/12
Orig. Code: JECF-AR

Inter-District Transfer of Resident Students

General Parent/Student Requests for Inter-District Transfer (Requiring the consent of both districts)

The following procedure will govern the consideration of a request by a student who resides within District boundaries and who is requesting District approval for a transfer to attend a school in another district:

1. The parent/guardian will request the release of his/her/their student by completing the appropriate District form. ~~The completed form must include the basis for the request.~~
2. The completed form must be submitted to the Administration Center.
3. If the student is on an IEP, the request will be reviewed by Student Services staff.
4. The Superintendent or designee will grant or deny the request for release according to established Board policy criteria and notify the parent in writing of his/her/their decision.
- ~~5. If the release is granted, it will specify the length of the release or the condition or event which would cause the release to be terminated.~~
- ~~6.~~5. If the release is granted, the District will notify the nonresident district. If the nonresident district accepts the student, the District will make arrangements for the transfer of the student's education records.
- ~~7.~~6. If the request is denied, the parent/guardian will be notified of the right to appeal the decision by sending a written request to the Superintendent or designee within 10 calendar days.
- ~~8.~~7. A final decision will be made by the Superintendent or designee within 20 calendar days of receipt of the appeal, with the decision communicated to the parent/guardian in writing.
- ~~9. All releases granted by the District will be limited to the school year in which the transfer is approved. Annual application within the specified time frame will be required for the following year.~~
- ~~10.~~8. Transportation is the responsibility of the parent/guardian.

Requests for Inter-District Transfer (Requiring the consent of only the attending district)

~~A student who resides within District boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only,~~

~~whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. The student who resides within the District must complete the application process in the district in which the student wishes to attend.~~

Athletic/Activity Participation

Parents/guardians are reminded that a transfer application, if approved, will allow the student to complete an academic transfer but does not guarantee eligibility to participate in competitive interscholastic activities at the receiving school. Competitive eligibility is determined by Oregon School Activities Association (OSAA) Rules.

~~The OSAA states, “It is a Fundamental Rule of the Association that a student must attend the high school in the high school attendance boundary within which the Joint Residence of the student and the student’s parents is located. Exceptions to this rule are to be narrowly construed.” (Rule 8-6-1) Parents may contact OSAA at 503-682-6722 with specific questions.~~

Tuition Options

The parent/guardian of a student denied a transfer request may elect to enroll ~~his/her~~ **their** student in a non-resident ~~school~~-district subject to the approval of the receiving district and pay the tuition requirements for that school. Parents/guardians who choose this option will continue to pay tuition fees at the non-resident district until such time that the student is re-enrolled in the resident district.

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district.

Record Keeping

A file of all inter-district transfer requests will be maintained at the Administration Center.

Corrected 10/16/19



Code: **JEDB**
Adopted: 4/28/09
Orig. Code: JEDB

Student Dismissal Precautions

No ~~teacher~~ District staff may permit any individual student to leave school prior to the regular hour of dismissal except by permission of the building administrator or designee.

Except as hereinafter set forth, a student will not be released to any person without the approval of their parent or guardian.

In the event custody of any student has been awarded to the Oregon Department of Human Services, the District, upon receipt of a certified copy of the court order awarding such custody, shall release said student only to such people as have been designated by the Department of Human Services in a written letter of authorization directed to the District.

A ~~peace~~ law enforcement officer, Department of Human Services, or the juvenile court may take the student into temporary protective custody without a court order when there is an immediate danger to the student's ~~well-being~~ well-being. In the event of this action, parents or guardians ~~will~~ may be notified as soon as possible.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 163.245 to -163.257](#)

[ORS 332.107](#)

Corrected 10/16/19



Code: **JEE**
Adopted: 4/28/09
Orig. Code: JEE

Student Attendance Accounting

The Superintendent and administrative staff will develop procedures for assuring that accurate student attendance records will be maintained, submitting necessary reports, and reporting attendance to parents in a timely manner.

The Superintendent will designate an administrator to serve as attendance officer for the District.

