



Hillsboro School District 1J

December 10, 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
December 10, 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. Recognitions and Proclamations | 6 |
| Presenter: Mike Scott | |
| Time: 5:15 PM, 15 minutes | |
| B. Continuous Improvement Plan (CIP) and Student Success Act (SSA) Update | 7 |
| Presenter: Travis Reiman | |
| Time: 5:30 PM, 15 minutes | |
| C. Public Comments at Board meeting policy review | 8 |
| Presenter: Mike Scott | |
| Time: 5:45 PM, 15 minutes | |
| D. 2020-2021 School Calendar Discussion | 9 |
| Presenter: Kona Lew-Williams | |
| Time: 6:00 PM, 10 minutes | |
| E. Equity work | 10 |
| Presenter: Mike Scott | |
| Time: 6:10 PM, 15 minutes | |
| F. First Reading - Drug, Alcohol, Tobacco Prevention Plan | 11 |
| Presenter: Casey Waletich | |
| Time: 6:25 PM, 15 minutes | |
| G. Discussion Time | |
| Time: 6:40 PM, 10 minutes | |
| H. 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. Approval of Agenda | |
| C. Audience Time | 15 |
| Time: 7:05 PM, 5 minutes | |
| D. Consent Agenda | |
| <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i> | |
| Time: 7:10 PM, 5 minutes | |
| 1. Approve Minutes of November 19, 2019, Board Meeting | 16 |
| 2. Approve Budget Planning Calendar | 22 |

3. Approve Routine Personnel Matters	24
4. Approve Policy Revisions	26

- a. Policies in Section J
 - JBAA: Section 504 – Students
 - JC: School Attendance Boundary Areas
 - JEBA: School Entrance Age Requirements
 - JEC: School Admissions
 - JECA: Admission of Resident Students*
 - JECAA: Admission of Part-Time Private School Students
 - JECB: Admission of Nonresident Students
 - JECBA: Admission of Exchange Students
 - JECBB: In-District Transfer Students
 - JECBD: 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
 - 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
 - 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
 - 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
 - JOB: Personally Identifiable Information
 - JOC: Legal Names of Students
 - JOD: Media Access to Students

E. Action Items

1. Accept Fiscal Year 2018-19 Audit Report	88
Presenter: Michelle Morrison	
Time: 7:15 PM, 10 minutes	

2. Accept Gifts and Donations	244
Presenter: Michelle Morrison	
Time: 7:25 PM, 5 minutes	
3. Authorizing Resolution	245
Presenter: Adam Stewart	
Time: 7:30 PM, 10 minutes	
4. Proposed Legislative Priorities	255
Presenter: Beth Graser	
Time: 7:40 PM, 10 minutes	
F. Reports and Discussion	
1. NWRESD Update	257
Presenter: Lisa Poehlitz	
Time: 7:50 PM, 10 minutes	
2. Financial Report (<i>see written report</i>)	258
Presenter: Michelle Morrison	
Time: 8:00 PM, 5 minutes	
3. Support Services Report	262
Presenter: Casey Waletich	
Time: 8:05 PM, 10 minutes	
4. Summer School Program Report	267
Presenter: Olga Acuña	
Time: 8:15 PM, 10 minutes	
5. Safety Department Report	272
Presenter: Casey Waletich	
Time: 8:25 PM, 10 minutes	
G. Information	
1. Administrative Regulation Updates	279
-JBAA-AR: Section 504 -- Students	
-JC/JECC-AR: In-District Transfers	
-JC/JECB/JECC-AR: Resident and Nonresident Student Transfers	
-JEBA-AR: Guidelines for Early Entry into Kindergarten and First Grade	
-JECA-AR(1): Student Enrollment Procedures	
-JECA-AR-(2): Student Enrollment Procedures - Affidavit Form	
-JECA-AR-(3): Student Enrollment - Custodial Parent Request	
-JECAA-AR: Admission of Part-Time Private School Students	
-JECAB-AR: Mutual Agreement--Joint Custody Enrollment	
-JECB-AR(1): Inter-District Transfer Requests and Application Process -	
General Guidelines for Counselors and Parents	
-JECBA-AR: Admission of Exchange Students	
-JECBD-AR: Homeless Students	
-JECF-AR :Interdistrict Transfer of Resident Students	
-JFE-AR: Individualized Plan for Pregnant and/or Parenting Teens	
-JHCC-AR: Communicable Diseases - Student	
-JOA-AR: Release of Information Opt-Out Form	
Presenter: Mike Scott	
Time: 8:35 PM, 5 minutes	
H. HCU / HEA Reports	
Time: 8:40 PM, 5 minutes	

- I. Discussion Time
 - Time: 8:45 PM, 10 minutes
 - 1. Student Representatives' Time
 - 2. Superintendent's Time
 - 3. Board of Directors' Time
- J. Adjourn Regular Session
 - Time: 8:55 PM
- K. Next Meetings of the Board of Directors
 - January 14, 2020, Board Appreciation Dinner work session
 - January 28, 2020, Regular Session

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

Hillsboro School District
December 10, 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 1J
December 10, 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
December 10, 2019
PUBLIC COMMENTS AT BOARD MEETINGS DISCUSSION

SITUATION

Over the past two months, questions have arisen regarding our Public Comments at Board Meetings procedures. Those questions have centered on the following:

- Consistency of time allotments for audience members
- Formalized procedure for hearing multiple points of view
- Process for interrupting inappropriate speaker comments

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the Public Comment at Board Meetings procedures.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
2020-21 SCHOOL CALENDAR DISCUSSION

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the 2020-21 calendar, provide feedback, and ask any questions they may have before the first reading of the calendar, which is proposed for the January 28, 2020 board meeting.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
EQUITY WORK

SITUATION

During the Spring of 2019, the Board added an equity element to the Superintendent Evaluation. Having completed the first academic quarter, this presents a timely opportunity to review and discuss our current progress.

RECOMMENDATION

The Superintendent recommends that the Board of Directors provide feedback on progress and next steps.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
2019-20 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN

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

DISTRICT HEALTH CURRICULUM

In 2012, the Oregon Department of Education (ODE) revised the Oregon Health Education Standards (OHES). In 2016, the OHES and performance indicators were adopted by the State Board of Education. The standards and indicators can be reviewed on the [ODE website](#) and on the [District website](#).

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

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

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

The District's text materials, approved by ODE, support these standards and address drug, alcohol, and tobacco prevention.

The District-adopted "Here's Looking at You 2000" program for grades K through 5 continues to be an important supplement to the adopted health curriculum. This program teaches students useful social skills, such as self-control and resisting peer pressure, with a focus on "gateway" drugs, such as nicotine, alcohol, and marijuana. Education and activities about cocaine and steroids are also provided. "Here's Looking at You 2000" is one of the curricula that ODE has listed as effective for drug, alcohol, and tobacco prevention, based on research studies.

"Second Steps" curriculum is currently being used in elementary and middle schools. "Second Steps" is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons are taught by classroom teachers in elementary schools, and health teachers in middle schools. In addition, grades 4 through 8 are exposed to "Steps to Respect," which

enhances the “Second Steps” curriculum. This curriculum goes further with peer resistance, harassment, bullying, and anger management.

K-12 PREVENTION ACTIVITIES

The District continues to teach and reinforce substance abuse prevention through a variety of programs outside the regular curriculum.

Care Teams. Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of teachers, counselors, administrators, care coordinators, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include declining grades, erratic attendance, insubordination, frequent disciplinary referrals, disregard for personal appearance, drug talk, and a sudden change in friends. Interventions include parent contact, referral for outside evaluation and counseling, and case management of student progress in school. The link between home, school, and outside resource agencies is an important support for students at risk.

Peer Mediation / Mentoring. This peer-assistance program is available at District high schools, and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults. Peer mediators have also worked with the Tobacco-Free Coalition of Washington County, and assisted during Red Ribbon Week – the national “Say No to Drugs” campaign.

BLAST / Zone Programs. The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools participate in the Zone program through HPR. The Zone and BLAST programs include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

School Resource Officers (SROs). The Hillsboro Police Department and the Washington County Sheriff’s Office provide an ongoing, visible deterrent to drug and alcohol activity at school. SROs assist in prevention by providing information on drug / alcohol / tobacco use and abuse, both in formal classroom settings and informally, through contact with students at lunchtime, during activities and, upon request, during individual conversations with students. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators. SROs

are seen by school staff, parents, and students as effective partners in crime prevention, as well as drug / alcohol / tobacco education providers.

Student Safety Survey. A student safety survey is administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs, and the perceptions of students related to drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing students' abuse of illegal substances.

The District uses the Oregon Student Wellness Survey and the Oregon Healthy Teens Survey to examine HSD trends and state rates. The Oregon Student Wellness Survey (grades 6, 8, 11) is administered in even-numbered years, and the Oregon Healthy Teens Survey (grades 8, 11) is administered in odd-numbered years. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey.

Category	8th 2017	8th 2019	State 8th 2019	11th 2017	11th 2019	State 11th 2019
Tobacco 30-day use	3.4	10.2	11.9	14.1	17.4	23.1
E-cig, vape 30-day use	2.2	9.5	10.5	9.8	16	21.4
Alcohol 30-day use	5.9	10.7	11.3	20.8	15.7	24.3
Marijuana 30-day use	4.3	7.2	7.8	16.6	16.7	20.4

Standards of Student Conduct and Athletic / Activity Handbook. These publications provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.

Transition Planning. Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program. LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade.

Care Coordinator Program. Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families may be referred to community mental health, drug and alcohol treatment, and/or parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness, as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes that are open to District parents of students in grades 7 through 12. Topics include communication, positive discipline, and alcohol and drug prevention.

Positive Behavior Intervention Support (PBIS). PBIS is a well-designed, comprehensive, school wide system to support students in managing behavior. PBIS focuses on universal instruction and interventions to enhance positive behavior in students. PBIS educates students on consequences of negative behaviors, including substance abuse.

PAX: Good Behavior Game. PAX teaches students self-regulation, self-control, and self-management in the context of collaborating with others for peace, productivity, health, and happiness.

Youth Contact Student Assistance Program. Contracted by the District, Youth Contact provides counseling services for students at all middle and high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.

AUDIENCE PARTICIPATION STATEMENT - NON-AGENDA TOPIC

Read at beginning of Audience Time:

Public participation in Board meetings is governed by Policy BDDH.

Visitors who wish to speak before the Board must complete an Intent to Speak card (available on the sign-in table) and provide it to the Executive Assistant to the Board of Directors Rose Roman.

Comments concerning a published agenda item are limited to its designated place on the agenda, unless otherwise authorized by the Board. Comments about non-agenda items will be heard at this time.

Speakers should state their name and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose. Three minutes will be allowed for an individual speaker; five minutes will be allowed for a visitor who is speaking on behalf of a group

Speakers may offer objective criticism of district operations and programs, but in public sessions the Board will not hear comments regarding any individual district staff member. Commendations involving staff members should be sent to the Superintendent. Channels for the Board's review of legitimate complaints involving individuals include Board policy KL—Public Complaints. If appropriate, the Board chair will connect the visitor with an administrator to receive comments regarding personnel. Any hearing conducted before the Board regarding personnel shall take place in an executive session.

The Board thanks all visitors for their presence, and appreciates the input of community members.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
November 19, 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 - phone
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
Adam Stewart, Capital Projects Officer
Casey Waletich, Chief Operations Officer
Rose Roman, Assistant to the Board
Debra Kleintob, Technology Support
Audria Neville, Executive Director of Schools
Francesca Sinapi, Executive Director of Schools

Student Representatives Present:

Danny Adzima
Maria Isabel Aguilar Alvarado
Andrew Goodwin

Board Chair Erika Lopez called the meeting to order at 5:17 PM.

A. Legislative Priorities Input and Planning

Chief Communications Officer Beth Graser lead a discussion on any known legislation that might be brought forth in the upcoming short session of the Oregon Legislature. Board members discussed class size, vaccinations, school based health center, college credits, and current service level.

B. Bond Update and Preview of Board Action Items

Capital Projects Officer Adam Stewart provided an update on Bond activities that are currently taking place, previewed regular session items, and discussed current budgets.

C. Continuous Improvement Plan (CIP) and Student Success Act (SSA) Update

Assistant Superintendent Travis Reiman gave an update on the Hillsboro School District's development of the Continuous Improvement Plan (CIP). He presented a slideshow of photographs of the planning and predicted the plan to be ready by March 2020, approximately.

D. Safety Update - Role of Board Members in an emergency

Chief Operations Officer Casey Waletich reviewed the Incident Command System (ICS) Structure in case of an emergency and what the Board's role is in a District emergency as outlined in the Emergency Operation Plan (EOP). The Board listened to the information and asked questions.

E. Discrepant Discipline Update

Assistant Superintendent Dayle Spitzer presented a slideshow and gave an update on the progress made, challenges still being tackled and the plans to continue the work.

- F. Student Mentoring and Equity: Latino Youth Program
Assistant Superintendent Dayle Spitzer introduced Miriam Miranda Diaz who gave a presentation and slideshow on the Latino Youth Program. Four students shared their experiences in the program, which is currently in its third year. Board members listened to the report and asked questions of the presenters.
- G. Recognitions and Proclamations
Due to time constraints, this agenda item was not presented and will be rescheduled for a later date
- H. Discussion Time
Due to time constraints, this agenda item was not presented.
- I. Recess Board Meeting
The Board recessed at 6:58 PM.

a. REGULAR SESSION

Board Present:

Erika Lopez, Chair
Martin Granum, Vice Chair
Lisa Allen - by phone
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
Adam Stewart, Capital Projects Officer
Casey Waletich, Chief Operations Officer
Rose Roman, Assistant to the Board
Angie Jimenez Morales, Bilingual Interpreter / Translator

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 7:09 PM and led the Pledge of Allegiance.

B. Recognition / Student Presentation

Century High School Counterpoint Choir - Student Performance
Director Jaci Spross introduced the Century High School Counterpoint Choir and their instructor Mary Kay Babcock. The CHS Counterpoint Choir performed three pieces for the Board.

C. Approval of Agenda

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez, to approve the agenda as printed.

The MOTION CARRIED (7-0).

D. Audience Time

One audience member requested to address the Board regarding the following non-agenda items. Chris Adzima- Parent of HSD student, Big Picture student. Mr. Adzima spoke to the benefits that the Big Picture program had on his student's life and his concerns of cuts in the program.

E. Consent Agenda

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

Director Jaci Spross MOVED, SECONDED by Director Mark Watson, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of October 29, 2019, Board meeting
- b. Approve Routine Personnel Matters
- c. Oregon English Language Learners Report 2017-18

F. Action Items

1. Elect Members to OSBA Board of Directors and Legislative Policy Committee

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors *cast its vote for Maureen Wolf for the OSBA Board of Directors, position 16.*

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors *cast its vote for Becky Tymchuk for the OSBA Legislative Policy Committee, position 16.*

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors *cast its vote for Erika Lopez for the OSBA Board of Directors, position 20.*

The MOTION CARRIED (7-0).

2. Accept Gifts and Donations

Chief Financial Officer Michelle Morrison presented the donations over five thousand dollars reported during the month of October 2019.

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

The MOTION CARRIED (7-0).

The Board of Directors thanked the various organizations that made contributions.

3. Recess Board Meeting; Convene Meeting of the Local Contract Review Board
Board Chair Erika Lopez adjourned the meeting and reconvened the meeting in the capacity of the Local Contract Review Board at 7:35 PM.

- a. Approve Declaration of Emergency Siting of Portable Classrooms at Hillsboro High School and Exemption from Competitive Bidding
Adam Stewart

Director See Eun Kim MOVED, SECONDED by Director Yadira Martinez that the Board of Directors 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.

The MOTION CARRIED (7-0).

Capital Projects Officer Adam Stewart discussed the emergency conditions at Hillsboro High School that required prompt executive of contract.

4. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting
Board Chair Erika Lopez adjourned the meeting of the Local Contract Review Board and reconvened the regular Board meeting at 7:37 PM.

5. Award Contract for Construction Management/General Contractor Services

Capital Projects Officer Adam Stewart reviewed the scoring criteria and responses to the project bids for the interior renovation, site improvement and gymnasium projects at North Plains, Minter Bridge and WL Henry Elementary Schools.

Director Martin Granum MOVED, SECONDED by Director Mark Watson 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.

The MOTION CARRIED (7-0).

Director Yadira Martinez MOVED, SECONDED by Director Jaci Spross that the Board of Directors award the contract for interior renovations, site improvements and gymnasium construction at WL Henry Elementary School to Emerick Construction.

The MOTION CARRIED (7-0).

Vice Chair Martin Granum congratulated the committee for choosing local firms.

G. Reports and Discussions

1. Strategic Plan Update

Chief Communications Officer Beth Graser updated the Board on the six SMART goals for the 2019-20 school year.

- 1) Train 200 teachers to use Synergy to track name strength need
- 2) Increase awareness of internships
- 3) Climate and culture goal at schools met
- 4) 3% SBAC increase, 5% increase in underserved populations
- 5) 5% increase in language scaffolds
- 6) 90% or high on track graduation in 10th grade

The Board listened to the update and asked clarifying questions.

2. Bond Oversight Committee Report

Capital Projects Officer Adam Stewart and the Citizen's Bond Oversight Committee Chairman Matt Buckingham provided detailed information on summer 2019 bond projects, schedules and budgets and answer Board members' questions regarding the bond program and Citizen Bond Oversight Committee activities.

3. First Reading - New High School Course Proposals

Assistant Superintendent Travis Reiman introduced three proposed courses and presentations were made. Adaptive PE teacher Marty Policar presented a slideshow on Unified PE, in which students earn a general education PE credit in a positive and inclusive environment. Associate Coordinator of Early Learning and Career and College Pathways Kelly Purdy presented information and a slideshow on O-ACE Aerospace, outlining the demand for jobs in aviation and the

opportunities for traditionally underrepresented groups in aviation. Hillsboro High School Science teacher Brian Pendergrass presented information and a slideshow on a Biomanufacturing course, along with information on the grants applied for to gain funding.

4. Financial Report (*see written report*)
Chief Financial Officer Michelle Morrison presented the financial report and Board members asked questions.
5. Student Options Planning
Assistant Superintendent Dayle Spitzer provided 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. Board members and student representatives listened to the information and asked clarifying questions.
6. Support Services Report
Due to time constraints, this agenda item was not presented and will be rescheduled for a later date.
7. Safety Department Report
Due to time constraints, this agenda item was not presented and will be rescheduled for a later date.
- H. Policies - First Reading
Superintendent Mike Scott presented the Board with policies from section J for first reading.
- I. HCU / HEA Reports
HCU President Melody Hansen thanked the Board again for approving the bus driver pay increase, informed the Board that this led to an increase in applications to fill bus driver positions, and the need for driver trainers and trained substitutes. HEA President Jill Golay highlighted American Education week, thanked the Board for the apple baskets, thanked Adam Stewart and Mike Scott for the recent safety walk at Hilhi, and spoke about last week's parent teacher conferences.
- J. Discussion Time
Student Representatives' Time
Student Representatives Danny Adzima, Andrew Goodwin, and Maria Isabel Aguilar Alvarado each discussed programs and events at their high schools.