END OF POLICY

Legal Reference(s):

[ORS 326.310](#)
[ORS 339.065](#)

[OAR 581-021-0046\(5\)](#)
[OAR 581-021-0050](#)
[OAR 581-022-1130](#)

[OAR 581-022-1660](#)
[OAR 581-023-0006](#)

Corrected 10/16/19



Code: **JEFB**
Adopted: 4/28/09
Orig. Code: JEFB

Release Time for Religious Instruction**

Upon application of his/her the parent or guardian of a student, a the student may be excused from school for religious instruction as provided by law.

Students may be excused from school for religious instruction, not to exceed two hours for G grades 1-8 and five hours for G grades 9-12 in any school week.

The administration shall have procedures for dismissing and recording excused absence for students attending religious instruction. These procedures should be formulated cooperatively with the Superintendent or designee.

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day.

No such absence shall be counted against a student in determining exclusion, failure, or reduction of grades. Any tests and assignments a student misses because of religious instruction shall be given to the student at another time.

END OF POLICY

Legal Reference(s):

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046](#)

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

Corrected 10/16/19



Code: **JEF**
Adopted: 4/28/09
Orig. Code: JEF

Released Time for Students

(See JEFB, recoded to JEF.)

Students may be released from school to engage in private instruction with the approval of the Superintendent, provided that the student's parent assumes all responsibility for transportation and all liability during the student's absence from school. School schedules will not be altered to accommodate released students.

END OF POLICY

Legal Reference(s):

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046](#)

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

Corrected 10/16/19



Code: **JEFA**
Adopted: 4/28/09
Orig. Code: JEFA

Closed Campus**

Campuses are closed from the time of arrival until classes are dismissed at the end of the school day. No student is to leave at any time, for any reason, with the following exceptions: (1) a specific reason or need verified by with the parent and approved by the administrator; (2) students who have parent- and school-approved work-release privilege.

Students who leave school grounds without authorized permission are considered truant.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Corrected 10/16/19



Code: **JF/JFA**
Adopted: 6/14
Orig. Code: JF/JFA

Student Rights and Responsibilities**

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

1. Civil rights – Including the rights to equal educational opportunity and freedom from discrimination, and the responsibility not to discriminate against others;
2. The right to attend free public schools, and the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion, searches and seizure of personal property, and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression, and the responsibility to observe reasonable rules regarding these rights;
5. The right to privacy, which includes privacy in respect to the student's school records.

Students have the right to know the behavior standards expected of them, as well as to know the consequences of misbehavior.

Student's rights and responsibilities, including standards of conduct, will be made available to students, their parents, and employees through information updated and distributed annually and are included in the Standards of Student Conduct published by the District.

END OF POLICY

Legal Reference(s):

[ORS 332.061](#)
[ORS 332.072](#)
[ORS 337.150](#)
[ORS 339.155](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 659.850](#)
[ORS 659.865](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0050 to -0075](#)
[OAR 581-022-2310](#)

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Corrected 10/16/19



Code: **JF/JFA-AR**
Revised/Reviewed: 8/01/16
Orig. Code: JF/JFA-AR

Standards of Student Conduct

See Handbook: Standards of Student Conduct 2016-17

Corrected 10/16/19



Code: **JFD**
Adopted: 6/09/09
Orig. Code: JFD

Students of Legal Age

Every student 18 or older shall be deemed an adult and shall have the same rights and responsibilities as an adult. Adult students, like all other students, shall comply with Board policy and established rules, pursue the prescribed course of study, and submit to the authority of teachers and administration.

A student under 18 may establish adult status through proof of emancipation from parent/guardian or person in parental relationship. Documentation must be submitted to the Superintendent.

END OF POLICY

Legal Reference(s):

[ORS 109.510](#)
[ORS 109.520](#)

[ORS 419B.550](#)
[ORS 419B.552](#)

[ORS 419B.555](#)
[ORS 419B.558](#)

Corrected 10/16/19



Code: **JFE**
Adopted: 6/09/09
Orig. Code: JFE

Pregnant and/or Parenting Students

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all school district-sponsored activities unless physically unable. The District shall ensure that pregnant and/or parenting students receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from the Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from public schools on the basis of pregnancy or parenthood.

The District shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the District, education service district, or in the community;
2. Facilitate the provision of such services, including counseling, life skills, parenting education, child care, transportation, career development, and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The Superintendent will develop administrative regulations as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 109.520](#)

[ORS 336.640](#)

[OAR 581-021-0046](#)

Corrected 10/16/19



Code: JECF
Adopted: 11/14/17
Orig. Code: JECF

Inter-District Transfer of Resident Students**

Interdistrict Transfer

~~The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless, the Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.~~

When the resident district approves the release of a resident student to another district, the student or ~~his~~ ~~her~~ their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act ~~of 2015~~ (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student request admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The ~~district~~ shall allow the student whose legal residence changes to a different district during the school year ~~or summer between school years~~, to complete the school year in the district if the student chooses to do so.

Open Enrollment

~~A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only, whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or~~

~~his/her/their parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.~~

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or if the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in this case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend ~~his/her/their~~ school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in ~~his/her/their~~ school of origin for the duration of the student's homelessness. Transportation will³ be provided in accordance with the law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)

[ORS 335.090](#)
[ORS 339.115 to -339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)

[ORS 343.221](#)
[ORS 433.267](#)
[OAR 581-021-0019](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Corrected 10/16/19

¹Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

²“School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

³McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).



Code: **JFE-AR**
Revised/Reviewed : 6/09/09
Orig. Code: JFE-AR

Individualized Plan for Pregnant and/or Parenting Teens

District _____ School _____

Date _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes ☐ No ☐ Due date: _____

Parenting? Yes ☐ No ☐ No. of children: _____ Ages: _____

Living situation: _____

Sources of financial support: _____

Education status: Grade standing ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
On track for graduation? ☐ Yes ☐ No Number of credits behind? _____

Date of enrollment in individualized education plan (IEP): _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

Education

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Transportation

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Child Care

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Life Skills Training

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Parenting Education

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Career Development

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Health Nutrition Services

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Counseling

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

Other Social Services

Provided by:

- ☐ Family
☐ School
☐ Agency

Paid for by:

- ☐ Family
☐ School
☐ Agency

Description

I have been informed of the services available for pregnant and parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of Student

Date

Signature of Parent

Date

Signature of School Representative

Date

Termination Data

Date of termination from program: _____

Reason (check one): ☐ Nonattendance ☐ Moved ☐ Completed diploma¹ ☐ Completed GED
 ☐ Returned to regular school program
 ☐ Other _____

Comments: _____

Corrected 10/16/19

¹ A “diploma,” as it pertains to policy JFE, means a diploma, an extended diploma, a modified diploma or an alternative certificate.



Code: **JFI**
Adopted: 6/09/09
Orig. Code: JFI

Student Demonstrations and Petitions

Demonstrations

Students are permitted to hold demonstrations on District property under the following conditions:

1. The demonstration must be scheduled with the Superintendent or designee in advance, and a crowd control plan must be presented and a plan for student safety should be discussed;
2. The demonstration must not disrupt have minimal disruption to classroom activities;
3. The demonstration must not present a threat to student or staff safety, or be a hazard to school property;
4. No outside (nonstaff) resource person/invited guest may be present unless the provisions of Board policy IICB - Community Resources - Guest Speakers are met.

Petitions

Students may petition for a change in District policies, and procedures, or school rules. Circulation of such petitions must be reviewed and approved by a building administrator prior to circulation, and must be submitted to the Superintendent or designee upon completion. The Superintendent or designee will forward petitions to appropriate school authorities administrative staff.

Informal Student Gatherings

Students gathered informally shall not disrupt the orderly operation of the educational process.

Students gathered informally shall not infringe upon the rights of others to pursue their activities.

END OF POLICY

Legal Reference(s):

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

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

U.S. Const. amend. I; U.S. Const. amend. XIV.
Or. Const., art. I, § 8.
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Corrected 10/16/19



Code: **JGB**
Adopted: 6/09/09
Orig. Code: JGB

After-School Detention of Students**

An administrator or teacher may detain a student for disciplinary reasons after school hours, provided the parent has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home. In cases where transportation is required, 24-hour notice will be given so that transportation may be arranged.