Superintendent's Time
Superintendent Mike Scott thanked the Board for their time and thanked everyone who makes our school run.
 - 1) Board of Directors' Time
 - 2) Board members discussed District events and programs, and provided brief summaries of their recent and upcoming activities.
- K. Adjourn Meeting
The meeting was adjourned at 10:13 PM.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
ADOPT PLANNING CALENDAR FOR THE 2020-21 BUDGET

SITUATION

Each year, the Board of Directors adopts a budget planning calendar for the upcoming year, in accordance with ORS 294.305 – 294.565 and Board policy DBC. Key dates on the calendar include:

- The 2020-21 Proposed Budget will be presented during the Budget Committee meeting on April 28, 2020.
- Provision has been made for an additional Budget Committee meeting on May 12, 2020, if needed.
- The calendar provides for the Public Hearing and Board actions to be taken during the regular June 23, 2020, Board meeting.

RECOMMENDATION

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

I move that the Board of Directors adopt the revised planning calendar for the 2020-21 budget.

Budget Planning Calendar

Hillsboro School District Budget Development activities are listed in the table below. The items may be modified as relevant information becomes available. Please watch for new information on the Budget Matters website.

Date	Activity
June 11, 2019	Appoint Budget Officer
October 29, 2019	Appoint Budget Committee Members to Vacant Positions
December 10, 2019	Budget Planning Calendar Approved
January 28, 2020	Budget update during Board Work Session
February 25, 2020	Budget update during Board Work Session
April 14, 2020	Budget update during Board Work Session
April 28, 2020	Budget Committee Meeting: Committee reviews proposed budget document, receive Budget Message, and may approve the budget for Hearing.
May 12, 2020	Additional Budget Committee Meeting (if needed)
June 23, 2020	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy.
July 15, 2020	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice.

Publications:

Per local budget law (ORS 294.305 – 294.565), the Notice of Budget Meeting will be published in the Hillsboro Tribune twice; the first time not more than 30 days prior to the meeting date and the second time not less than 5 days prior to the meeting (with a minimum of 7 days in between publications).

The Notice of Budget Hearing and Budget Summary will be published once not more than 25 days or less than 5 days prior to the Budget Hearing date.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Terri Taylor

Assignment: 1.0 FTE 2nd Grade Teacher
Location: Witch Hazel Elementary School
Effective Date: November 22, 2019
Years of Service: 23 years

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

Allizon Bieker

Assignment: 0.8 FTE School Psychologist
Location: Student Services
Effective Date: November 5, 2019

Patricia Carlson

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Brookwood Elementary School
Effective Date: November 27, 2019

Katherine Dearing

Assignment: 1.0 FTE Freshmen Exploration, AVID, Science Teacher
Location: Liberty High School
Effective Date: December 20, 2019

Colleen Johnston

Assignment: 1.0 FTE Language Arts Teacher
Location: Hillsboro High School
Effective Date: June 12, 2020

Heather Ma

Assignment: 1.0 FTE Speech Language Pathologist
Location: WL Henry Elementary School
Effective Date: November 15, 2019

- C. Approve the employment of the following supervisor-specialist-technical personnel:

Megan Nace

Assignment: 1.0 FTE Manager of Technology Services
Location: Administration Center – Technology Service
Effective Date: November 4, 2019

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

Riley Ferguson

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE 5th /6th Grade – West Union Elementary School

Sofia McKinney

Education: MA – Southern California, Las Angeles, CA
Experience: 1 year
Assignment: 0.667 FTE General Education Specialist – Liberty High School

- E. Approve the employment of the following licensed personnel in the 2019-20 school year, who have held temporary status:

Devon Baker

Education: MA – Arizona State University, Tempe, AZ
Experience: 20 years
Assignment: 0.5 FTE General Education Specialist - Hillsboro School

Kyle Blum

Education: MA – The University of Portland, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE 2nd Grade –Witch Hazel Elementary School

Brynn Quine

Education: MA – University of Phoenix, Phoenix, AZ
Experience: 6 years
Assignment: 0.5 FTE EL Specialist – Minter Bridge Elementary School



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: 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: **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: **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: 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: 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: 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: 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
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: **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: **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: **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: **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



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: 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

D

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L

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T

E



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



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

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 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. DegreesDiplomas, 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: **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

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
ACCEPT FISCAL YEAR 2018-19 FINANCIAL REPORT

SITUATION

The firm of Grove, Mueller & Swank, P.C., has completed its report on the audit of the District's financial statements for 2018-19. The Comprehensive Annual Financial Report has been provided to the Board of Directors, and a representative from Grove, Mueller & Swank, P.C., will attend the Board meeting to provide a brief overview of the document and answer any questions. The report is also posted on the District website.

RECOMMENDATION

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

I move that the Board of Directors accept the audit report for 2018-19.

Comprehensive Annual Financial Report



HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence



Hillsboro School District 1J
Administration Center
3083 NE 49th Place
Hillsboro, OR 97124
www.hsd.k12.or.us

For the fiscal year ended
June 30, 2019

HILLSBORO SCHOOL DISTRICT #1J
WASHINGTON COUNTY, OREGON
3083 NE 49th Place
Hillsboro, Oregon 97124

COMPREHENSIVE ANNUAL FINANCIAL REPORT

for the Fiscal Year Ended June 30, 2019

*Prepared by the
Business Office staff*

Michelle Morrison, Chief Financial Officer

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HILLSBORO SCHOOL DISTRICT 1J

Washington County, Oregon

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HILLSBORO SCHOOL DISTRICT 1J

Washington County, Oregon

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November 19, 2019

Board of Directors
Hillsboro School District 1J
Washington County
3083 NE 49th Place
Hillsboro, OR 97124

In accordance with the provisions of Oregon Revised Statutes, Sections 297.405 to 297.555 and 297.990, known as the Municipal Audit Law, there is submitted herewith the Comprehensive Annual Financial Report of Hillsboro School District 1J, Washington County, Oregon, for the fiscal year ended June 30, 2019.

This report was prepared by the School District Business Office. The responsibility for the completeness and fairness of the data presented and all accompanying disclosures rests with the School District.

To provide a reasonable basis for making these representations, the District's management has established a comprehensive internal control framework that is designed both to protect the government's assets from loss, theft, or misuse, and to compile sufficient reliable information for the preparation of the District's financial statements in conformity with Generally Accepted Accounting Principles in the United States of America. Because the cost of internal controls should not outweigh their benefits, the District's comprehensive framework of internal controls has been designed to provide reasonable, rather than absolute, assurance that the financial statements will be free from material misstatement.

As management, we assert that, to the best of our knowledge and belief, this financial report and its data is complete and reliable in all material respects, includes all funds, account groups, and financial transactions, and is presented fairly to disclose the financial position, results of operations, and cash flows of the District at June 30, 2019, and for the year then ended.

Generally Accepted Accounting Principles require that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the report of the independent auditors.

THE DISTRICT

Hillsboro School District 1J was formed in July 1996 through the unification of a union high school district and its six feeder elementary school districts. This unification was accomplished under a plan developed and approved by each of the seven prior district governing bodies in response to a unification deadline mandated by Oregon State Statutes. The seven previously independent districts were Hillsboro Union High School District and the Farmington View, Groner, Hillsboro, North Plains, Reedville, and West Union Elementary School Districts.

The District, a fiscally independent entity, is organized with a seven-member elected Board of Directors and a Board-appointed budget committee. In 2018-19, management staff consisted of 1 superintendent, 2 assistant superintendents, 6 executive directors, 7 directors, 2 coordinators, 1 chief financial officer, 1 chief human resources officer, 1 capital projects officer, 1 chief communications officer, 1 chief operations officer, 1 chief information and technology officer, principals, and assistant-principals. The Board of Directors approves the hires of all management staff members.

The District also employs 1,156 teachers and 1,167 support staff, including instructional assistants, secretaries, clerks, bus drivers, cooks, custodians, maintenance workers, and various other professional and technical staff. The District operates 25 elementary schools, 4 middle schools, 4 high schools, 2 alternative schools, and 1 online school. The District also sponsors City View Charter School, but is not required to report as a component unit under GASB 61.

The District's Strategic Plan articulates the District's mission, goals, and focus areas as it strives to increase the achievement of all students. The 2016-21 Plan has a laser-like focus on maximizing the student experience and ensuring that students leave the system prepared for success in post-secondary endeavors and civic life. Goals are identified annually to move toward all students graduating with career-and college-readiness skills. Progress data is shared with the community annually in March. Program offerings include music, art, leadership, athletics, clubs, AVID, International Baccalaureate, STEM/STEAM, mentorships, internships, dual language, bilingual programs, special education and transition services, student transportation, nutrition services, dual credit, Advanced Placement, and much more.

The District is located approximately 18 miles west of Portland, Oregon. It includes most of the City of Hillsboro, all of the City of North Plains, a portion of the City of Cornelius, and surrounding unincorporated areas. The current estimated population is 139,448. The District encompasses more than 200 square miles, most of which are located in Washington County. Small portions of the District are located in Multnomah and Yamhill Counties.

The District has experienced steady enrollment growth over the past ten years. The table below shows that the number of students in the District has grown by 446, or an average of approximately 0.22 percent per year during the last decade. To project future growth, District leadership uses studies by conducted by Portland State University, Davis Demographics, regional partnership feedback and historical data.

School Year	Average Daily Membership
18-19	20,213
17-18	20,204
16-17	20,400
15-16	20,566
14-15	19,917
13-14	19,911
12-13	19,809
11-12	19,850
10-11	19,765
09-10	19,767

During this time, the District has had two major additions to its facilities. Series 2001 general obligation bonds financed the construction of two elementary schools and one high school; the purchase of additional land for future school facilities; and safety, security, and seismic upgrades to existing District facilities. The 2006 general obligation bonds financed the construction of four elementary schools and one middle school, as well as expanding and remodeling existing District facilities.

The community voted again in November 2017 to approve the sale of \$408 million in bonds for capital projects. These bonds are being issued in two separate sales in order to align the proceeds with the cash flow requirements of project expenditures as described in the ballot title. The 2017 Bond was defined as a “renewal” levy that replaced expiring debt service items without increasing the tax rate per thousand of assessed value to local constituents.

ECONOMIC STATUS AND OUTLOOK

The Portland-Vancouver Primary Metropolitan Statistical Area (PMSA) comprises six counties: Multnomah, Washington, Clackamas, Yamhill, and Columbia in Oregon and Clark County in Washington. According to the Oregon State Employment Department, Multnomah and Washington counties together have nearly one-third of the State of Oregon’s population. Washington County’s three largest cities are Beaverton, Hillsboro, and Tigard.

The area’s current economic base includes electronics, manufacturing, construction, food processing, agriculture, and timber. Washington County accounts for approximately 75 percent of the high-tech industry jobs in Oregon. These employers include Intel, Tektronix, and Genentech. Intel is currently the largest employer in the Portland-Vancouver Primary Metropolitan Statistical Area (PMSA) with 20,000 employees.

The Oregon Employment Department report for June 2019 shows the PMSA unemployment rate at 3.9 percent. The September 2019 Oregon Economic and Revenue forecast, published by the Oregon

Office of Economic Analysis, projects total state general fund net revenues increasing by 11.3 percent in the 2017-2019 biennium from the 2017 session close, 1.5 percent in the 2019-2021 biennium, and .05 percent in the 2021-2023 biennium from the 2019 session close.

LONG-TERM FINANCIAL PLANNING

The Hillsboro School District has emphasized a conservative long-term financial plan that stresses stability of the programs we provide to students and patrons. Stability is achieved through the following actions:

- Maintain adequate financial reserves to absorb economic downturns, state revenue-sharing cuts, and other revenue shortfalls.
- React swiftly and appropriately to economic downturns, state revenue-sharing cuts, and revenue shortfalls.
- Prudently use accumulated reserves when needed to provide stability of core programs and legally required activities.

The Board of Directors and the appointed budget committee have developed this Strategic Financial Plan. The Plan is also supported by the District's administrative team, which develops the proposed budget.

The District anticipates a significant increase in student enrollment over the next several years with the expansion of the Urban Growth Boundary (UGB) in South Hillsboro, Cornelius, and the South Cooper Mountain area. The District has purchased 90 acres in the South Hillsboro UGB expansion area for future school sites to accommodate this growth. The District also owns 40 acres in the Cornelius UGB expansion area on which to build if enrollment growth requires additional facilities. The District's Long-Range Planning Committee has been meeting for several years to plan for this growth. The Board of Directors appointed a Citizen's Bond Oversight Committee to monitor the \$408 million bond package approved by voters on the November 2017 ballot. The bond package will provide funds to build, replace, expand, upgrade and remodel schools in order to continue meeting and exceeding the needs of students throughout the District.

MISSION STATEMENT AND PRIORITIES

In the spring of 2016, Hillsboro community schools, District staff, and the Board of Directors revised their five-year Strategic Plan, which is the District's blueprint for educational excellence. The Strategic Plan focuses on students' equitable experiences and outcomes, and includes five strategy areas:

- Instruction
 - High-quality curricular, co-curricular and extracurricular offerings
 - Highly qualified staff
- Learning Environments
 - Equitable, safe, and inclusive
 - Engaging and relevant
 - Clear pathways and multiple opportunities
- Leadership for Learning
 - Continuous improvement
 - Data-driven decision-making
- Organization
 - Fiscal responsibility, long-range planning
 - Effective communication and community involvement
 - Human resources management
- Governance
 - Commitment to quality and progress
 - Setting the conditions and providing resources for success

During the 2018-19 year, Hillsboro School District focused on maintaining financial stability within the District, while focusing staffing and resources to promote increased student achievement. This objective includes protecting the integrity of the District's programs against financial uncertainties, while adequately addressing student population growth within the District.

Oregon's school finance system involves a formula that pays for the average daily enrollment of students in various categories. The formula includes local property taxes and state payments as the principal sources of revenue. The State of Oregon depends on personal income tax to provide its share of this revenue. The Oregon legislature has appropriated \$8.2 billion for K-12 allocations for the 2017-2019 biennium.

FINANCIAL INFORMATION

Accounting Policies:

Governmental funds are used to account for the District's general government activities. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual, i.e., when they are "measurable" and "available." "Measurable" means the amount of the transaction can be determined; "available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period.

Expenditures are recorded when the liability is incurred, except for unmatured interest on general long-term debt, which is recognized when due. Interfund transactions and certain compensated absences, claims, and judgments, are recognized as expenditures because they will be liquidated with expendable financial resources.

The assets and liabilities of the agency funds are recorded on the modified accrual basis of accounting. The agency funds consist of the student body accounts controlled by each school, and the Deferred Compensation Plan controlled by the District.

The financial transactions for the proprietary fund type are recorded on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recorded at the time they are earned, and expenses are recorded at the time liabilities are incurred.

The accrual and modified accrual basis of accounting, as utilized by Hillsboro School District 1J, are in accordance with Generally Accepted Accounting Principles.

Internal Accounting Controls:

The accounting system incorporates reasonable safeguards for the assets of the District and the reliability of the financial records. Internal controls are designed to provide an adequate safeguard of District assets, recognizing that the cost of controls should not exceed the benefits derived.

The management system recognizes the significance of internal controls that are incorporated in the accounting system. We believe that the internal accounting controls adequately safeguard the assets, and provide reasonable assurance of proper recording of all financial transactions.

Budgetary Control:

The District annually prepares a budget to control the fiscal operations for one year. Oregon Local Budget Law (ORS 294.305 to 294.565) requires the appointment of a budget committee to review and approve the budget. The budget committee consists of the seven members of the Board of Directors, and seven electors of the District who are appointed by the Board of Directors. The administration proposes a budget to the budget committee, and the budget committee may modify or approve the proposed budget.

Local Budget Law in Oregon requires the District to complete a formal process each fiscal year to set spending limit and levy taxes for District residents. This process begins with a proposed budget prepared by the Budget Officer. Notice of a Budget Committee Meeting is published and the budget document is made available at or before this meeting. The budget committee then conducts at least one public meeting for questions or comments and will continue to meet as needed until the budget and all revisions are approved. Notice of the Public Hearing, along with a summary of the approved budget is published and the governing body conducts a public hearing. Upon completion of public comment and deliberations, the District adopts the budget, enacts resolutions by June 30, and certifies the district's tax to the county assessor by July 15. Budget changes in expenditures of less than 10% of appropriation

categories (instruction, support services, enterprise and community services, facilities acquisition and construction, debt service, contingency, and transfers) are implemented by a Resolution passed by the School Board. Budget changes in expenditures of more than 10% of appropriation categories require a supplemental budget adoption. Exceptions to this would be transfers between appropriation categories and up to 15% of funds budgeted as contingency. The School Board receives reports on cash flow and budget monitoring monthly, as prepared by the CFO.

Risk Management:

The District's Workers' Compensation insurance is procured through a self-insured group program on a guaranteed cost basis. The premium is based on payroll and the District's Experience Modification Rate. It includes a built-in contribution discount. Property and Casualty insurance is currently in force at replacement value with a \$10,000 per loss deductible. Comprehensive, general, and automotive liability insurance provides a \$10,000,000 limit. Errors and Omissions coverage – sometimes called Professional Liability, is included. The District currently has primary earthquake coverage in the amount of \$10,000,000. Additionally, it has procured excess earthquake coverage of \$10,000,000 for a total amount of \$20,000,000 per earthquake occurrence.

Independent Audit:

The provisions of Oregon Revised Statutes, Section 297.405 to 297.555 and 297.990 (known as the "Municipal Audit Law"), require that an independent audit be made of all District funds and account groups within six months following the close of a fiscal year. The firm of Grove, Mueller & Swank, P.C., which was selected by the Board of Directors, completed its examination of the District's financial statements, and its opinion is included in the financial section of this report.

Awards:

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the Hillsboro School District 1J for its comprehensive annual financial report (CAFR) for the fiscal year ended June 30, 2018. This was the twenty-fourth consecutive year that the District has achieved this prestigious award. In order to be awarded a Certificate of Achievement, a school district must publish an easily readable and efficiently organized comprehensive annual financial report. This report must satisfy both Generally Accepted Accounting Principles and applicable legal requirements.

A Certificate of Achievement is valid for a period of one year only. We believe our 2019 CAFR continues to meet award requirements for the Certificate of Achievement for Excellence in Financial Reporting. We are submitting the report to the GFOA award program for review and determination of the report's eligibility for another certificate.

ACKNOWLEDGMENTS

We wish to express our appreciation to the entire Business Office staff for their efforts and contributions to this Comprehensive Annual Financial Report. We would also like to thank the members of the Board of Directors for their continued support and dedication to the financial operations of the District.

Respectfully submitted,



Michael Scott
Superintendent of Schools



Michelle Morrison
Chief Financial Officer



Government Finance Officers Association

**Certificate of
Achievement
for Excellence
in Financial
Reporting**

Presented to

**Hillsboro School District 1J
Oregon**

For its Comprehensive Annual
Financial Report
for the Fiscal Year Ended

June 30, 2018

Christopher P. Morrell

Executive Director/CEO

HILLSBORO SCHOOL DISTRICT 1J

Washington County, Oregon

OFFICIALS OF THE DISTRICT

JUNE 30, 2019

BOARD OF DIRECTORS

<u>Position</u>	<u>Name</u>	<u>Term Expiration</u>
Position 1	Erika Lopez	June 30, 2021
Position 2	Mark Watson	June 30, 2021
Position 3	Martin Granum	June 30, 2021
Position 4	Kim Strelchun	June 30, 2019
Position 5	Lisa Allen	June 30, 2019
Position 6	Jaci Spross	June 30, 2021
Position 7	Yadira Martinez	June 30, 2019

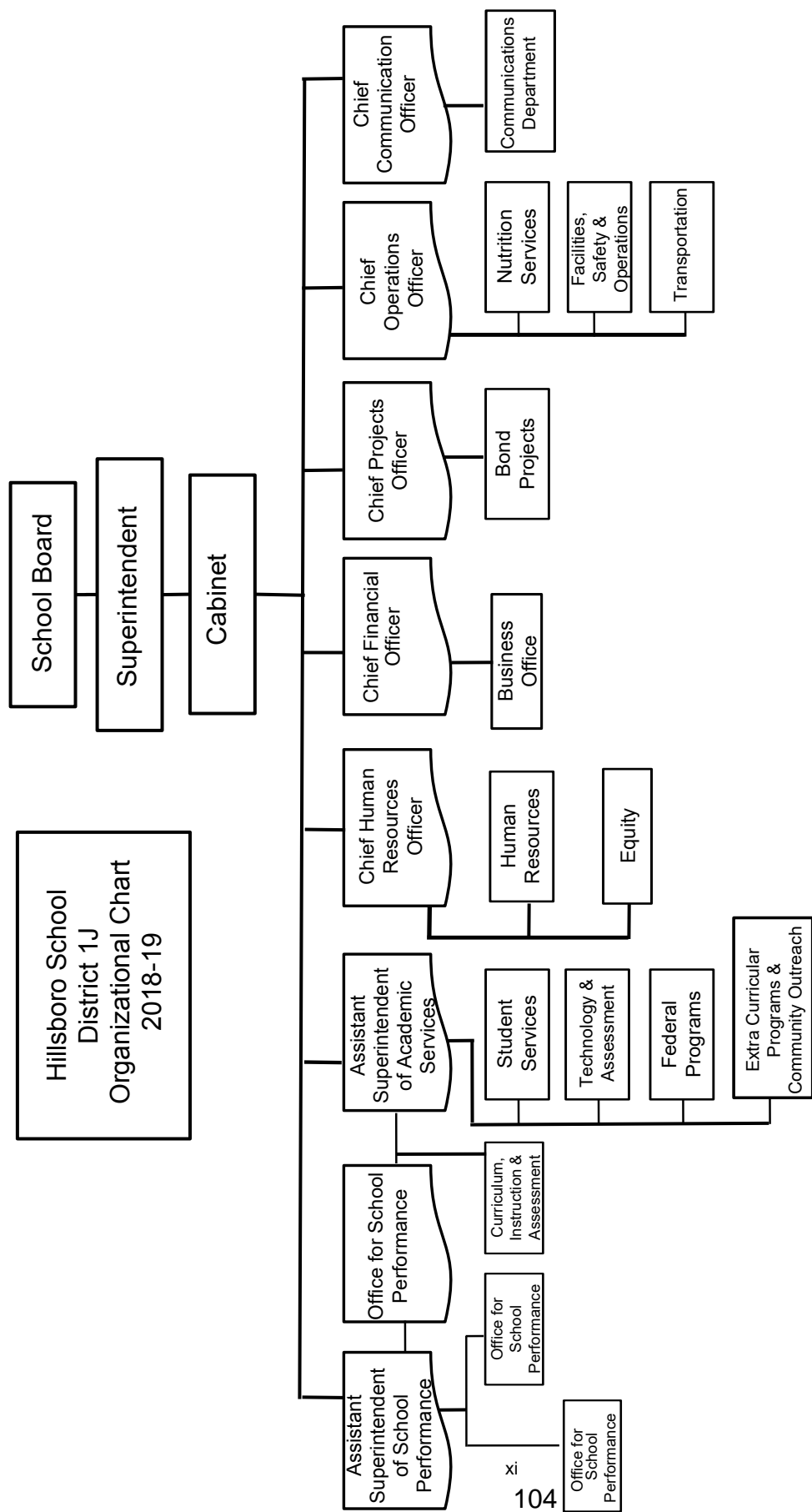
All Board members receive mail at the address below.

DISTRICT ADMINISTRATION

Mike Scott, Superintendent—Clerk
Michelle Morrison, Chief Financial Officer—Deputy Clerk

DISTRICT ADDRESS

3083 NE 49th Place, #200
Hillsboro, Oregon 97123



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GROVE, MUELLER & SWANK, P.C.

CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS
475 Cottage Street NE, Suite 200, Salem, Oregon 97301
(503) 581-7788

INDEPENDENT AUDITOR'S REPORT

School Board
Hillsboro School District 1J
Hillsboro, Oregon

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Hillsboro School District 1J, Washington County, Oregon (the District) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Hillsboro School District 1J, Washington County, Oregon as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis (MD&A), and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information (except as mentioned in the following paragraph) because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The budgetary comparison information presented as required supplementary information, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The introductory section, other supplementary information, as listed in the table of contents, and statistical section, are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Reports on Other Legal and Regulatory Requirements

Other Reporting Required by Government Auditing Standards

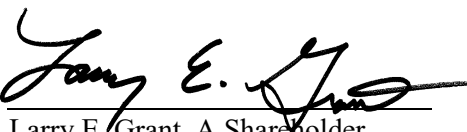
In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2019, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and

the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Other Reporting Required by Oregon Minimum Standards

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated November 19, 2019, on our consideration of the District's compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.

GROVE, MUELLER & SWANK, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

By: 
Larry E. Grant, A Shareholder
November 19, 2019

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**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

As management of Hillsboro School District 1J (the District), we offer District readers this narrative overview and analysis of the financial activities for the fiscal year ended June 30, 2019. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our transmittal letter, which can be found on page i of this report.

1. FINANCIAL HIGHLIGHTS REVIEW

- In the government-wide statements, the liabilities and deferred inflows exceeded the assets and deferred outflows of the District by \$97.1 million (net position). Of this amount, \$119.4 million represents the District's net investment in capital assets, \$7.1 million is restricted for special programs, \$2.0 million is restricted for debt service, and a (\$225.6) million unrestricted balance. The District's overall net position has decreased from the 2018 value by \$36.7 million.
- For the fiscal year ended June 30, 2019, the District's total current and other assets decreased by \$67.6 million. This was due to the spending of bond proceeds from the \$408 million capital project levy passed by voters in November 2017.
- The District's governmental funds show a combined ending fund balance of \$243.1 million, a decrease of \$83.3 million in comparison with the prior year. The decrease is primarily attributable to the use of bond proceeds for new construction and remodeling of existing buildings. At the end of the fiscal year, the fund balance for the General Fund was \$10.1 million, or about 4.6 percent of total General Fund expenditures.
- The District's total long-term debt decreased by \$13.2 million during the 2018-19 fiscal year, due to the net effect of debt service payments.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

2. OVERVIEW OF THE FINANCIAL STATEMENTS

This Management's Discussion and Analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements consist of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to the basic financial statements. This report also contains supplementary information, in addition to the basic financial statements themselves.

Government-wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business. These statements include:

- **Statement of Net Position.** The Statement of Net Position focuses on resources available for future operations. In simple terms, this statement presents an overview of what the District owns (assets and deferred outflows), what it owes (liabilities and deferred inflows), and the net difference (net position). Net position may be further separated into amounts restricted for specific purposes and unrestricted amounts. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.
- **Statement of Activities.** The Statement of Activities presents information showing how the net position of the District changed over the year by tracking revenues, expenses, and other transactions that increase or reduce net position. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes).

In the government-wide financial statements, the District's activities are shown in one category as governmental activities. All of the District's basic functions are shown here, such as regular and special education, child nutrition services, transportation, administration, and facilities acquisition and construction. These activities are primarily financed through property taxes, Oregon's State School Fund, and other intergovernmental revenues.

The government-wide financial statements can be found on pages 19 and 20 of this report.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

2. OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Fund Financial Statements

The fund financial statements provide more detailed information about the District's funds, focusing on its most significant or "major" funds – not the District as a whole. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Hillsboro School District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be placed in one category: governmental funds.

Governmental Funds

The governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental funds Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances are reconciled to the government-wide Statements of Net Position and Activities.

The District maintains four individual governmental funds. Information is presented separately in the governmental funds Balance Sheet and the governmental funds Statement of Revenues, Expenditures, and Changes in Fund Balances for the General, Special Revenue, Debt Service, and Capital Projects Funds, all of which are considered major funds.

The basic governmental fund financial statements can be found on pages 23-26 of this report.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

2. OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the basic financial statements can be found on pages 27-67 of this report.

Supplementary Information

Schedules presenting detailed budgetary information for individual funds and other supplementary information can be found on pages 69-94 of this report.

3. GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted previously, net position may serve over time as a useful indicator of a government's financial position. In the case of the District, liabilities and deferred inflows exceeded assets and deferred outflows by \$97.1 million at June 30, 2019.

Capital assets, which consist of the District's land, buildings, building improvements, construction in progress, vehicles, and equipment, represent about 51.0 percent and cash and investments represent about 46.6 percent of total assets. The remaining assets consist mainly of grants and property taxes receivable.

The District's largest liability (68.0 percent) is for the repayment of long-term obligations. Other liabilities, representing 32.0 percent of the District's total liabilities, consist of payables on accounts, salaries and benefits, and other accrued liabilities.

Most of the District's net position reflects its investment in capital assets (e.g., land, buildings, vehicles, and equipment) less any related debt used to acquire those assets that is still outstanding. The District uses these capital assets to provide services to students and other District residents. Consequently, capital assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources (property taxes or general support funds), since the capital assets themselves cannot be used to liquidate these liabilities.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

3. GOVERNMENT-WIDE FINANCIAL ANALYSIS (Continued)

Hillsboro School District 1J Net Position (in thousands)			
	Governmental Activities		Increase
	2019	2018	(Decrease)
Current and other assets	\$ 281,912	\$ 349,544	\$ (67,632)
Capital assets	292,980	242,707	50,273
Total assets	574,892	592,251	(17,359)
Deferred outflows of resources	90,831	79,369	11,462
Total assets and deferred outflows	665,723	671,620	(5,897)
Current and other liabilities	37,478	27,841	9,637
Long-term obligations outstanding	710,696	697,484	13,212
Total liabilities	748,174	725,325	22,849
Deferred inflows of resources	14,601	6,622	7,979
Total liabilities and deferred inflows	762,775	731,947	30,828
Net position:			
Net investment in capital assets	119,425	132,524	(13,099)
Restricted	9,126	7,932	1,194
Unrestricted	(225,603)	(200,783)	(24,820)
Total net position	\$ (97,052)	\$ (60,327)	\$ (36,725)

During the current fiscal year, the District's net position decreased by \$36.7 million, as more fully described in the following section.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

3. GOVERNMENT-WIDE FINANCIAL ANALYSIS (Continued)

Governmental Activities

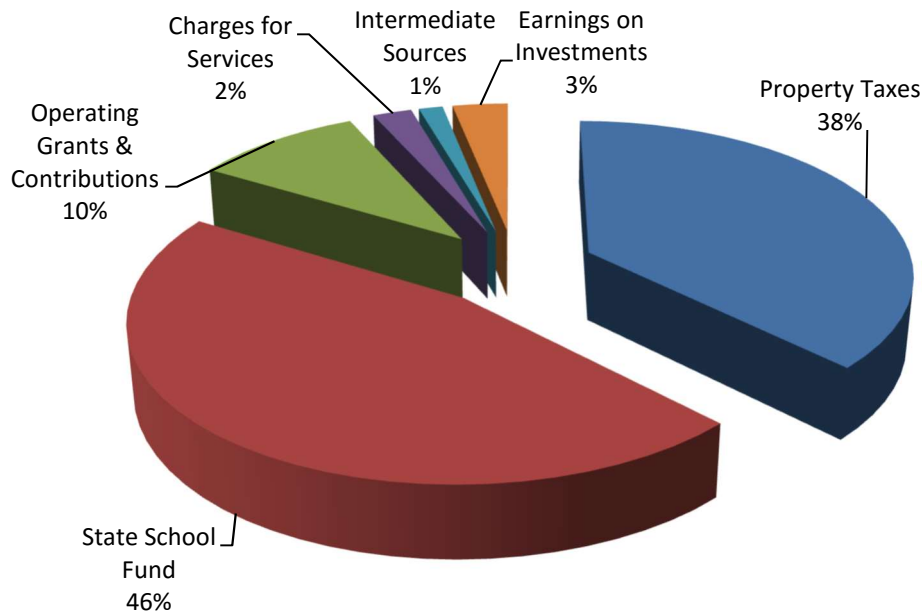
The key elements of the change in the District's net position for the year ended June 30, 2019, are as follows:

Hillsboro School District 1J Changes in Net Position (in thousands)			
	Governmental Activities 2019	2018	Increase (Decrease)
Revenues:			
Program revenues:			
Charges for services	\$ 6,510	\$ 5,994	\$ 516
Operating grants and contributions	28,125	26,451	1,674
Capital grant and contributions	-	300	(300)
General revenues:			
Property taxes	108,718	103,874	4,844
State school fund – general support	133,883	134,002	(119)
Unrestricted state and local sources	4,022	3,899	123
Earnings on investments	9,230	1,588	7,642
Miscellaneous	1,296	393	903
Total Revenues	<u>291,784</u>	<u>276,501</u>	<u>15,283</u>
Expenses:			
Instruction	186,964	162,863	24,101
Support services	109,178	98,546	10,632
Enterprise and community services	11,453	10,288	1,165
Interest on long-term debt	20,914	15,801	5,113
Total Expenses	<u>328,509</u>	<u>287,498</u>	<u>41,011</u>
Increase (Decrease) in net position	(36,725)	(10,997)	(25,728)
Net position – July 1	(60,327)	(49,330)	(10,997)
Net position – June 30	<u>\$ (97,052)</u>	<u>\$ (60,327)</u>	<u>\$ (36,725)</u>

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

3. GOVERNMENT-WIDE FINANCIAL ANALYSIS (Continued)

REVENUE BY SOURCE – GOVERNMENTAL ACTIVITIES



- State School Fund revenue decreased \$0.1 million or 0.1 percent from 2017-18. This decrease was due primarily to the non-traditional State School Fund Funding appropriation of 50% for each year of the 2017-2019 biennium. It was anticipated that the level of State School Fund revenue would be somewhat flat in the second year. Traditional fund distribution is 49% in year one and 51% in year two in order to accommodate inflation.
- Property Taxes increased by \$4.8 million, reflecting an increase in Assessed Value within the District. A general increase in property values resulted in an overall increase to the District on a statewide basis.
- Operating Grants and Contributions increased by \$1.7 million from 2017-18. This increase was primarily due to the passing of measure 98 providing state funding for dropout prevention and career/college readiness programs in high schools.
- Earnings on Investments increased by \$7.6 million from 2017-18. This increase was due to interest yields on bond proceeds that have been invested in accordance with district policies DFA Investment of Funds and DFAA Investment Policy – Capital Project Fund.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

4. FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the District's governmental funds is to provide information on relatively short-term cash flow and funding for future basic services. Such information is useful in assessing the District's financing requirements. In particular, an unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of a fiscal year.

At June 30, 2019, the District's governmental funds reported combined ending fund balances of \$243.1 million, a decrease of \$83.3 million in comparison with the prior year. About \$7.9 million (3.2 percent) of the ending fund balance constitutes an unassigned ending fund balance.

About \$232.8 million (95.8 percent) is restricted for special programs, debt service obligations, and capital projects.

General Fund

The General Fund is the chief operating fund of the District. As of June 30, 2019, the total fund balance was \$10.1 million. As a measure of the fund's liquidity, it may be useful to compare the total fund balance to total fund expenditures. The fund balance represents 4.6 percent of total General Fund expenditures.

The fund balance decreased by \$3.7 million during the current fiscal year. This decrease was due primarily to a targeted reduction by 0.5 percent identified during the budget development period.

Special Revenue Fund

At June 30, 2019, the fund balance was \$7.1 million, which is a decrease of \$0.8 million from the prior year. This decrease was due to a reduction in carryover for nutrition services, various grants, and student body funds.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

4. FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS (Continued)

Governmental Funds (Continued)

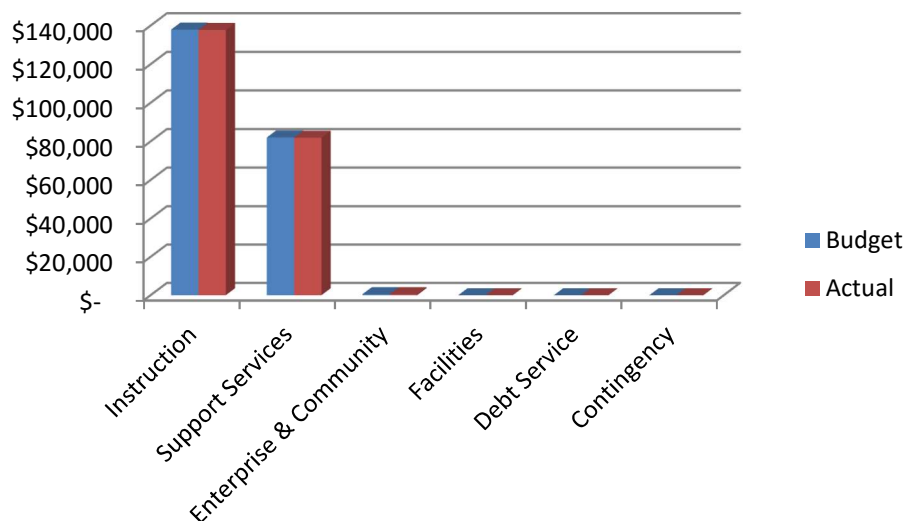
Debt Service Fund

The Debt Service Fund has a total fund balance of \$2.4 million, all of which is restricted for the payment of debt service. This represents a net decrease in the fund balance from the prior year of \$0.1 million. The \$2.4 million level of carryover is adequate to address debt service requirements until property taxes are received in November.

Capital Projects Fund

The Capital Projects Fund has a total fund balance of \$223.5 million, all of which is restricted for ongoing District capital projects and maintenance. This represents a net decrease in the fund balance during the year of \$78.6 million. The decrease is attributable to bond sale proceeds for new construction and remodeling of existing buildings per the ballot title.

**ACTUAL EXPENDITURES VS. FINAL BUDGET – GENERAL FUND
(IN THOUSANDS)**



**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

5. GENERAL FUND BUDGETARY HIGHLIGHTS

The General Fund adopted budget for the fiscal year ended June 30, 2019, was increased by \$4.1 million during the fiscal year by appropriation changes. During the year, expenditures were \$305,889 less than budgeted.

6. CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

The District's investment in capital assets includes land, buildings and improvements, vehicles and equipment, and construction in progress. As of June 30, 2019, the District had invested over \$292 million in capital assets, net of depreciation, as shown in the following table:

Hillsboro School District 1J			
Capital Assets			
(in thousands)			
Governmental Activities			
	2019	2018	Increase (Decrease)
Land	\$ 39,437	\$ 39,437	\$ -
Construction in progress	34,835	1,997	32,838
Buildings and improvements	204,822	186,563	18,259
Vehicles and equipment	13,885	14,710	(825)
Total	<u>\$ 292,979</u>	<u>\$ 242,707</u>	<u>\$ 50,272</u>

During the year, the District's investment in capital assets increased by \$50.3 million. This increase is due to investment in facility improvements, vehicles, and equipment in the current year.

Additional information regarding the District's capital assets can be found on pages 39-40 of this report.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

6. CAPITAL ASSET AND DEBT ADMINISTRATION (Continued)

Long-Term Debt

At the end of the current fiscal year, the District had total long-term debt outstanding of \$508.6 million, consisting of general obligation bonds, certificate of participation notes, capital leases, qualified energy conservation bonds and PERS pension bonds, net of unamortized premium/discount.

**Hillsboro School District 1J
Outstanding Debt
(in thousands)**

	Governmental Activities		Increase/ (Decrease)
	2019	2018	
General obligation bonds and related premium	\$ 391,470	\$ 405,480	\$ (14,010)
Pension obligation bonds	111,495	117,570	(6,075)
Certificates of participation	510	1,000	(490)
Qualified energy conservation bond	2,586	3,000	(414)
Capital leases	2,524	2,863	(339)
	<u>\$ 508,585</u>	<u>\$ 529,913</u>	<u>\$ (21,328)</u>

The District maintains an "Aa3" rating from Moody's for general obligation debt.

State statutes limit the amount of general obligation debt a school district may issue up to 7.95 percent of its total assessed valuation. The current debt limit for the District is \$2.770 billion, which is significantly in excess of the District's outstanding general obligation debt of \$343.8 million, excluding unamortized premiums.

Additional information on the District's long-term debt can be found in Note 6 on page 41-44 of this report.

**HILLSBORO SCHOOL DISTRICT 1J
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019**

7. ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The most significant economic factor for the District is the stability of the funding level from the State of Oregon's State School Fund. For the year ended June 30, 2019, the State School Fund – General Support provided 46.1 percent of the District's program resources. The state is funded almost entirely by income tax revenue, and therefore, the volatility of the economy directly impacts funding for K-12 education.

The defined benefit structure and imbalance of resources of the Public Employees Retirement System (PERS) resulted in a large unfunded liability, which was transferred to districts in the form of higher employer rates. In an effort to curtail the escalating cost, the District participated in the purchase of pension bonds that spread the liability through 2028, and increased the long-term debt of the District in 2005 and again in 2015.

Prior agreements with Hillsboro Classified Union (HCU) and Hillsboro Education Associations expired June 30, 2018. The District was bargaining with both groups well into the year and provided "status quo" work agreements until new ones were ratified. Both groups settled mid-year for agreements through June 30, 2021, and staff receiving retroactive compensation to the beginning of the year and were adjusted for the new salary and benefit levels.

8. REQUESTS FOR INFORMATION

This financial report is designed to present the user (citizens, taxpayers, investors, and creditors) with a general overview of the District's finances, and to demonstrate the District's accountability. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the District's Chief Financial Officer at 3083 NE 49th Place #104, Hillsboro, OR 97124.

HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon

GOVERNMENT-WIDE FINANCIAL STATEMENTS

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HILLSBORO SCHOOL DISTRICT 1J
STATEMENT OF NET POSITION
JUNE 30, 2019

ASSETS:

Cash and investments	\$ 268,135,877
Receivables	10,738,927
Supply inventory	309,153
Prepaid expenses	1,377,395
OPEB asset	1,350,607
Capital assets:	
Not being depreciated	74,272,251
Being depreciated, net of accumulated depreciation	218,707,298
Total assets	<u>574,891,508</u>

DEFERRED OUTFLOWS OF RESOURCES:

PERS deferred outflows	87,770,207
OPEB deferred outflows	3,060,880
Total deferred outflows of resources	<u>90,831,087</u>
Total assets and deferred outflows of resources	<u>665,722,595</u>

LIABILITIES:

Accounts payable	21,214,730
Accrued payroll, payroll taxes and employee withholdings	12,754,637
Accrued interest payable	747,110
Construction retainage	1,420,284
Unearned revenue	847,224
Accrued compensated absences payable:	
Due within one year	370,082
Due in more than one year	123,360
Long-term debt:	
Due within one year	29,049,155
Due in more than one year	479,535,888
Noncurrent liabilities due in more than one year:	
PERS pension liability	188,690,265
OPEB liability	13,421,130
Total liabilities	<u>748,173,865</u>

DEFERRED INFLOWS OF RESOURCES:

PERS deferred inflows	14,220,699
OPEB deferred inflows	380,536
Total deferred inflows of resources	<u>14,601,235</u>
Total liabilities and deferred inflows of resources	<u>762,775,100</u>

NET POSITION:

Net investment in capital assets	119,425,365
Restricted for:	
Special programs	7,098,095
Debt service	2,027,936
Unrestricted	(225,603,901)
Total net position	<u>\$ (97,052,505)</u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

FUNCTION	EXPENSES	PROGRAM REVENUES		NET (EXPENSE) REVENUE AND CHANGES IN NET POSITION
		CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	
Instruction	\$ 186,964,257	\$ 4,172,060	\$ 12,091,201	\$ (170,700,996)
Support services	109,178,393	291,027	7,383,616	(101,503,750)
Enterprise and community services	11,452,926	2,046,648	6,598,480	(2,807,798)
Interest on long-term debt	20,914,030	-	2,051,297	(18,862,733)
Total Governmental Activities	\$ 328,509,606	\$ 6,509,735	\$ 28,124,594	(293,875,277)
GENERAL REVENUES:				
				75,019,638
				33,697,947
				133,882,639
				4,022,484
				9,229,868
				1,297,474
				<u>257,150,050</u>
				(36,725,227)
				(60,327,278)
				<u>\$ (97,052,505)</u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon
FUND FINANCIAL STATEMENTS

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HILLSBORO SCHOOL DISTRICT 1J
BALANCE SHEET-GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total
ASSETS					
Cash and investments	\$ 19,510,984	\$ 1,350,832	\$ 2,217,303	\$ 245,056,758	\$ 268,135,877
Receivables	3,695,533	6,485,651	557,743	-	10,738,927
Inventory	83,417	225,736	-	-	309,153
Prepaid items	1,377,395	-	-	-	1,377,395
TOTAL ASSETS	<u><u>\$ 24,667,329</u></u>	<u><u>\$ 8,062,219</u></u>	<u><u>\$ 2,775,046</u></u>	<u><u>\$ 245,056,758</u></u>	<u><u>\$ 280,561,352</u></u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES					
LIABILITIES:					
Accounts payable	\$ 1,004,851	\$ 104,585	\$ -	\$ 20,105,294	\$ 21,214,730
Accrued payroll, payroll taxes and employee withholdings	12,747,001	7,636	-	-	12,754,637
Construction retainage	-	4,679	-	1,415,605	1,420,284
Unearned revenue	-	847,224	-	-	847,224
TOTAL LIABILITIES	<u>13,751,852</u>	<u>964,124</u>	<u>-</u>	<u>21,520,899</u>	<u>36,236,875</u>
DEFERRED INFLOWS OF RESOURCES:					
Unavailable revenue - property taxes	824,935	-	374,756	-	1,199,691
FUND BALANCES:					
Nonspendable					
Inventory	83,417	225,736	-	-	309,153
Prepaid items	1,377,395	-	-	-	1,377,395
Restricted for:					
Special Programs	-	6,872,359	-	-	6,872,359
Debt Services	-	-	2,400,290	-	2,400,290
Capital Projects	-	-	-	223,535,859	223,535,859
Assigned for:					
School carryover	743,421	-	-	-	743,421
Unassigned	7,886,309	-	-	-	7,886,309
TOTAL FUND BALANCES	<u>10,090,542</u>	<u>7,098,095</u>	<u>2,400,290</u>	<u>223,535,859</u>	<u>243,124,786</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	<u><u>\$ 24,667,329</u></u>	<u><u>\$ 8,062,219</u></u>	<u><u>\$ 2,775,046</u></u>	<u><u>\$ 245,056,758</u></u>	<u><u>\$ 280,561,352</u></u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
RECONCILIATION OF GOVERNMENTAL FUNDS
BALANCE SHEET TO STATEMENT OF NET POSITION
JUNE 30, 2019

TOTAL FUND BALANCES		\$ 243,124,786
Capital assets are not financial resources and therefore are not reported in the governmental funds:		
Capital assets	\$ 478,358,825	
Accumulated depreciation	(185,379,276)	
		292,979,549
A portion of the District's revenues are collected after year-end, but are not available soon enough to pay for the current year's operations, and therefore are not reported as revenue in the governmental funds.		1,199,691
Compensated absences are reported when earned as both a current and long-term liability in the Statement of Net Position, while in the governmental funds only the portion that requires the use of current financial resources is reported as a liability.		(493,442)
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.		(747,110)
Long-term liabilities not payable in the current year are not reported as governmental fund liabilities. Interest on long-term debt is not accrued in the governmental funds but, rather, is recognized as an expenditure when due.		
These liabilities consist of:		
Bonds payable (including premium)	(391,470,386)	
Certificates of participation payable (net of discount)	(510,000)	
Capital leases payable	(2,523,294)	
Qualified Energy Conservation Bond	(2,586,363)	
PERS pension bonds payable	(111,495,000)	
		(508,585,043)
Long-term pension assets/liabilities not payable in the current year are not reported as governmental fund liabilities. Actuarial changes create deferred outflows and inflows of resources. These consist of:		
PERS pension liability	(188,690,265)	
PERS deferred outflow of resources	87,770,207	
PERS deferred inflow of resources	(14,220,699)	
		(115,140,757)
Long-term Net OPEB assets/liabilities not payable in the current year are not reported as governmental fund liabilities. Actuarial changes create deferred outflows and inflows of resources. These consist of:		
OPEB asset	1,350,607	
OPEB liability	(13,421,130)	
OPEB deferred outflow of resources	3,060,880	
OPEB deferred inflow of resources	(380,536)	
		(9,390,179)
TOTAL NET POSITION		<u><u>\$ (97,052,505)</u></u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2019

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total
REVENUES:					
Local sources:					
Property taxes	\$ 76,145,402	\$ -	\$ 34,209,365	\$ -	\$ 110,354,767
Charges for services	745,378	5,760,666	-	-	6,506,044
Interest on investments	1,182,493	-	283,562	7,763,813	9,229,868
Contributions and donations	-	921,097	-	-	921,097
Services provided to other funds	-	-	11,383,708	-	11,383,708
Other	467,374	2,510,753	1,211	763,973	3,743,311
Intermediate sources	4,022,484	1,531,643	-	-	5,554,127
State sources	133,882,639	6,327,783	-	-	140,210,422
Federal sources	-	17,307,183	-	-	17,307,183
Total Revenues	<u>216,445,770</u>	<u>34,359,125</u>	<u>45,877,846</u>	<u>8,527,786</u>	<u>305,210,527</u>
EXPENDITURES:					
Current:					
Instruction	137,704,878	14,140,685	-	-	151,845,563
Support services	81,817,442	7,960,753	-	104,912	89,883,107
Enterprise and community services	543,536	9,169,023	-	-	9,712,559
Facilities acquisition and construction	-	-	-	26,349,203	26,349,203
Debt service:					
Principal	-	2,328,089	17,505,000	-	19,833,089
Interest	-	190,606	28,509,746	-	28,700,352
Capital outlay	128,003	2,504,561	-	60,697,872	63,330,436
Total Expenditures	<u>220,193,859</u>	<u>36,293,717</u>	<u>46,014,746</u>	<u>87,151,987</u>	<u>389,654,309</u>
Excess (deficiency) of revenues over expenditures	(3,748,089)	(1,934,592)	(136,900)	(78,624,201)	(84,443,782)
OTHER FINANCING SOURCES (USES):					
Issuance of debt	-	1,084,810	-	-	1,084,810
Sale or compensation for loss of capital assets	42,832	15,449	-	-	58,281
Total Other Financing Sources (Uses)	<u>42,832</u>	<u>1,100,259</u>	<u>-</u>	<u>-</u>	<u>1,143,091</u>
NET CHANGE IN FUND BALANCES	(3,705,257)	(834,333)	(136,900)	(78,624,201)	(83,300,691)
FUND BALANCES, July 1, 2018	<u>13,795,799</u>	<u>7,932,428</u>	<u>2,537,190</u>	<u>302,160,060</u>	<u>326,425,477</u>
FUND BALANCES, June 30, 2019	<u>\$ 10,090,542</u>	<u>\$ 7,098,095</u>	<u>\$ 2,400,290</u>	<u>\$ 223,535,859</u>	<u>\$ 243,124,786</u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

NET CHANGES IN FUND BALANCES		\$ (83,300,691)
Amounts reported for governmental activities in the Statement of Activities are different because:		
Governmental funds report capital outlay as expenditures. However, in the Statement of Activities most of the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.		
Expenditures for capital assets	\$ 60,984,598	
Less current year depreciation expense	<u>(10,711,855)</u>	50,272,743
Interest payable is not accrued in the governmental funds, but is accrued in the government-wide statements.		6,291,107
Compensated absences are recognized as an expenditure in the governmental funds when they are paid. In the Statement of Activities they are recognized as an expense when earned.		27,067
Repayment of principal on long-term debt is an expenditure in the governmental funds but reduces the liability in the Statement of Net Position, while additions to bond principal are an expense for the Statement of Net Position but not the governmental funds.		
Debt principal repaid	18,409,002	
Amortization expense	<u>2,580,025</u>	20,989,027
Capital lease proceeds are recorded as an other financing source in governmental funds. This debt, however, increases liabilities in the Statement of Net Position.		
Debt issued	(1,084,810)	
Debt principal repaid	<u>1,424,087</u>	339,277
Revenues that do not meet the measurable and available criteria are not recognized in the current year in the governmental funds. In the Statement of Activities, revenues are recognized when earned.		(1,637,182)
In the Statement of Activities, pension expense is adjusted based upon the actuarially determined contribution changes		(29,179,174)
In the Statement of Activities, OPEB expense is adjusted based upon the actuarially determined contribution changes		<u>(527,401)</u>
CHANGE IN NET POSITION		<u><u>\$ (36,725,227)</u></u>

The accompanying notes are an integral part of this statement.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Hillsboro School District 1J (the District) was formed on July 1, 1996, with the merger of seven school districts. The District is a municipal corporation, organized under ORS 337, and governed by an elected seven-member Board of Directors (Board) which approves the hiring of the administrative officials. The daily functioning of the District is under the supervision of the Superintendent-Clerk. As required by generally accepted accounting principles, all activities of the District have been included in the basic financial statements.

The District qualifies as a primary government, since it has a separately elected governing body, is a legally separate entity, and is fiscally independent. There are various governmental agencies and special service districts that provide service within the District's boundaries. However, the District is not financially accountable for any of these entities and, therefore, none of them are considered component units or included in these basic financial statements.

Component units are legally separate organizations for which the School District is financially accountable. The District is financially accountable for an organization if the District appoints a voting majority of the organization's governing board and (1) the District is able to significantly influence the programs or services performed or provided by the organization; or (2) the District is legally entitled to or can otherwise access the organization's resources; the District is legally obligated or has otherwise assumed the responsibility to finance the deficits of, or provide financial support to, the organization; or the District is obligated for the debt of the organization. Component units may also include organizations that are fiscally dependent on the District in that the District approves the budget, the issuance of debt or the levying of taxes, and there is a potential for the organization to provide specific financial benefits to, or impose specific financial burdens on, the primary government. The District has no component units.

Basis of Presentation

Government-wide financial statements. The Statement of Net Position and the Statement of Activities display information about the District. These statements include the governmental financial activities of the overall District. Eliminations have been made to minimize the double counting of internal activities. Governmental activities are financed through property taxes, intergovernmental revenues, and other non-exchange transactions.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation (Continued)

Government-wide financial statements (continued).

The Statement of Activities presents a comparison between direct expenses and program revenues for each function/program. Direct expenses are those that are specifically associated with a function/program and, therefore, are clearly identifiable to that function/program. The District does not allocate indirect expenses. Program revenues include: (1) charges to students or others for tuition, fees, rentals, materials, supplies, or services provided; (2) operating grants and contributions; and (3) capital grants and contributions. Revenues that are not classified as program revenues, including property taxes, are presented as general revenues.

Net position is reported as restricted when constraints placed on net position use are either externally restricted, imposed by creditors (such as through grantors, contributors or laws), or imposed through constitutional provisions or enabling resolutions.

Fund financial statements. The fund financial statements provide information about the District's funds. Separate statements for each governmental fund are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column.

The District reports the following major funds:

- General Fund. This fund is the District's primary operating fund and accounts for all revenues and expenditures except those required to be accounted for in another fund.
- Special Revenue Fund. This fund accounts for revenues and expenditures of grants restricted for particular educational projects. Principal revenue sources are federal and state grants, charges for services, and construction excise taxes.
- Debt Service Fund. This fund provides for the payment of principal and interest on general obligation bonded debt. The principal revenue source is property taxes.
- Capital Projects Fund. This fund is presented as major due to the political importance of the fund. This fund accounts for activities related to the acquisition, construction, equipping, and furnishing of facilities. Principal revenue sources are proceeds from the sale of bonds and interest earnings.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus and Basis of Accounting

Government-wide statements are reported using the economic resources measurement focus, and the accrual basis of accounting. Revenues are recorded when earned, and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District receives value without giving equal value in exchange, include property taxes, grants, entitlements, and donations. On the accrual basis of accounting, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Under terms of grant agreements, the District funds certain programs by a combination of specific cost-reimbursement grants and general revenues. It is the District's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

Governmental fund financial statements are reported using the current financial resources measurement focus and modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end.

Property taxes and interest are considered to be susceptible to accrual. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and accrued vacation, which are recognized as expenditures only when payment is due. Capital asset acquisitions are reported as expenditures in the governmental funds, and proceeds from general long-term debt and acquisitions under capital leases are reported as other financing sources.

Use of Estimates

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and deferred outflows and inflows, and disclosure of contingent assets, liabilities, and deferred outflows and inflows at the date of the basic financial statements, and reported amounts of revenues and expenses/expenditures during the reporting period. Actual results could differ from those estimates.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash, Cash Equivalents, and Investments

The District's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less. Short-term investments are stated at cost, which approximates fair value.

The District's investments consist of U.S. Government Treasury securities and the State of Oregon Treasurer's Local Government Investment Pool (LGIP). The District's investments are reported at fair value based upon quoted market rates. Changes in the fair value of investments are recorded as investment earnings. The LGIP is stated at cost, which approximates fair value. Fair value of the LGIP is the same as the District's value in the pool shares.