Parents may be asked to arrange for the transportation of the detained student; however, if the parent cannot or will not provide it, an alternative disciplinary procedure must be substituted.

Students who are detained after school must never be left alone during their detention. Their supervision must be provided, or arranged for, by the teacher or administrator who detains them.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.250](#)

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

Corrected 10/16/19



Code: **JHC**
Adopted: 2/18
Orig. Code: JHC

Student Health Services and Requirements**

Although the District's primary responsibility is to educate students, students' health and general welfare are also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The nurse(s) employed by the District shall be licensed to practice as a registered nurse or nurse practitioner in Oregon, and will function as an integral member(s) of the instructional staff, serving as a resource person(s) to teachers in securing appropriate information and materials on health-related topics.

School districts are required to ensure that they have access to a sufficient level of nursing services to provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

Districts may use the most cost-effective means available to meet the above requirements, and they may satisfy the nursing requirements for medically complex students by providing personnel trained and supervised by a registered nurse or school nurse, and complying with the requirements of ORS 678.010 to 678.448.

The District shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or regulations;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;
4. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases, as required by the Oregon Health Authority, Public Health Division, and the county-local health department;

6. Assistance for students in taking prescription and/or nonprescription medication according to established District procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its District health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA), the District recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide all health services in accordance with Oregon laws and the most current version of the Oregon School-Based Health Centers Standards for Certification.

Procedures shall be developed and implemented to carry out this policy. All District employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request that their students be exempt from participation in vision or hearing screening. The District will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)

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

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).
 Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).
 Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

Corrected 10/16/19

¹The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.



Code: **JHDA**
Adopted: 6/09/09
Orig. Code: JHDA

Psychological Testing of Students**

Psychological tests, excluding intelligence tests, will be administered by the District to students only by certified psychologists/psychometrists employed for this purpose, or by interns under their supervision. Adherence to this policy will ensure quality psychological services and will protect the educational rights, dignity, and privacy of students and parents.

Psychological evaluations will be made only after informed and written consent is obtained from the child's parent, unless the student is of legal age to give his/her informed and written consent. Psychological data will be only one of several criteria used for determining any change in a student's educational program. Psychological data older than three years will not be used as the basis for prescriptive teaching or placement.

To ensure confidentiality of psychological records, written parental consent is required prior to the release of psychological data. The following will be required: (1) the signature of all persons, agencies, or organizations desiring access to the records of students, (2) the right of parents to inspect all psychological records pertaining to their child, (3) the opportunity for a hearing to challenge the contents of their child's psychological records, and (4) giving students age 18 and older rights heretofore accorded to parents.

Education records will be released only in accordance with law.

END OF POLICY

Legal Reference(s):

[OAR 581-021-0030](#)

[OAR 581-021-0046\(7\)](#)

[OAR 581-022-1670](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Corrected 10/16/19



Code: **JHFB**
Adopted: 6/09/09
Orig. Code: JHFB

Student Crossing Guards

Preparing elementary school students to live responsibly and safely is one prime objective of our schools. Student crossing guards may be established to further this objective.

The building administrator shall be responsible for organizing and directing the crossing guard. Rules and guidelines shall be established for the operation of crossing guards. Students who serve on a crossing guard shall be carefully selected and shall have the written consent of their parents.

END OF POLICY

Legal Reference(s):

[ORS 339.650 - 339.665](#)

[OAR 581-021-0100](#)

Corrected 10/16/19



Code: JHFDA
Adopted: 06/09/09
Orig. Code: JHFDA

Suspension of Driving Privileges

ORS 339.254 and 339.257 repealed.

Conduct

The Superintendent may, under ORS 339.254, make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student's driving privilege or the right to apply for a driving privilege on the basis of conduct as provided below. (Form: Request for a Suspended Driving Privilege - Conduct)

If a request is made, the following requirements will be met:

1. The Superintendent will meet with the student's parent(s) before submitting a request to ODOT;
2. The request to ODOT will be in writing;
3. The student involved is at least 15 years of age;
4. The student has been expelled for bringing a weapon on school property; or
5. The student has been suspended or expelled at least twice for any of the following reasons:
 - a. Assaulting or menacing a school employee or another student;
 - b. Willful damage or injury to District property;
 - c. Use of threats, intimidation, harassment, or coercion against a school employee or another student;
 - d. Possessing, using, or delivering any controlled substance, or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function, or event.
6. The request to suspend a student's driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the Superintendent is filing a second written request. A second request may state suspension of driving privilege until the student reaches 21 years of age;
7. If a driving privilege is suspended, the student may apply to ODOT for a hardship permit.