The Oregon State Treasury administers the LGIP. It is an open-ended no-load diversified portfolio offered to any agency, political subdivision, or public corporation of the state that by law is made the custodian of, or has control of, any fund. The LGIP is commingled with the State's short-term funds. In seeking to best serve local governments of Oregon, the Oregon legislature established the Oregon Short-term Fund Board. The purpose of the Fund Board is to advise the Oregon State Treasury in the management and investment options of the LGIP.

Property Taxes

Property taxes are levied and become a lien on all taxable property as of July 1. Taxes are payable on November 15, February 15, and May 15. Discounts are allowed if the amount due is received by November 15 or February 15. Taxes unpaid and outstanding on May 16 are considered delinquent.

Management has determined that an allowance for uncollectible property taxes is not required, because taxes are a lien on the property assessed.

Grants

Unreimbursed expenditures due from grantor agencies are reflected in the basic financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Grant monies received prior to the occurrence of qualifying expenditures are recorded as unearned revenue.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Supply Inventory

Inventory is valued at cost, using the first-in, first-out (FIFO) method. Donated commodities are valued at their estimated fair market value when donated. Inventory is charged as an expense/expenditure when used under the consumption method in both the government-wide statements and the governmental fund statements.

Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods, and are recorded as prepayments. Prepaid items are recorded using the consumption method, and recorded as an expense or an expenditure at the time of consumption.

Capital Assets

Capital assets are recorded at original or estimated original cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are recorded at their acquisition value on the date donated. The District defines capital assets as assets with an initial cost of more than \$5,000, and an estimated life in excess of one year. Interest incurred during construction is not capitalized. Maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are depreciated using the straight-line method over the following useful lives:

Buildings and improvements	40 to 50 years
Furniture and fixtures	15 to 30 years
Equipment	5 to 20 years
Motor vehicles	10 years
Information technology equipment	5 years

Compensated Absences

It is the District's policy to permit employees to accumulate earned, but unused, vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the District does not have a policy to pay any amounts when employees separate from service with the District. All vacation pay, including related payroll taxes, is accrued when earned in the government-wide financial statements. The District estimates that 75% of the total liability for compensated absences will be due within one year. Compensated leave balances carry over beyond the current year if unused.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Compensated Absences (Continued)

A liability and expenditure for these amounts is reported in the governmental fund statements only if they have matured, for example, as a result of employee resignations and retirements. Payment of compensated absences is made by the governmental funds for which the eligible employee salary is recorded.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position/balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption that applies to a future period(s), and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position/balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition that applies to a future period(s), and so will not be recognized as an inflow of resources (revenue) until that time.

Long-term Debt

In the government-wide financial statements, long-term debt is reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method, which approximates the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, bond premiums and discounts are recognized when incurred, and not deferred. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources, while discounts are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures, and expensed in the year incurred.

Fund Balance

In the governmental financial statements, fund balances are reported in classifications that comprise a hierarchy based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance (Continued)

Governmental fund type fund balances are classified as follows:

- Non-spendable Fund Balance represents amounts that are not in a spendable form. The non-spendable fund balance represents inventories and prepaid items.
- Restricted Fund Balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments), or are restricted by law (constitutionally or by enabling legislation).
- Committed Fund Balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned Fund Balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, or by an official to whom that authority has been given by the governing body. The Superintendent and Chief Financial Officer have been granted the authority to assign fund balances, pursuant to School Board Resolution dated April 26, 2011.
- Unassigned Fund Balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The governing body has approved the following order of spending regarding fund balance categories: Restricted resources are spent first when both restricted and unrestricted (committed, assigned, or unassigned) resources are available for expenditures. When unrestricted resources are spent, the order of spending is committed (if applicable), assigned (if applicable), and unassigned.

Stewardship, Compliance, and Accountability

- Budgetary Information. A budget is prepared and legally adopted for each fund in accordance with Oregon Local Budget Law. The budget is prepared using the modified accrual basis of accounting.

The budgeting process begins by appointing Budget Committee members in late fall. Budget recommendations are developed by management through spring, with the Budget Committee meeting and approving the budget document in late spring. Public notices of the budget hearing are generally published in May or June, and the hearing is held in June. The budget is adopted, appropriations are made and the tax levy is declared no later than June 30. Expenditure budgets are appropriated at the major

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Stewardship, Compliance, and Accountability (Continued)

Budgetary Information (Continued)

function level (instruction, support services, enterprise and community services, facilities acquisition and construction, debt service, contingency, and transfers) for each fund. Expenditure appropriations may not legally be over-expended.

Unexpected additional resources may be added to the budget through the use of a supplemental budget and appropriation resolution. Supplemental budgets less than 10 percent of the fund's original budget may be adopted by the Board of Directors at a regular meeting. A supplemental budget greater than 10 percent of the fund's original budget requires hearings before the public, publication in newspapers, and approval by the Board. Original and supplemental budgets may be modified by the use of appropriation transfers between the levels of control (major function levels). Such transfers require approval by the Board. There were two transfers of appropriations by resolution. Budget amounts shown in the basic financial statements include the original and final budget amounts. Appropriations lapse at the end of each fiscal year.

Expenditures and other financing uses are appropriated at any or all of the following levels of control for each fund:

Instruction	Debt Service
Support Services	Operating Contingency
Enterprise and Community Services	Transfers Out
Facilities Acquisitions and Construction	

Expenditures of the various funds were within authorized appropriations, except as follows. In the Special Revenue Fund, Enterprise and Community Services was over-expended by \$629,893.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Stewardship, Compliance, and Accountability (Continued)

- Budgetary Basis of Accounting. While the District reports financial position, results of operations, and changes in fund balance/net position on the basis of accounting principles generally accepted in the United States of America (GAAP), the budgetary basis of accounting differs from generally accepted accounting principles. The budgetary statements provided as part of supplemental information elsewhere in this report are presented on the budgetary basis to provide a meaningful comparison of actual results with the budget. The budgets for all budgeted funds are adopted on a basis consistent with generally accepted accounting principles, except that other post-employment benefits (OPEB), compensated absences, and accrued interest liabilities are recorded as an expense when paid; debt is recorded as a revenue when borrowed and an expense when paid; inventory and capital outlay expenditures are expensed when purchased; depreciation and amortization are not recorded; and property taxes are recorded as revenue when available.

2. CASH AND INVESTMENTS

The District maintains a cash and investment pool that is available for use by all funds. Each fund type's portion of this pool is displayed on the balance sheet as "Cash and investments". In addition, cash and investments are separately held by the Debt Service and Capital Projects Funds.

Cash and investments are comprised of the following at June 30, 2019:

Cash on Hand	\$ 402
Deposits with financial institutions:	
Demand Deposits	14,656,259
Money Market	882,144
Certificates of Deposit	681,009
Investments	<u>251,916,063</u>
Total	<u><u>\$ 268,135,877</u></u>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

2. CASH AND INVESTMENTS (Continued)

Deposits

The District's deposits with various financial institutions at year end had a bank value of \$20,717,357, and a book value of \$16,219,412. Deposits not covered by Federal Depository Insurance Corporation (FDIC) insurance are covered by the Public Funds Collateralization Program (PFCP) of the State of Oregon. Credit union deposits in excess of the National Credit Union Administration (NCUA) coverage are insured through the Oregon Public Funds Collateralization Program for Credit Unions.

Custodial Credit Risk - Deposits

In the case of deposits, there is the risk that in the event of a bank failure, the District's deposits may not be returned. The FDIC provides insurance for the District's deposits with financial institutions for up to \$250,000 each for the aggregate of all demand deposits, and the aggregate of all time deposit and savings accounts at each financial institution. Deposits in excess of FDIC coverage are with institutions participating in the Oregon Public Funds Collateralization Program (PFCP). The PFCP is a shared liability structure for participating bank depositories, better protecting public funds though still not guaranteeing that all funds are 100 percent protected. Barring any exceptions, a bank depository is required to pledge collateral valued at least 10 percent of their quarter-end public fund deposits if they are well capitalized, 25 percent of their quarter-end public fund deposits if they are adequately capitalized, or 110 percent of their quarter-end public fund deposits if they are undercapitalized, or assigned to pledge 110 percent by the Office of the State Treasurer. In the event of a bank failure, the entire pool of collateral pledged by all qualified Oregon public funds bank depositories is available to repay deposits of public funds of government entities. Credit union deposits are insured up to \$250,000 under the NCUA. As of June 30, 2019, \$19,617,614 of the District's bank balances were covered by the PFCP, and \$99,743 of the credit union balances were covered by the PFCP for Credit Unions.

Investments

It is the policy of the District to follow state statutes governing cash management. Statutes authorize investing in bankers' acceptances, time certificates of deposit, repurchase agreements, obligations of the United States and its agencies and instrumentalities, and the Oregon State Treasurer's Local Government Investment Pool.

The State Treasurer's Local Government Investment Pool is not registered with the U.S. Securities and Exchange Commission as an investment company. The Oregon Revised Statutes and the Oregon Investment Council govern the State's investment policies. The State Treasurer is the investment officer for the Council, and is responsible for all funds in

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

2. CASH AND INVESTMENTS (Continued)

Investments (Continued)

the State Treasury. These funds must be invested, and the investments managed, as a prudent investor would, exercising reasonable care, skill, and caution.

Investments in the Fund are further governed by portfolio guidelines issued by the Oregon Short-Term Fund Board (OSTFB), which establishes diversification percentages and specifies the types and maturities of investments. The portfolio guidelines permit securities lending transactions, as well as investments, in repurchase agreements and reverse repurchase agreements. The fund was in compliance with all portfolio guidelines at June 30, 2019.

Amounts in the State Treasurer's Local Government Investment Pool are not required to be collateralized. There is no material difference between the fair value of the District's position in the State Treasurer's Local Government Investment Pool and the value of the pool shares at June 30, 2019. There were no known violations of legal or contractual provisions for deposits and investments during the fiscal year.

Policies officially adopted by the District's Board of Directors authorize investing in obligations of U.S. Government agencies, U.S. Government Sponsored Enterprises (USGSE), the U.S. Treasury, time certificates of deposit, repurchase agreements, money market investments, bankers' acceptances, commercial paper, State of Oregon and local government securities, and the State Treasurer's investment pool. The State Treasurer's investment policies are governed by Oregon Revised Statutes and the Oregon Short-Term Fund Board (OSTFB).

As of June 30, 2019, the District had the following investments and maturities:

Investment Type	Fair Value	Investment Maturities (in months)		
		Less than 3	3-17	18-59
U.S. Treasury Securities	\$ 157,657,718	\$ 157,657,718	\$ -	\$ -
State Treasurer's Investment Pool	94,258,345	94,258,345	-	-
Total	<u>\$ 251,916,063</u>	<u>\$ 251,916,063</u>	<u>\$ -</u>	<u>\$ -</u>

Interest Rate Risk As a means of limiting its exposure to fair value losses resulting from rising interest rates, the District's investment policy allows only the purchase of investments that can be held to maturity.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

2. CASH AND INVESTMENTS (Continued)

Investments (Continued)

Oregon Revised Statutes require investments to not exceed a maturity of 18 months, except when the local government has adopted a written investment policy that was submitted to and reviewed by the OSTFB.

The District limits investment maturities as follows:

<u>Maturity</u>	<u>Minimum to Mature</u>
Under 3 months	25% minimum
Under 18 months	75% minimum
Under 60 months	100% minimum

Credit Risk – Neither the Oregon Revised Statutes nor the District’s investment policy limits investments as to credit rating for securities purchased from U.S. Government Agencies. The State Treasurer’s investment pool is unrated.

Oregon Revised Statutes require banker’s acceptances to be guaranteed by and carried on the books of a qualified financial institution, eligible for discount by the Federal Reserve System, and issued by a qualified financial institution whose short-term letter of credit rating is rated in the highest category by one or more nationally recognized statistical rating organizations.

Concentration of Credit Risk – To avoid incurring unreasonable risks inherent to over-investing in specific instruments or in individual financial institutions, the District’s investment policy sets maximum limits on the percentage of the portfolio that can be invested in any one type of security. At June 30, 2019, the District was in compliance with all percentage restrictions.

3. RECEIVABLES

Special Revenue Fund grants receivable are comprised of claims for reimbursement of costs under various federal and state grant programs. Other accounts receivable are mostly comprised of money due from Washington County. No allowance for uncollectible accounts has been recorded, because all receivables are considered by management to be collectible.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

3. RECEIVABLES (Continued)

Receivables are comprised of the following:

Property taxes	\$ 1,785,867
Grants	6,485,651
Interest and other	2,467,409
Total	<u>\$ 10,738,927</u>

4. CAPITAL ASSETS

Capital assets activity for the year was as follows:

	Balance July 1, 2018	Additions	Reductions	Balance June 30, 2019
Capital assets not being depreciated:				
Land	\$ 39,436,753	\$ -	\$ -	\$ 39,436,753
Construction in progress	1,997,055	32,838,443	-	34,835,498
Total capital assets not being depreciated	<u>41,433,808</u>	<u>32,838,443</u>	<u>-</u>	<u>74,272,251</u>
Capital assets being depreciated:				
Building and improvements	320,455,931	26,260,514	-	346,716,445
Original furniture and fixtures	23,489,957	-	-	23,489,957
Equipment	4,049,750	486,890	-	4,536,640
Motor vehicles	20,125,947	1,337,899	(546,505)	20,917,341
Information technology equipment	8,365,339	60,852	-	8,426,191
Total capital assets being depreciated	<u>376,486,924</u>	<u>28,146,155</u>	<u>(546,505)</u>	<u>404,086,574</u>
Less accumulated depreciation for:				
Building and improvements	(133,892,484)	(8,001,561)	-	(141,894,045)
Original furniture and fixtures	(21,092,197)	(321,775)	-	(21,413,972)
Equipment	(2,891,307)	(120,870)	-	(3,012,177)
Motor vehicles	(13,420,038)	(1,300,143)	546,505	(14,173,676)
Information technology equipment	(3,917,900)	(967,506)	-	(4,885,406)
Total accumulated depreciation	<u>(175,213,926)</u>	<u>(10,711,855)</u>	<u>546,505</u>	<u>(185,379,276)</u>
Total capital assets being depreciated, net	<u>201,272,998</u>	<u>17,434,300</u>	<u>-</u>	<u>218,707,298</u>
Total capital assets, net	<u>\$ 242,706,806</u>	<u>\$ 50,272,743</u>	<u>\$ -</u>	<u>\$ 292,979,549</u>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

4. CAPITAL ASSETS (Continued)

Depreciation expense for the year was charged to the following functions/programs:

<u>Program</u>	
Instruction	\$ 6,468,902
Support Services	3,829,180
Enterprise and Community Services	<u>413,773</u>
Total Depreciation	<u><u>\$ 10,711,855</u></u>

5. COMPENSATED ABSENCES

Activity for compensated absences for the year ended June 30, 2019 is as follows:

Balance July 1, 2018	\$ 520,509
Additions	493,442
Payments	<u>(520,509)</u>
Balance June 30, 2019	<u><u>\$ 493,442</u></u>
 Due Within One Year	 <u><u>\$ 370,082</u></u>

The General Fund is the primary fund where the compensated absences liability is liquidated.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

6. LONG-TERM DEBT

Long-term debt is comprised of:

	<u>Total</u>	<u>Due Within One Year</u>
General Obligation Bonds	\$ 391,470,386	\$ 20,010,000
Pension Obligation Bonds	111,495,000	6,985,000
Certificates of Participation	510,000	510,000
Qualified Energy Conservation Bond	2,586,363	421,684
Capital Leases	<u>2,523,294</u>	<u>1,122,471</u>
Balance June 30, 2019	508,585,043	<u>\$ 29,049,155</u>
Due within one year	<u>29,049,155</u>	
Due in more than one year	<u>\$ 479,535,888</u>	

Changes in long-term obligations for the year are as follows:

Governmental Activities Description	Outstanding June 30, 2018	Increases	Decreases	Outstanding June 30, 2019	Due Within One Year
General obligation bonds	\$355,230,000	-	\$11,430,000	\$343,800,000	\$20,010,000
Unamortized Premium	<u>50,250,411</u>	-	2,580,025	<u>47,670,386</u>	-
Total General obligation bonds, net	405,480,411	-	14,010,025	391,470,386	20,010,000
Pension obligation bonds	115,570,000	-	6,075,000	111,495,000	6,985,000
Full faith & credit obligation bonds	1,000,000	-	490,000	510,000	510,000
Notes from direct placements and borrowings:					
Qualified energy conservation bond	3,000,365	-	414,002	2,586,363	421,684
Capital leases	<u>2,862,571</u>	1,084,810	1,424,087	2,523,294	1,122,471
Total	<u>527,913,347</u>	<u>1,084,810</u>	<u>22,413,114</u>	<u>508,585,043</u>	<u>29,049,155</u>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

6. LONG-TERM DEBT (Continued)

General Obligation Bonds – On November 20, 2012, the District issued \$98.9 million in General Obligation Bonds with an interest rate of 1.5% to 5.0%. In November 2017, the District passed a \$408 million capital project levy. In December 2017, the District issued a \$268.4 million general obligation bond series and realized an unamortized premium of \$51.6 million, with an interest rate of 3.0% to 5.0%.

Pension Obligation Bonds – During the 2004-05 fiscal year, the District participated in pooled issuances of taxable pension obligation bonds to pay off a portion of the District's unfunded actuarial liability. The District issued \$102,850,000 in debt as part of a pooled issuance of \$458,620,000.

In May 2015, the District issued \$39.86 million in taxable pension obligation bonds to finance the District's estimated PERS unfunded actuarial liability. Bond proceeds were paid to the Public Employee Retirement System (PERS). An intercept agreement with the State of Oregon was required as a condition of issuance; therefore, a portion of State School Support is withheld on a monthly basis to repay debt. Annual principal and interest payments are made each June 30, ending June 2034.

Certificates of Participation – Advance Refunding Bonds. On May 29, 2008, the District issued \$4.4 million in Series 2008, Full Faith and Credit Refunding Obligations that were placed in an irrevocable trust for the purpose of generating resources for future debt service payments of \$4.2 million of Full Faith Credit Obligations. As a result, the refunded bonds are considered to be defeased and the liability has been removed from the governmental activities column of the statement of net assets. This advance refunding was undertaken to reduce total debt service payments by \$282,708 and resulted in an economic gain of \$234,413. Upon the occurrence and continuance of any Event of Default, the Escrow Agent may proceed, and upon written request of the Owners of not less than a majority in aggregate principal amount of Series 2000 Obligations then Outstanding, shall proceed: (A) To declare the unpaid principal components of the Financing Payments immediately due and payable, with accrued interest to the date of payment; or (B) To the extent permitted by law, exercise any other remedy available at law or in equity, except that the Project shall not be subject to foreclosure, sale or attachment.

Qualified Energy Conservation Bonds – In March 2016, the District entered into a direct placement agreement for an Energy Conservation Bond in the amount of \$3.4 million. The bond has an interest rate of 3.46%. If an Event of Default occurs, the Lender may exercise any remedy available at law or in equity. However, the amounts due from the District under this Agreement shall not be subject to acceleration. Upon the occurrence and

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

6. LONG-TERM DEBT (Continued)

continuance of an Event of Default, the Lender may, in addition to pursuing other remedies, at its election, increase the Interest Rate by 300 basis points (3.00%).

Capital Leases - The District entered into lease agreements as lessee for financing the acquisition of buses for student transportation in 2014-15 for \$1,430,050, 2015-16 for \$1,967,423, 2016-17 for \$1,254,560, 2017-18 for 1,294,571 and 2018-19 for \$1,084,810. These lease agreements qualify as capital leases for accounting purposes and, therefore, have been recorded at the net present value of their future minimum lease payments as of the inception date. During the fiscal year, capital lease obligations decreased from \$2.9 million to \$2.5 million. The leased buses have a cost of \$7.0 million, and a net book value of \$2.5 million, and accumulated depreciation of \$4.5 million at June 30, 2019. Amortization expense of the period is included in the depreciation expense. The capital lease obligations are paid by the Special Revenue Fund, which is funded by a transportation grant from the State School Fund.

In prior years, the District defeased general obligation bonds by placing the proceeds of new bonds in irrevocable trusts to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the District's basic financial statements. As of June 30, 2019, all defeased bonds have been called and none remain outstanding.

The District recorded the amounts deposited with PERS as a deferred outflow of resources, as required by GASB 68 for contributions made after the measurement date. The reduction in pension expense resulting from the side account will be reflected as a reduction in the District's proportionate share of the PERS net pension liability or an increase in the District's proportionate share of the PERS net pension asset.

Except for the payment of its pension bond payments and additional charges when due, each participating school district has no obligation or liability to any other participating school district's pension bonds or liabilities to PERS.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

6. LONG-TERM DEBT (Continued)

Future debt service requirements for governmental activities long-term debt are as follows:

For the Year Ending June 30,	General Obligation Bonds		Pension Obligation Bonds		Notes from Direct Placements		Full Faith & Credit Obligation Bonds		Capital Leases	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2020	\$20,010,000	\$16,377,125	\$6,985,000	\$5,038,846	\$421,684	\$85,849	\$510,000	\$20,400	\$1,122,471	\$56,637
2021	13,480,000	15,526,725	7,855,000	4,738,687	429,554	71,191	-	-	669,581	34,377
2022	15,220,000	14,949,000	8,790,000	4,391,071	171,807	58,553	-	-	494,121	18,721
2023	16,960,000	14,343,150	9,795,000	3,998,695	129,179	52,976	-	-	237,121	6,948
2024	18,755,000	13,642,900	10,880,000	3,558,037	134,704	48,459	-	-	-	-
2025-29	89,810,000	54,130,500	50,755,000	9,526,331	762,913	167,565	-	-	-	-
2030-34	76,835,000	35,458,500	16,435,000	2,085,173	536,522	32,984	-	-	-	-
2035-38	92,730,000	12,093,250	-	-	-	-	-	-	-	-
Total	<u>\$343,800,000</u>	<u>\$176,521,150</u>	<u>\$111,495,000</u>	<u>\$33,336,840</u>	<u>\$2,586,363</u>	<u>\$517,577</u>	<u>\$510,000</u>	<u>\$20,400</u>	<u>\$2,523,294</u>	<u>\$116,683</u>

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS

GASB Statement 75

Employers participating in the Plan are required to report OPEB information in their financial statements for fiscal periods beginning on or after June 15, 2017, in accordance with GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

The requirements of the Statement incorporate provisions intended to reflect the effects of transactions and events related to OPEB in the measurement of employer liabilities for OPEB and recognition of OPEB expense and deferred outflows of resources and deferred inflows of resources related to OPEB.

The Schedule of Employer Allocations and the Schedule of OPEB Amounts by Employer (the Schedules), along with PERS audited financial statements and the Schedule of OPEB Amounts under GASB 75 report prepared by PERS' third-party actuaries provide employers with the required information for financial reporting related to PERS OPEB provided through the Plan as of and for the year ended June 30, 2018 (the measurement period).

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

The other postemployment benefits (OPEB) for the District combines two separate plans. The District provides an implicit rate subsidy for retiree health insurance premiums, and a contribution to the State of Oregon's PERS cost-sharing multiple-employer defined health insurance benefit plan.

Financial Statement Presentation

The District's two OPEB plans are presented in the aggregate on the Statement of Net Position. The amounts on the financial statements relate to the plans as follows:

Description	Implicit Rate Subsidy Plan	PERS RHIA Plan	Total OPEB On Financials
Net OPEB Asset	\$ -	\$ 1,350,607	\$ 1,350,607
Deferred Outflows of Resources			
Contributions After the Measurement Date	-	603,483	603,483
Changes of assumptions or other input	2,457,397	-	2,457,397
Total Deferred Outflows	2,457,397	603,483	3,060,880
Total OPEB Liability	(13,421,130)	-	(13,421,130)
Deferred Inflows of Resources			
Difference between expected and actual experience	-	(76,543)	(76,543)
Change of assumptions	-	(4,285)	(4,285)
Net difference between projected and actual earnings on investments	-	(291,188)	(291,188)
Change in Proportionate Share	-	(8,520)	(8,520)
Total Deferred Inflows	-	(380,536)	(380,536)
OPEB Expense (Included in program expenses on Statement of Activities)	1,717,413	(729,393)	988,020

**HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

**7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)**

Implicit Rate Subsidy (Medical)

Plan Description

The District's postemployment healthcare plan is administered by Oregon Educators Benefit Board (OEBB). Benefit provisions are established through negotiations between the District and representatives of collective bargaining units. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

OEBB issues a publicly available financial report that includes financial statements and required supplementary information for the District.

As of July 1, 2017, the most recent valuation date, program participants included 1,950 active employees and 112 retired employees or beneficiaries currently receiving benefits.

**Total OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and
Deferred Inflows of Resources Related to OPEB**

The District's total OPEB liability of \$13,421,130 was measured as of June 30, 2019, and was determined by an actuarial valuation as of July 1, 2017.

For the fiscal year ended June 30, 2019 the District recognized OPEB expense from this plan of \$1,717,413.

Actuarial Assumptions and Other Inputs

Valuation date	July 1, 2017
Measurement date	June 30, 2019
Actuarial cost method	Entry Age Normal, level percent of salary
Actuarial assumptions:	
Inflation rate	2.50 percent
Projected salary increases	3.50 percent
Mortality	Basic table: RP 2014, Employee/Healthy Annuitant, sex distinct, generational.
Interest Rate for Discounting Future Liabilities	3.50% per year, based on all years discounted at municipal bond rate.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

Implicit Rate Subsidy (Medical) (Continued)

Changes in the Total OPEB Liability

	Total OPEB Liability
Balance as of July 1, 2018	\$ 9,706,939
Changes for the year:	
Service cost	920,273
Interest on Total OPEB Liability	446,083
Changes of assumptions or other input	2,808,454
Benefit payments	(460,619)
Balance as of June 30, 2019	<u>\$ 13,421,130</u>

Schedule of Collective Deferred Inflows and Outflows

	Deferred Outflow of Resources	Deferred (Inflow) of Resources
Differences between expected and actual experience	\$ -	\$ -
Changes of assumptions or other inputs	<u>2,457,397</u>	<u>-</u>
Net deferred outflow(inflow) of resources	<u>\$ 2,457,397</u>	<u>\$ -</u>

Amounts reported as deferred outflows and deferred inflows of resources related to OPEBs will be recognized in OPEB expense as follows:

Year ending June 30	Amount
2020	\$ 351,057
2021	351,057
2022	351,057
2023	351,057
2024	351,057
Thereafter	<u>702,112</u>
Total	<u>\$ 2,457,397</u>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

Implicit Rate Subsidy (Medical) (Continued)

Sensitivity of the Total OPEB Liability

The following presents the District total OPEB liability, as well as what the liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.50 percent) or 1 percentage point higher (4.50 percentage) than the current discount rate. A similar sensitivity analysis is then presented for changes in the healthcare trend assumption.

Discount Rate	1% Decrease (2.50%)	Current Discount Rate (3.50%)	1% Increase (4.50%)
Total OPEB Liability	\$ 14,648,826	\$ 13,421,130	\$ 12,291,415

Healthcare Cost Trend	1% Decrease (6.00% Graded Down to 4.00%)	Current Trend Rate (7.00% Graded Down to 5.00%)	1% Increase (8.00% Graded Down to 6.00%)
Total OPEB Liability	\$ 11,578,222	\$ 13,421,130	\$ 15,657,371

PERS Retirement Health Insurance Account

Plan Description

The District contributes to the PERS Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by PERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums for eligible retirees. ORS 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. PERS issues publicly available financial statements and required supplementary information. That report may be obtained by writing to Oregon Public Employees Retirement System, PO Box 23700, Tigard, OR 97281-3700, or online at <http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>

Benefits Provided

RHIA was established by ORS 238.420 and authorizes a payment of up to \$60 from RHIA toward the monthly costs of health insurance. The plan was closed to new entrants hired on or after August 29, 2003. To be eligible to receive this monthly payment toward the healthcare premium cost the member must (1) have eight years or more of qualifying service in PERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in PERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in a PERS-sponsored health plan.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Contributions

PERS funding policy provides for employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. Employer contribution rates for the period were based on the December 31, 2016 actuarial valuation. The rates based on a percentage of payroll, first became effective July 1, 2018. The District's total for the year ended June 30, 2019 contributions was \$603,483.

OPEB Assets, Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources to OPEB

At June 30, 2019, the District reported an asset of \$1,350,607 for its proportionate share of the OPERS net OPEB asset. The net OPEB asset was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB asset was determined by an actuarial valuation as of December 31, 2016 rolled forward to June 30, 2018. The District's proportion of the net OPEB asset was based on the District's contributions to the RHIA program during the measurement period relative to contributions from all participating employers. At June 30, 2018, the District's proportionate share was 1.21%, which is an increase from its proportion of 1.18% as of June 30, 2017.

For the year ended June 30, 2019, the District recognized OPEB revenue from this plan of \$729,393. At June 30, 2019, the District reported deferred outflows and deferred inflows of resources related to the OPEB plan from the following sources:

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

OPEB Assets, Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources to OPEB (Continued)

Schedule of OPEB Amounts under GASB 75 for RHIA
June 30, 2019

	Deferred Outflow of Resources	Deferred (Inflow) of Resources	Net Outflow (Inflow) of Resources
Differences between expected and actual experience	\$ -	\$ (76,543)	\$ (76,543)
Changes of assumptions	-	(4,285)	(4,285)
Net difference between projected and actual earnings on investments	-	(291,188)	(291,188)
Changes in proportionate share	-	(8,520)	(8,520)
Subtotal-Amortized Deferrals	-	(380,536)	\$ (380,536)
District contributions subsequent to measurement date	603,483	-	
Net deferred outflow(inflow) of Resources	\$ 603,483	\$ (380,536)	

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ending June 30	Amount
2020	\$ (126,812)
2021	(126,178)
2022	(98,598)
2023	(28,948)
Total	\$ (380,536)

All assumptions, methods and plan provisions used in these calculation are described in the Oregon PERS system-wide GASB 75 reporting summary dated March 4, 2019.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Actuarial Methods and Assumptions

Valuation date	December 31, 2016
Measurement date	June 30, 2018
Experience Study	2016, published July 26, 2017
Actuarial cost method	Entry Age Normal
Actuarial assumptions:	
Inflation rate	2.50 percent
Long-term expected rate of return	7.20 percent
Discount rate	7.20 percent
Projected salary increases	3.50 percent
Retiree healthcare participation	Healthy retirees: 38%; Disabled retirees: 20%
Healthcare cost trend rate	Not Applicable
Mortality	Healthy retirees and beneficiaries: RP-2000 Sex-distinct, generational per Scale BB, with collar adjustments and set-backs as described in the valuation. Active members: Mortality rates are a percentage of healthy retiree rates that vary by group, as described in the valuation. Disabled retirees: Mortality rates are a percentage (70% for males, 95% for females) of the RP-2000 Sex-distinct generational per Scale BB, disabled mortality table.

(Source: June 30, 2018 PERS CAFR; page 71)

Actuarial valuations of an ongoing plan involve estimates of the value of projected benefits and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The methods and assumptions shown above are based on the 2016 experience study which reviewed experience for the four-year period ending on December 31, 2016.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Actuarial Methods and Assumptions (Continued)

- **Discount Rate.** The discount rate used to measure the total OPEB liability was 7.20% for the RHIA Plan. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the RHIA Plan was applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of Net OPEB Liability/(Asset) in the Discount Rate as of June 30, 2018			
	1% Decrease (6.20%)	Current Discount Rate (7.20%)	1% Increase (8.20%)
OPEB – RHIA	\$ (786,390)	\$ (1,350,607)	\$ (1,830,869)

Sensitivity of Net OPEB Liability/(Asset) in the Healthcare Trend as of June 30, 2018			
	1% Decrease	Current Healthcare Trend Rate	1% Increase
OPEB – RHIA	\$ (1,350,607)	\$ (1,350,607)	\$ (1,350,607)

- **Long-Term Expected Rate of Return.** To develop an analytical basis for the selection of the long-term expected rate of return assumption, in July 2015 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption was based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Actuarial Methods and Assumptions (Continued)

TABLE 31

<u>Long-Term Expected Rate of Return</u>				
Asset Class	Target Allocation*	Annual Arithmetic Return	Compound Annual (Geometric) Return	Standard Deviation
Core Fixed Income	8.00 %	3.59 %	3.49 %	4.55 %
Short-Term Bonds	8.00	3.42	3.38	2.70
Bank/Leveraged Loans	3.00	5.34	5.09	7.50
High Yield Bonds	1.00	6.90	6.45	10.00
Large/Mid Cap US Equities	15.75	7.45	6.30	16.25
Small Cap US Equities	1.31	8.49	6.69	20.55
Micro Cap US Equities	1.31	9.01	6.80	22.90
Developed Foreign Equities	13.13	8.21	6.71	18.70
Emerging Market Equities	4.13	10.53	7.45	27.35
Non-US Small Cap Equities	1.88	8.67	7.01	19.75
Private Equity	17.50	11.45	7.82	30.00
Real Estate (Property)	10.00	6.15	5.51	12.00
Real Estate (REITS)	2.50	8.26	6.37	21.00
Hedge Fund of Funds - Diversified	2.50	4.36	4.09	7.80
Hedge Fund - Event-driven	0.63	6.21	5.86	8.90
Timber	1.88	6.37	5.62	13.00
Farmland	1.88	6.90	6.15	13.00
Infrastructure	3.75	7.54	6.60	14.65
Commodities	1.88	5.43	3.84	18.95
Assumed Inflation - Mean			2.50 %	1.85 %
* Based on the OIC Statement of Investment Objectives and Policy Framework for the Oregon Public Employees Retirement Fund, revised as of June 7, 2017.				

(Source: June 30, 2018 PERS CAFR; page 72; Table 31)

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Actuarial Methods and Assumptions (Continued)

- **Depletion Date Projection.** GASB 75 generally requires that a blended discount rate be used to measure the total OPEB liability (the actuarial accrued liability calculated using the individual entry age normal cost method). The long-term expected return on plan investments may be used to discount liabilities to the extent that the plan's fiduciary net position (fair value of assets) is projected to cover benefit payments and administrative expenses. A 20-year high quality (AA/Aa or higher) municipal bond rate must be used for periods where the fiduciary net position is not projected to cover benefit payments and administrative expenses. Determining the discount rate under GASB 75 will often require that the actuary perform complex projections of future benefit payments and asset values. GASB 75 does allow for alternative evaluations of projected solvency, if such evaluation can reliably be made. GASB does not contemplate a specific method for making an alternative evaluation of sufficiency; it is left to professional judgement.

The following circumstances justify an alternative evaluation of sufficiency for the OPEB Plan:

- PERS has a formal written policy to calculate an Actuarially Determined Contribution (ADC), which is articulated in the actuarial valuation report.
- The ADC is based on a closed, layered amortization period, which means that payment of the full ADC each year will bring the plan to a 100 percent funded position by the end of the amortization period if future experience follows assumption.
- GASB 75 specifies that the projections regarding future solvency assume that plan assets earn the assumed rate of return and there are no future changes in the plan provisions of actuarial methods and assumptions, which means that the projections would not reflect any adverse future experience that might impact the plan's funded position.

Based on these circumstances, the detailed depletion date projections outlined in GASB 75 would clearly indicate that the fiduciary net position is always projected to be sufficient to cover benefit payments and administrative expenses.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

7. OTHER POST-EMPLOYMENT BENEFITS (OPEB)/ TERMINATION BENEFITS
(Continued)

PERS Retirement Health Insurance Account (Continued)

Actuarial Methods and Assumptions (Continued)

- **Deferred Inflows of Resources and Deferred Outflows of Resources.** Deferred inflows of resources and deferred outflows of resources are calculated at the Plan level and are allocated to employers based on their proportionate share. For the measurement period ended June 30, 2018, employers will report the following deferred inflows of resources and/or deferred outflows of resources:
 - A difference between expected and actual experience
 - Changes in assumptions
 - Changes in employer proportion since the prior measurement date
 - Net difference between projected and actual investment earnings. One-year's amortization is recognized in the employer's total OPEB expense for the measurement period.

Differences between expected and actual experience, changes in assumptions, and changes in employer proportion are amortized over the average remaining service lives of all plan participants, including retirees, determined as of the beginning of the respective measurement period. Employers are required to recognize OPEB expense based on the balance of the closed period "layers" attributable to each measurement period. The average remaining service lives determined as of the beginning of each measurement period are described below:

Year ended June 30, 2018 – 3.3 years

Year ended June 30, 2017 – 3.7 years

The net difference between projected and actual investment earnings attributable to each measurement period is amortized over a closed five-year period.

Employer contributions made after the measurement date are not reflected in the schedule of OPEB amounts by employer. Appropriate treatment of such amounts is the responsibility of the Employer.

Additional disclosures related to Oregon PERS not applicable to specific employers are available by contacting PERS at PO Box 23700, Tigard, OR 97281-3700, or online at <http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN

Plan Description

The Oregon Public Employees Retirement System (PERS) consists of a single cost-sharing multiple-employer defined benefit plan. All benefits of the system are established by the legislature, pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Comprehensive Annual Financial Report which can be found at:

<http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>

PERS Pension (Chapter 238)

The ORS Chapter 238 Defined Benefit Plan is closed to new members hired on or after August 29, 2003.

- **Pension Benefits.** The PERS retirement allowance is payable monthly for life. Member may select from 13 retirement benefit options that are actuarially equivalent to the base benefit. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0 percent for police and fire employees, and 1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation, if it results in greater benefit results.
- **Death Benefits.** Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:
 - Member was employed by PERS employer at the time of death;
 - Member died within 120 days after termination of PERS-covered employment;
 - Member died as a result of injury sustained while employed in a PERS-covered job; or
 - Member was on an official leave of absence from a PERS-covered job at the time of death.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

- **Disability Benefits.** A member with ten or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits, regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for police and fire members) when determining the monthly benefit.
- **Benefit Changes After Retirement.** Members may choose to continue participation in a variable equities investment account after retiring, and may experience annual benefit fluctuations due to changes in the market value of the underlying global equity investments of that account. Under ORS 238.360, monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0 percent.