Withdrawal

The Superintendent may, under ORS 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age. (Form: Department of Transportation - Notice of Withdrawal)

Upon receipt of the District's notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of notice unless the student presents documentation that complies with ORS 807.066. For purposes of this policy, a student shall be considered to have withdrawn from school if the student has:

1. More than ten consecutive school days of unexcused absences; or
2. Fifteen school days total of unexcused absences during a single semester.

Appeals

The student has a right to appeal the Superintendent's decision through District suspension/expulsion due process procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 to -336.665](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.254](#)
[ORS 339.257](#)
[ORS 807.065](#)

[ORS 807.066](#)
[ORS 807.240](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

Corrected 10/16/19



Code: **JJ**
Adopted: 6/09/09
Orig. Code: JJ

Student Awards and Scholarships

Recognition of student achievement and accomplishment is encouraged. Reinforcement by staff through periodic recognition, non-monetary awards and honors are beneficial to student growth, development, and self-esteem.

The District will use a variety of programs which celebrate the accomplishments of all students, and which give public recognition to those accomplishments. These may include such activities as:

1. Awards assemblies;
2. Individual student recognition awards for various achievements;
3. Academic honor roll;
4. Announcement of recognition in school newsletters.

Monetary scholarships and grant awards to qualified students by the community, civic and service organizations, and educational institutions are deemed appropriate and desirable.

The Superintendent shall develop rules and regulations to implement the intent of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.385](#)

Corrected 10/16/19



Code: **JK**
Adopted: 6/09/09
Orig. Code: JK

Employment of Students

(Consider this part of the school program; no need for policy.)

The District will make an effort to:

1. Employ students for part-time work;
2. Assist students in finding jobs upon the completion of their courses of study.

Funded work-study programs may be approved by the Board and carried out in compliance with program requirements.

The Superintendent will assign responsibility for the ongoing operations of a school-based placement service. The functions of this service will be to (1) identify job openings, (2) inform students of job openings, (3) match students with jobs, and (4) follow up on students who are employed.

END OF POLICY

Legal Reference(s):

[ORS 653.305 - 653.370](#)

Corrected 10/16/19



Code: **JL**
Adopted: 6/09/09
Orig. Code: JL

Student Gifts and Solicitations

(See policy GBI, KI, KJ, JOA, KJA)

There shall be no soliciting or selling by students, teachers, or agents in school except through authorized groups with prior approval of administration. Gifts to teachers are discouraged.

Teachers shall furnish to no one other than school officers any list of names or addresses of students or of teachers or any other employees of the District; and the use of any commercial advertising in classrooms shall be restricted to the policies of the Board.

The solicitation of charitable contributions from students will be restricted to drives approved by the Superintendent/designee. Any charitable organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent/designee.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.880](#)

Corrected 10/16/19



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

Staff-Student Relations

The relationship between teacher and student should be one of cooperation, understanding, and mutual respect. The teacher has a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

The teacher will strive to secure individual and group discipline, and should be treated with respect by students. Teachers should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Corrected 10/16/19



Code: JN
Adopted: 2/12
Orig. Code: JN

Student Fees, Fines, and Charges**

The Board recognizes the need for student fees to fund certain school activities ~~which are not sufficiently funded by the District~~ and experiences.

No student will be denied an education because of his/her ~~an~~ inability to pay fees.

All student fees ~~and charges~~, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees ~~and charges, as well as of possible penalties~~ and possible outcomes for failure to pay them.

No student, ~~however~~, is exempt from charges for lost or damaged books, locks, materials, supplies, and equipment.