Oregon Public Service Retirement Plan Pension Program (OPSRP DB)

The ORS Chapter 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

- **Pension Benefits.** This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:
 - Police and fire: 1.8 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for police and fire members is age 60 or age 53 with 25 years of retirement credit. To be classified as a police and fire member, the individual must have been employed continuously as a police and fire member for at least five years immediately preceding retirement.
 - General service: 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit.

A member of the pension program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years; the date the member reaches normal retirement age; and, if the pension program is terminated, the date on which termination becomes effective.

- **Death Benefits.** Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50 percent of the pension that would otherwise have been paid to the deceased member.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

- **Disability Benefits.** A member who has accrued ten or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary, determined as of the last full month of employment before the disability occurred.
- **Benefit Changes After Retirement.** Under ORS 238A.210, monthly benefits are adjusted annually through cost-of-living changes. The cap on the (COLA) will vary based on the amount of the annual benefit.

Contributions

PERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. The funding policy applies to the PERS Defined Benefit Plan and the Other Post-Employment Benefit Plans. Employer contribution rates during the period were based on the December 31, 2015 actuarial valuation, which became effective July 1, 2017. The State of Oregon and certain schools, community colleges, and political subdivisions have made unfunded actuarial liability payments, and their rates have been reduced. Employer contributions for the year ended June 30, 2019, were \$15,731,715, excluding amounts to fund employer specific liabilities. Approximately \$11,376,684 was charged for the year ended June 30, 2019, as PERS benefits expenditures to be used for bond payments as they become due. Approximately \$29,179,174 was recognized as employer pension expense during the reporting period.

At June 30, 2019, the District reported a net pension liability of \$188,690,265 for its proportionate share of the net pension liability. The pension liability was measured as of December 31, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan, relative to the projected contributions of all participating employers, actuarially determined. At December 31, 2016, the District's proportion was 1.25 percent.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Contributions (Continued)

PERS Schedule of Pension Amounts under GASB 68
June 30, 2019

	Deferred Outflow of Resources	Deferred (Inflow) of Resources	Net Outflow (Inflow) of Resources
Differences between expected and actual experience	\$ 6,418,679	\$ -	\$ 6,418,679
Changes of assumptions	43,870,128	-	43,870,128
Net difference between projected and actual earnings on investments	-	(8,378,914)	(8,378,914)
Changes in proportionate share	10,851,982	(1,843,952)	9,008,030
Changes in proportion and differences between employer contributions and proportionate share of contributions	10,897,703	(3,997,833)	6,899,870
Subtotal-Amortized Deferrals	72,038,492	(14,220,699)	\$ 57,817,793
District contributions subsequent to measurement date	15,731,715	-	
Net deferred outflow(inflow) of Resources	\$ 87,770,207	\$ (14,220,699)	

Amounts reported as deferred outflows or inflows of resources related to pension will be recognized in pension expense as follows:

Year ending June 30	Amount
2020	\$ 31,995,372
2021	21,310,170
2022	(239,888)
2023	3,448,716
2024	1,303,423
Total	\$ 57,817,793

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB Statement 68 reporting summary dated March 4, 2019. Oregon PERS produces an independently audited CAFR which can be found at: <http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Actuarial Methods and Assumptions

Valuation date	December 31, 2016
Measurement date	June 30, 2018
Experience Study	2016, published July 26, 2017
Actuarial cost method	Entry Age Normal
Actuarial assumptions:	
Inflation rate	2.50 percent
Long-term expected rate of return	7.20 percent
Discount rate	7.20 percent
Projected salary increases	3.50 percent
Cost of living adjustments (COLA)	Blend of 2.00% COLA and graded COLA (1.25%/0.15%) in accordance with Moro decision; blend based on service.
Mortality	<p>Healthy retirees and beneficiaries: RP-2014 Healthy annuitant, sex-distinct, generational with Unisex, Social Security Data Scale, with collar adjustments and set-backs as described in the valuation.</p> <p>Active members: RP-2014 Healthy annuitant, sex-distinct, generational with Unisex, Social Security Data Scale, with collar adjustments and set-backs as described in the valuation.</p> <p>Disabled retirees: RP-2014 Healthy annuitant, sex-distinct, generational with Unisex, Social Security Data Scale.</p>

(Source: June 30, 2018 PERS CAFR; page 69)

Actuarial valuations of an ongoing plan involve estimates of the value of projected benefits and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The methods and assumptions shown above are based on the 2016 Experience Study, which reviewed experience for the four-year period ended on December 31, 2016.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Actuarial Methods and Assumptions (Continued)

- **Discount Rate.** The discount rate used to measure the total pension liability was 7.20 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.
- **Long-Term Expected Rate of Return.** To develop an analytical basis for the selection of the long-term expected rate of return assumption, in July 2015 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

TABLE 31

<u>Long-Term Expected Rate of Return</u>				
Asset Class	Target Allocation*	Annual Arithmetic Return	Compound Annual (Geometric) Return	Standard Deviation
Core Fixed Income	8.00 %	3.59 %	3.49 %	4.55 %
Short-Term Bonds	8.00	3.42	3.38	2.70
Bank/Leveraged Loans	3.00	5.34	5.09	7.50
High Yield Bonds	1.00	6.90	6.45	10.00
Large/Mid Cap US Equities	15.75	7.45	6.30	16.25
Small Cap US Equities	1.31	8.49	6.69	20.55
Micro Cap US Equities	1.31	9.01	6.80	22.90
Developed Foreign Equities	13.13	8.21	6.71	18.70
Emerging Market Equities	4.13	10.53	7.45	27.35
Non-US Small Cap Equities	1.88	8.67	7.01	19.75
Private Equity	17.50	11.45	7.82	30.00
Real Estate (Property)	10.00	6.15	5.51	12.00
Real Estate (REITS)	2.50	8.26	6.37	21.00
Hedge Fund of Funds - Diversified	2.50	4.36	4.09	7.80
Hedge Fund - Event-driven	0.63	6.21	5.86	8.90
Timber	1.88	6.37	5.62	13.00
Farmland	1.88	6.90	6.15	13.00
Infrastructure	3.75	7.54	6.60	14.65
Commodities	1.88	5.43	3.84	18.95
Assumed Inflation - Mean			2.50 %	1.85 %
* Based on the OIC Statement of Investment Objectives and Policy Framework for the Oregon Public Employees Retirement Fund, revised as of June 7, 2017.				

(Source: June 30, 2018 PERS CAFR; page 72; Table 31)

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Actuarial Methods and Assumptions (Continued)

- **Depletion Date Projection.** GASB 68 generally requires that a blended discount rate be used to measure the Total Pension Liability (the actuarial accrued liability calculated using the Individual Entry Age Normal Cost Method). The long-term expected return on plan investments may be used to discount liabilities to the extent that the plan's fiduciary net position is projected to cover benefit payments and administrative expenses. A 20-year high quality (AA/Aa or higher) municipal bond rate must be used for periods where the fiduciary net position is not projected to cover benefit payments and administrative expenses. Determining the discount rate under GASB 68 will often require that the actuary perform complex projections of future benefit payments and pension plan investments. GASB 68 (paragraph 67) does allow for alternative evaluations of projected solvency, if such evaluation can reliably be made. GASB does not contemplate a specific method for making an alternative evaluation of sufficiency; it is left to professional judgment.

The following circumstances justify an alternative evaluation of sufficiency for Oregon PERS:

- Oregon PERS has a formal written policy to calculate an Actuarially Determined Contribution (ADC), which is articulated in the actuarial valuation report.
- The ADC is based on a closed, layered amortization period, which means that payment of the full ADC each year will bring the plan to a 100% funded position by the end of the amortization period if future experience follows assumption.
- GASB 68 specifies that the projections regarding future solvency assume that plan assets earn the assumed rate of return and there are no future changes in the plan provisions of actuarial methods and assumptions, which means that the projections would not reflect any adverse future experience that might impact the plan's funded position.

Based on these circumstances, it is PERS' independent actuary's opinion that the detailed depletion date projections outlined in GASB 68 would clearly indicate that the fiduciary net position is always projected to be sufficient to cover benefit payments and administrative expenses.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Actuarial Methods and Assumptions (Continued)

- **Sensitivity.** Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate. The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.20 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.20 percent) or one percentage point higher (8.20 percent) than the current rate.

<u>Sensitivity of Net Pension Liability to Changes in the Discount Rate As of June 30, 2018</u>			
Employers' Net Pension Liability/(Asset)	1% Decrease (6.20%)	Current Discount Rate (7.20%)	1% Increase (8.20%)
Defined Benefit Pension Plan	\$ 315,337,081	\$ 188,690,265	\$ 84,153,684

- **Deferred Inflows of Resources and Deferred Outflows of Resources.** Deferred inflows of resources and deferred outflows of resources are calculated at the Plan level and are allocated to employers based on their proportionate share. For the measurement period ended June 30, 2018, employers will report the following deferred inflows of resources and/or deferred outflows of resources:

- A difference between expected and actual experience
- Changes in assumptions
- Changes in employer proportion since the prior measurement date
- Net difference between projected and actual investment earnings

Differences between expected and actual experience, changes in assumptions, and changes in employer proportion are amortized over the average remaining service lives of all plan participants, including retirees, determined as of the beginning of the respective measurement period. Employers are required to recognize pension expense based on the balance of the closed period "layers" attributable to each measurement period. The average remaining service lives determined as of the beginning of each measurement period are described below:

Year ended June 30, 2018 – 5.2 years
 Year ended June 30, 2017 – 5.3 years
 Year ended June 30, 2016 – 5.3 years
 Year ended June 30, 2015 – 5.4 years
 Year ended June 30, 2014 – 5.6 years

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

8. PENSION PLAN (Continued)

Actuarial Methods and Assumptions (Continued)

• **Deferred Inflows of Resources and Deferred Outflows of Resources (Continued)**

The net difference between projected and actual investment earnings attributable to each measurement period is amortized over a closed five-year period.

In addition, employers may need to recognize a difference between their actual employer contributions and their proportionate share of contributions, which is not reflected in the Schedule of Pension Amounts by Employer. GASB 68 requires employers to amortize that difference over remaining service lives of all plan participants, including retirees, determined as of the beginning of the respective measurement period. Employer contributions made after the measurement date are also excluded from the Schedule of Pension Amounts by Employer. Appropriate treatment of such amounts is the responsibility of the employer.

Additional disclosures related to Oregon PERS not applicable to specific employers are available by contacting PERS at PO Box 23700, Tigard, OR 97281-3700, or online at <http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>

9. RISK MANAGEMENT

The District carries commercial insurance for the various risks it is exposed to: torts; theft or damage to, and destruction of, assets; errors and omissions; and natural disasters. The District does not engage in risk-financing activities where the risk is retained (self-insurance).

Settlements have not exceeded insurance coverage for the each of the three years ending June 30, 2019, 2018, and 2017.

10. COMMITMENTS AND CONTINGENCIES

Amounts received or receivable from grantor agencies are subject to audit and adjustment by these agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the District. The amount of expenditures that may be disallowed by the grantor, if any, cannot be determined at this time, although District management expects such amounts, if any, to be immaterial.

**HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

10. COMMITMENTS AND CONTINGENCIES (Continued)

The District, in the regular course of business, is a defendant in various lawsuits. The likely outcome of these lawsuits is not presently determinable. However, in the opinion of the District's management, the resolution of these matters will not have a materially adverse effect on the financial condition of the District.

The District receives a substantial portion of its operating funding from the State of Oregon. State funding is determined through statewide revenue projections, and is paid to individual school districts based on pupil counts and other factors in the State School Fund revenue formula. Since these projections and pupil counts fluctuate, they can cause the District to either have increases or decreases in revenue. Due to these future uncertainties at the state level, the future effect on the District's operations cannot be determined.

The District is committed under various accepted bid agreements and contracts for approximately \$174.1 million for goods, services, and construction of facilities, as follows:

Capital Projects Fund	<u>\$174,055,887</u>
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11. PREPAID EXPENSES

The District has various prepaid expenses throughout the year that consist of worker's compensation premiums, software licenses and utilities. Total prepaid expenses as of June 30, 2019, were as follows:

General Fund	<u>\$ 1,377,395</u>
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HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

12. TAX ABATEMENTS

Property tax abatements result from agreements between Washington County and others, which impact the Districts levied property taxes. As of June 30, 2019, the District was affected by tax abatement agreements made by Washington County through six programs.

Exemption Type	Tax Abatement Amount
Construction in Process in Enterprise Zone (ORS 285C.170)	\$246,000
Enterprise Zone (ORS 285C.175)	\$3,768,000
Housing for Low Income Rental (ORS 307.517)	\$6,000
Strategic Investment Program (ORS 285C.600)	\$68,338,000
Vertical Housing (ORS 307.864)	\$541,000
Nonprofit Corporation Low Income Housing (ORS 307.541)	\$1,000

Estimated based on certified tax roll values (10/5/18)

13. NEW ACCOUNTING STANDARDS IMPLEMENTED

For the fiscal year ended June 30, 2019, the District implemented the following new accounting standards:

- **GASB Statement 83**, *Certain Asset Retirement Obligations*. This Statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible assets should recognize a liability based on the guidance in the Statement.
- **GASB Statement 88**, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*. The primary objective of the Statement is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019

14. NEW PRONOUNCEMENTS

The District will implement new GASB pronouncements no later than the required fiscal year. Management has not determined the effect on the financial statements from implementing any of the following pronouncements.

- **GASB Statement 84**, *Fiduciary Activities*. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. The requirements of this Statement are effective for reporting periods beginning after December 15, 2018.
- **GASB Statement 87**, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. For reporting periods beginning after December 15, 2019.
- **GASB Statement 89**, *Accounting for Interest Cost Incurred before the End of a Construction Period*. The objectives of the Statement are to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and to simplify accounting for interest cost incurred before the end of a construction period. For reporting periods beginning after December 15, 2019.
- **GASB Statement 90**, *Majority Equity Interests – an amendment of GASB Statements No. 14 and No. 61*. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. For reporting periods beginning after December 15, 2018.
- **GASB Statement 91**, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with commitments extended by issuers, arrangements associated with conduit debt obligations, and related note disclosures. For reporting periods beginning after December 15, 2020.

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HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon

REQUIRED SUPPLEMENTARY INFORMATION

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HILLSBORO SCHOOL DISTRICT IJ
SCHEDULE OF THE CHANGES IN THE TOTAL OPEB LIABILITY AND SCHEDULE OF TOTAL OPEB
LIABILITY AND RELATED RATIOS FOR MEDICAL SUBSIDY
JUNE 30, 2019

Schedule of Changes in of the Total OPEB Liability for Medical Subsidy:

Year Ended June 30,	Service Cost	Interest	Change of Benefit Terms	Difference Between Expected and actual Experience	Changes of Assumptions or other Input ²	Benefit payments	Net Change in total OPEB Liability
2019	\$920,273	\$446,083	\$ -	\$ -	\$ 2,808,454	\$(460,619)	\$3,714,191
2018	715,180	321,401	-	-	-	309,852	726,729

Schedule of Total OPEB Liability and Related Ratios for Medical Subsidy:

Year Ended June 30,	Total OPEB Liability Beginning	Net Change in Total OPEB Liability	Total OPEB Liability Ending ¹	Covered Employee Payroll	Total OPEB Liability as Percentage of Covered Payroll	Discount Rate
2019	\$ 9,706,939	\$ 3,714,191	\$ 13,421,130	\$ 99,821,417	13.4%	3.50%
2018	8,980,210	726,729	9,706,939	96,445,814	10.1%	3.50%

Notes:

These schedules are required to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

1. The amounts presented for each fiscal year were actuarially determined at July 1 of odd years and rolled forward to the measurement date.
2. Change in assumptions for 2019 reflects change in Oregon law (SB 1067) that is expected to impact increases in OEGB healthcare plan premiums.

HILLSBORO SCHOOL DISTRICT IJ
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND SCHEDULE OF
CONTRIBUTIONS FOR RHIA
JUNE 30, 2019

Schedule of the Proportionate Share of the Net OPEB Liability:

Year Ended June 30,	Employer's Portion of the Net OPEB Liability (NOL)	Employer's Proportionate Share of the Net OPEB Liability (NOL) ¹	Employer's Covered Payroll ²	NOL as a Percentage of covered Payroll	Plan fiduciary Net position as a percentage of Total OPEB Liability
2019	1.21%	\$ (1,350,607)	\$ 122,808,685	-1.10%	124.0%
2018	1.18%	(491,786)	117,330,543	-0.42%	108.9%
2017	1.21%	327,825	112,642,257	0.29%	94.1%

Schedule of Employer Contributions:

Year Ended June 30,	Statutorily Required Contribution	Contributions in relation to The statutorily Required Contribution	Contribution Deficiency (Excess)	Employer's Covered Payroll	Contributions as a Percent of covered Payroll
2019	\$ 603,483	\$ 603,483	\$ -	\$128,513,691	0.47%
2018	585,850	585,850	-	122,808,685	0.48%
2017	591,455	591,455	-	117,330,543	0.50%

Notes:

These schedules are required to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

1. The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward 18 months to the measurement date.
2. Amounts for covered payroll use the prior year's data to match the measurement date used by the OPEB plan for each fiscal year.

HILLSBORO SCHOOL DISTRICT IJ
SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY FOR PERS
JUNE 30, 2019

Year Ended June 30,	Employer's Proportion of the Net Pension Liability (NPL)	Employer's Proportionate Share of the Net Pension Liability (NPL) ¹	Employer's Covered Payroll ²	NPL as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2019 ⁶	1.24%	\$ 188,690,265	\$ 122,808,685	153.6%	82.1%
2018	1.17%	158,356,193	117,330,543	135.0%	83.1%
2017 ⁵	1.11%	167,229,488	112,642,257	142.5%	80.5%
2016 ⁴	1.05%	60,293,919	100,728,284	59.9%	91.9%
2015 ³	1.39%	(31,454,943)	94,898,635	-33.1%	103.6%
2014	1.39%	70,815,787	91,185,660	77.7%	92.0%

Notes:

These schedules are required to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

1. The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward 18 months to the measurement date.
2. Amounts for covered payroll use the prior year's data to match the measurement date used by the pension plan for each fiscal year.
3. The June 30, 2015 NPL reflects benefit changes from the Senate Bills 822 and 861.
4. The June 30, 2016 NPL reflects benefit changes from the Oregon Supreme Court's ruling in *Moro v. State of Oregon*, which overturned portions of Senate Bills 822 and 861.
5. The June 30, 2017 NPL reflects assumption changes reducing inflation rate from 2.75% to 2.50%, the long-term expected rate of return from 7.75% to 7.50%, the discount rate from 7.75% to 7.50% and the projected salary increases from 3.75% to 3.50%.
6. The June 30, 2019 NPL reflects assumption changes reducing the long-term expected rate of return from 7.50% to 7.20% and the discount rate or 7.50% to 7.20%.