~~In accordance with the law and with Board policy, restrictions and/or penalties may be imposed until such fees, fines, or charges are paid.~~

The District may charge the reasonable cost of repairing or replacing District property as determined by the District. The District will notify the student and the parent or guardian of the student of such charges. The charges shall become a debt owed to the District if not paid within 10 days of receipt of the notice pursuant to ORS 339.270.

The District may waive all or a portion of the debt if one of the following conditions is met:

1. The District determines that the student or the parent or guardian of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The cost to notify the student and his/her ~~their~~ parents would cost more than the potential total debt collected relating to the notice; or
4. There are mitigating circumstances as determined by the Superintendent ~~or designee~~ that preclude the collection of the debt.

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 if such records are requested for use in the appropriate placement of a student.

Prior to collection of debts from the student or the parent of the student, the Superintendent will ensure that notice has been provided as required by ORS ~~339.260~~ and 339.270.

END OF POLICY

Legal Reference(s):

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

[ORS 339.115](#)
[ORS 339.155](#)

[ORS 339.270](#)

Corrected 10/16/19



Code: JOA
Adopted: 6/26/18
Orig. Code: JOA

Directory Information**

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

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

Public Notice

The District will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District’s option to release such information, and the requirement that the District must, by law, release secondary students’ names, addresses, and telephone numbers to military recruiters and/or institutions of

higher education, unless parents or eligible students request that the District withhold this information. Such notice will be given prior to release of directory information.

Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

END OF POLICY

Legal Reference(s):

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

[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)
[OAR 581-022-2060](#)
HB 3464 (2017)

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).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

Corrected 10/16/19



Code: **JOA-AR**
Adopted: 3/18
Orig. Code: JOA-AR

Release of Information Opt-Out Form

(Corrected 10/16/19)

A parent/guardian or student who has reached age 18 or is otherwise emancipated may choose to ask the District not to release certain types of information about them.

Board Policy JOA- - Directory Information describes the types of information contained in a student's education record that are not generally considered harmful or an invasion of privacy if released, unless the combination of information released is considered "personally identifiable information" and will not be released. These include:

- Student's name;
- Student's address;
- Student's telephone listing;
- Student's electronic address;
- Student's photograph;
- Date and place of birth;
- Major field of study;
- Participation in officially recognized sports and activities;
- Weight and height of athletic team members;
- Dates of attendance;
- Degrees or awards received;
- Most recent previous school or program attended.

There are many times, during the course of the normal school year, where students may be participating in an activity that will be captured in still or video form for use by the school/District or local media. We will assume to have permission to take and share these images/videos via websites and district-owned social media sites unless otherwise directed.

If you do NOT wish to have your photograph/video taken or other information released, please indicate that below:

- ☐ Opt-out of photos
- ☐ Opt-out of the release of information to college recruiters
- ☐ Opt-out of the display of student work
- ☐ Opt-out of newspaper (e.g. *Hillsboro Argus*, *The Oregonian*, *Hillsboro Tribune*, etc.)
- ☐ Opt-out of TV & radio
- ☐ Opt-out of the school directory
- ☐ Opt-out of information posted on the school or District website
- ☐ Opt-out of information placed in the school yearbook
- ☐ Opt-out of information provided to military recruiters (high school juniors and seniors ONLY)

Student Name

Current School/Grade

Parent/Guardian or Adult Student Printed Name

Date

Parent/Guardian or Adult Student Signature

This opt-out will remain in effect until otherwise revoked in writing by a person authorized to do so.

Release of Information Opt-Out Form – JOA-AR

1-1



Code: **JOB**
Adopted: 12/13
Orig. Code: **JOB**

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number or student ID number or biometric record;
5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth, and mother's maiden name;
6. Other information, alone or in combination, that would make the student's identity easily traceable;
7. Other information requested by a person who the District reasonably believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent, **the** student 18 years **of age** or older, or **an** emancipated **minor** **student**.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure, and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the District will provide a copy of the disclosed record.

Exceptions to Prior Consent

The District may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the District who have legitimate educational interests;

2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district, state regional program, or institution of post-secondary education where the student seeks or intends to enroll;
4. 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;
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the District;
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as “directory information;”
13. To the courts when legal action is initiated;
14. To court and state and local juvenile justice agencies;
15. 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;
16. To a caseworker or other representative of a state or local child welfare agency or tribal organization that is legally responsible for the care and protection of the student, including educational stability of children in foster care.

END OF POLICY

Legal Reference(s):

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

[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-015-2000](#)
[OAR 581-021-0220 to -0430](#)
[OAR 581-022-2260](#)

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).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).



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

Legal Names of Students

The District will consider requests to use names other than the student's legal name. Such requests, if honored, may be entered into the computer system, so long as a cross-referencing system is established to locate the student's records with the student's legal name.

Legal last names will be changed by the District only upon receipt of a copy of a court order.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2270](#)

Corrected 10/16/19



Code: **JOD**
Adopted: 6/09/09
Orig. Code: JOD

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the District's programs, services, and activities.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities, including athletic events. Such media access shall not be unduly disruptive and shall comply with Board policies and District goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally-identifiable information\.

Parents will be advised of the District's media access to student policy at the time of the student's registration and each fall in the student/parent handbook.

END OF POLICY

Legal Reference(s):

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

[ORS 326.575](#)
[ORS 581-021](#)-0220 to -0440

[OAR 581-022-2060](#)

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).

Corrected 10/16/19



Code: **JHCA/JHCB**
Adopted: 1/01/17
Orig. Code: JHCA/JHCB

Immunizations, Physical Examinations, Vision Screening/ Eye Examinations and Dental Screening**

Immunization

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the District. Proof consists of a signed Certificate of Immunization Status form, documenting either evidence of immunization or a medical or nonmedical exemption.

Physical Examination

The Board recommends that all students initially enrolling in school have an examination with a medical provider. When initially enrolling their student in the District, and when registering them for school, parents will be asked to provide essential health information that is necessary to keep their student healthy and safe at school.

All students participating in athletic programs are required to submit to the District a School Sports Pre-Participation Examination form prior to their initial participation in a District athletic program. The form is to be completed and signed by a parent or guardian and physician, giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the District for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. A vision screening or eye examination; and
2. Any further examination, treatments, or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the District that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

2/08/18 | PH

Immunization, Physical Examination, Vision Screening/ Eye
Examinations and Dental Screening**|– JHCA/JHCB

1-2

Dental Screening

The District shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the District. The District will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments, and preventative care, including fluoride varnish, sealants, and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the District for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the District that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. The cost of obtaining the dental screening is too high;
 - b. The student does not have access to an approved screener;
 - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist, or a health care practitioner, as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The District shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

If the District is causing the dental screening to be conducted, the District will follow the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)
[ORS 336.211](#)
[ORS 336.213](#)
[ORS 336.214](#)

[ORS 336.479](#)
[ORS 433.235 to -433.280](#)
[OAR 333-019-0010](#)
[OAR 333-050-0010 to -0120](#)

[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0041](#)
[OAR 581-022-2220](#)

OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.

Corrected 10/16/19

2/08/18 | PH

Immunization, Physical Examination, Vision Screening/ Eye
Examinations and Dental Screening**|– JHCA/JHCB

2-2



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

Communicable Diseases - Student

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When a principal or designee¹ has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the principal or designee¹ involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The principal or designee¹ will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the principal or designee¹ shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

¹ Or site administrator for non-school locations/departments.

Legal Reference(s):

[ORS 431.150 to -431.157](#)
[ORS 433.001 to -433.526](#)
[OAR 333-018](#)

[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)
[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 (2012); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2017).

Corrected 10/16/19



Code: **JHCC-AR**
Adopted: 4/24/18
Orig. Code: JHCC-AR

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy¹ or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. A principal ~~for~~ designee² who has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home. If the disease is reportable, the principal ~~for~~ designee² will report the occurrence to the local health department.
2. The student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-

¹“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

² Or site administrator for non-school locations / departments

678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.

3. A principal ~~or~~ designee² will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The principal ~~or~~ designee² may request the local health officer to make a determination as allowed by law.
4. The ~~d~~District may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local health officer states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
5. More stringent exclusion standards for students from school may be adopted by the local health department or by the ~~d~~District through Board adopted policy.
6. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
7. The ~~d~~District's emergency preparedness plan shall address the ~~d~~District's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the ~~d~~District and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. A principal ~~or~~ designee² may seek confirmation and assistance from the local health officer to determine the appropriate ~~d~~District response when the principal ~~or~~ designee² is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An principal ~~or~~ designee² shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

Education

1. The principal ~~or~~ designee² shall seek information from the ~~d~~District's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.

2. The principal ~~or~~ designee² shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The principal ~~or~~ designee² shall review the appropriateness of the educational program and the educational setting of each individual student.

Equipment and Training

1. The principal ~~or~~ designee² shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The principal ~~or~~ designee² shall consult with the ~~ed~~District's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All ~~ed~~District personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

Corrected 10/16/19



Code: JHCCBA/EBBAB/GBEBAA
Adopted: 11/03/08
Orig. Code: JHCCBA/EBBAB/GBEBAA

HBV/Bloodborne Pathogens

(incorporated into EBBA and deleted in section G and J.)

The Board recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/students of exposure to bodily fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universal precautions. Universal precautions require that staff and students approach infection control as if all direct contact with human blood and bodily fluids is known to be infectious for HIV, HBV, and/or other bloodborne pathogens.

In order to reduce the risk to staff/students and minimize or eliminate staff exposure incidents to bloodborne pathogens, the Board directs the Superintendent to develop and implement an exposure control plan. The plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens.
2. Annually document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of immunization with Hepatitis B vaccine for all staff who are required to provide first-aid to students and/or for all staff who have occupational exposure as determined by the District. Personal protective equipment appropriate to job tasks shall be provided by the District. Follow up by nursing/medical personnel will be provided by the District to any employee sustaining an occupational exposure.

The District recognizes that, as required by OAR 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate, and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices such as sharps with engineered sharps

injury protections and needleless systems, etc.). The District will implement such work practice controls, as appropriate.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)

[OAR 437-002-1030](#)
[OAR 437-002-1035](#)

[OAR 581-053-0240\(23\)\(c\)](#)

Corrected 10/16/19

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Code: JHCCC/EBBAA/GBEBC
Adopted: 11/03/08
Orig. Code: JHCCC/EBBAA/GBEBC

Infection Control - HIV, AIDS, HBV

(See policy EBBAA)

The District shall use universal precautions at all times for infection control. Each person is therefore treated as though an HIV, AIDS, or HBV¹ infection exists.

The District shall develop an exposure control plan that includes infection control procedures for staff and students.

Staff and students shall receive an annual inservice that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization, and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each room in the building and in each District vehicle.

In addition to an annual inservice, staff and students on a regular basis will receive HIV, AIDS, and HBV information.

The information shall emphasize infection - how infection is spread, as well as how it is not spread.

The District will cooperate with the Oregon Department of Education; the Oregon Department of Human Services, Public Health Division; the local health department; and the education service district in delivering HIV, AIDS, and HBV education.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)

[OAR 581-053-0240\(23\)\(c\)](#)
[OAR 581-053-0250\(1\)](#)

Corrected 10/16/19

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus



Code: **JHCCE/GBEBE**
Adopted: 5/09
Orig. Code: JHCCE/GBEBE

News/Media - HIV, AIDS or HBV**

The District shall appoint a District spokesperson who shall develop press releases or conduct news conferences regarding rumored or identified HIV+ or AIDS cases.

The release/news conference shall stress:

1. School districts are not informed of a person infected with HIV or AIDS unless the infected person or his/her parent releases the information;
2. School districts, if informed, may not release the information unless the infected person or parent gives permission for such release;
3. School districts may not prevent a staff member from working if he/she is able to perform his/her job responsibilities. Students have a right to continue to attend school.

If a news conference is held, the District shall ask the local health department or other health authorities to assist the District spokesperson with the press conference.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 342.850\(7\)](#)

[ORS 433.008](#)
[ORS 433.045](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)

[OAR 333-018-0030](#)
[OAR 581-015-0005](#)
[OAR 581-022-1440](#)

Corrected 10/16/19