HILLSBORO SCHOOL DISTRICT IJ
SCHEDULE OF CONTRIBUTIONS FOR PERS
JUNE 30, 2019

Year Ended June 30,	Statutorily Required Contribution	Contributions in Relation to the Statutorily Required Contribution	Contribution Deficiency (Excess)	Employer's Covered Payroll	Contributions as a Percent of Covered Payroll
2019	\$ 15,731,715	\$ 15,731,715	\$ -	\$ 128,513,691	12.2%
2018	15,193,032	15,193,032	-	122,808,685	12.4%
2017	9,360,920	9,360,920	-	117,330,543	8.0%
2016	9,876,528	9,876,528	-	112,642,257	8.8%
2015	14,204,644	14,204,664	-	100,728,284	14.1%
2014	14,685,298	14,685,298	-	94,898,635	15.5%

Notes:

These schedules are required to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE-BUDGET AND ACTUAL
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2019

	Original Budget	Final Budget	Actual		GAAP Basis	Variance with Final Budget
			Budget Basis	Adjustments		
REVENUES:						
Local sources						
Property taxes	\$ 74,411,338	\$ 74,676,865	\$ 76,145,402	\$ -	\$ 76,145,402	\$ 1,468,537
Charges for services	899,947	899,947	745,378	-	745,378	(154,569)
Earnings on investments	432,960	1,059,604	1,182,493	-	1,182,493	122,889
Contributions & donations	50,000	50,000	-	-	-	(50,000)
Other	996,486	996,486	467,374	-	467,374	(529,112)
Intermediate sources	3,572,545	4,072,545	4,022,484	-	4,022,484	(50,061)
State sources	129,148,385	131,851,124	133,882,639	-	133,882,639	2,031,515
Total Revenues	209,511,661	213,606,571	216,445,770	-	216,445,770	2,839,199
EXPENDITURES:						
Current						
Instruction	129,331,600	137,926,510 (1)	137,748,135	(43,257)	137,704,878	178,375
Support services	85,027,904	82,027,904 (1)	81,902,188	(84,746)	81,817,442	125,716
Enterprise and community services	545,334	545,334 (1)	543,536	-	543,536	1,798
Capital Outlay	-	-	-	128,003	128,003	-
Contingency	1,500,000	-	-	-	-	-
Total Expenditures	216,404,838	220,499,748	220,193,859	-	220,193,859	305,889
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(6,893,177)	(6,893,177)	(3,748,089)	-	(3,748,089)	3,145,088
OTHER FINANCING SOURCES (USES)						
Transfers in	1,000,000	1,000,000	1,000,000	-	1,000,000	-
Sale or compensation for loss of capital assets	-	-	42,832	-	42,832	42,832
Total Other Financing Sources (Uses)	1,000,000	1,000,000	1,042,832	-	1,042,832	42,832
NET CHANGE IN FUND BALANCE	(5,893,177)	(5,893,177)	(2,705,257)	-	(2,705,257)	3,187,920
FUND BALANCE, July 1, 2018	13,392,374	13,392,374	12,795,799	-	12,795,799	(596,575)
FUND BALANCE, June 30, 2019	\$ 7,499,197	\$ 7,499,197	\$ 10,090,542	\$ -	\$ 10,090,542	\$ 2,591,345

(1) Appropriation Level

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE-BUDGET AND ACTUAL
SPECIAL REVENUE FUND
FOR THE YEAR ENDED JUNE 30, 2019

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Budget Basis</u>	<u>Actual Adjustments</u>	<u>GAAP Basis</u>	<u>Variance with Final Budget</u>
REVENUES:						
Local sources						
Construction excise tax	\$ 3,000,000	\$ 3,000,000	\$ 1,940,482	\$ -	\$ 1,940,482	\$ (1,059,518)
Charges for services	5,570,500	5,570,500	5,760,666	-	5,760,666	190,166
Earnings on investments	1,500	1,500	-	-	-	(1,500)
Contributions & donations	1,250,000	1,250,000	921,097	-	921,097	(328,903)
Other	111,000	111,000	570,271	-	570,271	459,271
Intermediate sources	1,475,000	1,475,000	1,531,643	-	1,531,643	56,643
State sources	5,573,600	5,573,600	6,327,783 (2)	-	6,327,783	754,183
Federal sources	16,061,819	17,017,142	17,307,183	-	17,307,183	290,041
Total Revenues	<u>33,043,419</u>	<u>33,998,742</u>	<u>34,359,125</u>	<u>-</u>	<u>34,359,125</u>	<u>360,383</u>
EXPENDITURES:						
Current						
Instruction	13,421,184	14,376,507 (1)	14,260,524	(119,839)	14,140,685	115,983
Support services	9,376,855	10,759,055 (1)	10,093,488	(2,132,735)	7,960,753	665,567
Enterprise and community services	10,173,317	8,791,117 (1)	9,421,010	(251,987)	9,169,023	(629,893)
Debt Service	2,947,682	2,947,682 (1)	2,518,695	-	2,518,695	428,987
Capital Outlay	-	-	-	2,504,561	2,504,561	-
Total Expenditures	<u>35,919,038</u>	<u>36,874,361</u>	<u>36,293,717</u>	<u>-</u>	<u>36,293,717</u>	<u>580,644</u>
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(2,875,619)	(2,875,619)	(1,934,592)	-	(1,934,592)	941,027
OTHER FINANCING SOURCES (USES)						
Issuance of debt	1,583,363	1,583,363	1,084,810	-	1,084,810	(498,553)
Sale or compensation for loss of capital assets	25,000	25,000	15,449	-	15,449	(9,551)
Transfers in	500,000	500,000	-	-	-	(500,000)
Total Other Financing Sources (Uses)	<u>2,108,363</u>	<u>2,108,363</u>	<u>1,100,259</u>	<u>-</u>	<u>1,100,259</u>	<u>(1,008,104)</u>
NET CHANGE IN FUND BALANCE	(767,256)	(767,256)	(834,333)	-	(834,333)	(67,077)
FUND BALANCE, July 1, 2018	<u>4,853,853</u>	<u>4,853,853</u>	<u>7,932,428</u>	<u>-</u>	<u>7,932,428</u>	<u>3,078,575</u>
FUND BALANCE, June 30, 2019	<u>\$ 4,086,597</u>	<u>\$ 4,086,597</u>	<u>\$ 7,098,095</u>	<u>\$ -</u>	<u>\$ 7,098,095</u>	<u>\$ 3,011,498</u>

(1) Appropriation Level

(2) Includes \$82,049 State Revenue Lunch Program Match

HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon

OTHER SUPPLEMENTARY INFORMATION

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HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE-BUDGET AND ACTUAL
DEBT SERVICE FUND
FOR THE YEAR ENDED JUNE 30, 2019

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Budget & GAAP Basis Actual</u>	<u>Variance with Final Budget</u>
REVENUES:				
Local sources				
Property taxes	\$ 33,071,049	\$ 33,071,049	\$ 34,209,365	\$ 1,138,316
Interest on investments	70,000	70,000	283,562	213,562
Services provided to other funds	11,373,697	11,373,697	11,383,708	10,011
Other revenue in lieu of taxes	-	-	1,211	1,211
Total Revenues	<u>44,514,746</u>	<u>44,514,746</u>	<u>45,877,846</u>	<u>1,363,100</u>
EXPENDITURES:				
Debt service				
Principal	17,505,000	17,505,000	17,505,000	-
Interest	28,509,746	28,509,746	28,509,746	-
Total Expenditures	<u>46,014,746</u>	<u>46,014,746</u>	<u>46,014,746</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	(1,500,000)	(1,500,000)	(136,900)	1,363,100
FUND BALANCE, July 1, 2018	<u>1,500,000</u>	<u>1,500,000</u>	<u>2,537,190</u>	<u>1,037,190</u>
FUND BALANCE, June 30, 2019	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,400,290</u>	<u>\$ 2,400,290</u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE-BUDGET AND ACTUAL
CAPITAL PROJECTS FUND
FOR THE YEAR ENDED JUNE 30, 2019

	Original Budget	Final Budget	Actual		GAAP Basis	Variance with Final Budget
			Budget Basis	Adjustments		
REVENUES:						
Local sources						
Interest on investments	\$ 3,000,000	\$ 3,000,000	\$ 7,763,813	\$ -	\$ 7,763,813	\$ 4,763,813
Other	-	-	763,973	-	763,973	763,973
Total Revenues	<u>3,000,000</u>	<u>3,000,000</u>	<u>8,527,786</u>	<u>-</u>	<u>8,527,786</u>	<u>5,527,786</u>
EXPENDITURES:						
Current						
Support services	250,000	250,000	104,912	-	104,912	145,088
Facilities acquisition and construction	92,087,119	92,087,119	87,047,075	(60,697,872)	26,349,203	5,040,044
Capital outlay	-	-	-	60,697,872	60,697,872	-
Contingency	5,000,000	5,000,000	-	-	-	5,000,000
Total Expenditures	<u>97,337,119</u>	<u>97,337,119</u>	<u>87,151,987</u>	<u>-</u>	<u>87,151,987</u>	<u>10,185,132</u>
NET CHANGE IN FUND BALANCE	(94,337,119)	(94,337,119)	(78,624,201)	-	(78,624,201)	15,712,918
FUND BALANCE, July 1, 2018	<u>297,601,698</u>	<u>297,601,698</u>	<u>302,160,060</u>	<u>-</u>	<u>302,160,060</u>	<u>4,558,362</u>
FUND BALANCE, June 30, 2019	<u>\$ 203,264,579</u>	<u>\$ 203,264,579</u>	<u>\$ 223,535,859</u>	<u>\$ -</u>	<u>\$ 223,535,859</u>	<u>\$ 20,271,280</u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE-BUDGET AND ACTUAL
PERS RESERVE FUND
FOR THE YEAR ENDED JUNE 30, 2019

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Budget Basis Actual</u>	<u>Variance with Final Budget</u>
OTHER FINANCING SOURCES (USES):				
Transfers out	\$ (1,000,000)	\$ (1,000,000)	\$ (1,000,000)	\$ -
Total Other Financing Sources (Uses)	<u>(1,000,000)</u>	<u>(1,000,000)</u>	<u>(1,000,000)</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	(1,000,000)	(1,000,000)	(1,000,000)	-
FUND BALANCE, July 1, 2018	<u>1,000,000</u>	<u>1,000,000</u>	<u>1,000,000</u>	<u>-</u>
FUND BALANCE, June 30, 2019	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF REVENUES - ALL FUNDS
FOR THE YEAR ENDED JUNE 30, 2019

	Fund 100	Fund 200	Fund 300
REVENUES:			
Revenue from local sources:			
1110 Ad valorem taxes paid by District	\$ 76,058,817	\$ -	\$ 34,170,873
1114 Payments in Lieu of Property Taxes	14,812	-	6,623
1190 Penalties and interest on taxes	71,773	-	31,869
1200 Revenue from local governments - Construction Excise Tax	-	1,940,482	-
1310 Tuition	4,408	-	-
1400 Transportation fees	42,285	-	-
1500 Earning on investments	1,182,493	-	283,562
1600 Food service	-	2,046,648	-
1700 Extracurricular activities	472,853	3,652,514	-
1800 Community services activities	-	61,504	-
1910 Rentals	225,832	65,195	-
1920 Contributions & donations	-	921,097	-
1960 Recovery of prior year	(49,387)	34,902	-
1970 Services provided other funds	-	-	11,383,708
1980 Fees charged to grants	405,258	-	-
1990 Miscellaneous	111,503	378,379	1,211
1995 Printing Revenue	-	91,795	-
Total revenue from local sources	78,540,647	9,192,516	45,877,846
Revenue from intermediate sources:			
2101 County school funds	676,651	-	-
2103 ESD	3,345,833	-	-
2200 Restricted revenue	-	1,531,643	-
Total revenue from Intermediate Sources	4,022,484	1,531,643	-
Revenue from state sources:			
3101 State school fund - general support	119,676,390	-	-
3102 State school fund - school lunch match	-	82,049	-
3103 Common school fund	2,254,742	-	-
3104 State managed county timber	1,331,507	-	-
3105 State school fund - transportation grant	10,620,000	-	-
3120 Reduced breakfast reimbursement	-	17,440	-
3121 Reduced lunch reimbursement	-	59,868	-
3200 Restricted grants-in-aid	-	931,613	-
3222 State school fund transportation equipment	-	1,620,000	-
3299 Other restricted grants-in-aid	-	3,616,813	-
Total revenue from state sources	133,882,639	6,327,783	-
Revenue from federal sources:			
4100 Unrestricted direct from federal government	-	29,356	-
4500 Restricted revenue from federal government	-	15,767,016	-
4700 Restricted revenue from federal government through intermediate sources	-	902,355	-
4900 Revenue for/on behalf of the District	-	608,456	-
Total revenue from federal sources	-	17,307,183	-
Revenue from other sources:			
5100 Long-term financing sources	-	1,084,810	-
5200 Transfers	1,000,000	-	-
5300 Sale or compensation for loss of capital assets	42,832	15,449	-
5400 Resources - beginning fund balance	12,795,799	7,932,428	2,537,190
Total revenue from other sources	13,838,631	9,032,687	2,537,190
TOTAL REVENUES	\$ 230,284,401	\$ 43,391,812	\$ 48,415,036

Fund 400	Fund 600	Total
\$ -	\$ -	\$ 110,229,690
		21,435
-	-	103,642
-	-	1,940,482
-	-	4,408
-	-	42,285
7,763,813	-	9,229,868
-	-	2,046,648
-	-	4,125,367
-	-	61,504
-	-	291,027
-	-	921,097
763,973	-	749,488
-	-	11,383,708
-	-	405,258
-	-	491,093
-	-	91,795
8,527,786	-	142,138,795
-	-	676,651
-	-	3,345,833
-	-	1,531,643
-	-	5,554,127
-	-	119,676,390
-	-	82,049
-	-	2,254,742
-	-	1,331,507
-	-	10,620,000
-	-	17,440
-	-	59,868
-	-	931,613
-	-	1,620,000
-	-	3,616,813
-	-	140,210,422
-	-	29,356
-	-	15,767,016
-	-	902,355
-	-	608,456
-	-	17,307,183
-	-	1,084,810
-	-	1,000,000
-	-	58,281
302,160,060	1,000,000	326,425,477
302,160,060	1,000,000	328,568,568
\$ 310,687,846	\$ 1,000,000	\$ 633,779,095

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF GENERAL FUND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2019

	Object 100	Object 200	Object 300
EXPENDITURES:			
Instruction:			
1111 Primary programs	\$ 31,170,732	\$ 15,496,875	\$ 2,093,754
1112 Intermediate programs	12,400	5,665	-
1113 Elementary extracurricular	117,339	34,245	12,722
1121 Middle school programs	7,379,521	3,586,548	325,941
1122 Middle school extracurricular	59,540	20,993	790
1131 High school programs	15,665,279	7,882,691	1,413,056
1132 High school extracurricular	1,627,062	594,532	282,277
1133 High school Saturday school	11,423	3,618	-
1140 Pre-Kindergarten programs	-	70	-
1210 Talented and gifted program	333,336	159,920	26,160
1220 Students with disabilities - restricted programs	8,558,817	5,426,474	1,360,218
1250 Students with disabilities - less restricted programs	8,590,319	5,165,034	949,951
1270 Education disadvantaged	-	-	102,500
1271 Remediation	-	-	332
1272 Title 1	-	4,270	46,858
1280 Alternative education	813,003	383,024	1,784,099
1291 English second language programs	7,971,754	4,446,565	336,767
1292 Teen parent programs	506,867	244,577	11,620
1293 Migrant Education	283	(1,733)	-
1294 Youth corrections education	233,837	135,068	8,873
1430 Secondary summer school	2,563	265	-
Total instruction	83,054,075	43,588,701	8,755,918
Support services:			
2110 Attendance and social work services	2,068,881	1,155,049	1,334,267
2120 Guidance Services	3,805,876	1,739,137	456,240
2130 Health Services	820,210	482,105	64,728
2140 Psychological services	598,843	301,109	11,792
2150 Speech pathology services	2,446,346	1,108,078	177,730
2160 Other student treatment services	-	593	114,300
2190 Service direction, student special education	36,025	10,879	282,206
2210 Improvement of Instructional services	335,730	143,431	284,283
2220 Educational media services	690,327	575,711	37,450
2230 Assessment and testing	29,697	8,198	134,388
2240 Instructional staff development	735,874	301,901	443,613
2310 Board of Education services	67,513	22,281	108,776
2320 Executive administration services	314,517	174,036	47,428
2410 Office of the principal services	9,282,164	5,085,487	397,493
2490 Other support services school administration	1,620,063	821,081	199,643
2510 Direction of business support services	509,971	344,483	49,711
2520 Fiscal services	563,696	339,341	105,235
2540 Operation and maintenance of plant	5,279,586	3,225,567	6,797,306
2550 Student transportation services	8,156,504	5,405,858	154,586
2570 Internal services	229,961	136,827	(403,074)
2610 Direction of Central Support Services	-	(1,367)	-
2630 Information/production services	333,982	157,614	43,375
2640 Staff services	763,715	960,481	182,174
2660 Technology services	1,575,178	817,124	1,151,493
2670 Records management services	-	-	46,118
2700 Early retirement program	7,000	536	-
Total support services	40,271,659	23,315,540	12,221,261
Enterprise and community services			
3300 Other community services	290,660	188,240	59,209
Total enterprise and community services	290,660	188,240	59,209
TOTAL EXPENDITURES	\$ 123,616,394	\$ 67,092,481	\$ 21,036,388

Object 400	Object 500	Object 600	Total
\$ 780,379	\$ -	\$ 737	\$ 49,542,477
41	-	-	18,106
17,625	-	700	182,631
164,460	-	845	11,457,315
7,020	-	60	88,403
466,776	34,950	924	25,463,676
128,795	8,307	70,978	2,711,951
-	-	-	15,041
-	-	-	70
4,493	-	-	523,909
132,648	-	52,602	15,530,759
30,721	-	-	14,736,025
-	-	-	102,500
-	-	-	332
-	-	-	51,128
295,529	-	79,122	3,354,777
70,032	-	-	12,825,118
641	-	-	763,705
-	-	-	(1,450)
1,056	-	-	378,834
-	-	-	2,828
<u>2,100,216</u>	<u>43,257</u>	<u>205,968</u>	<u>137,748,135</u>
54,940	-	223	4,613,360
81,291	-	5,997	6,088,541
6,122	-	419	1,373,584
12,212	-	-	923,956
7,362	-	-	3,739,516
-	-	-	114,893
12,191	-	500	341,801
240,651	-	255	1,004,350
65,348	-	134	1,368,970
141,024	-	-	313,307
79,503	-	999	1,561,890
12,910	-	22,643	234,123
29,639	-	4,380	570,000
463,477	-	11,935	15,240,556
90,050	-	6,532	2,737,369
9,141	-	5,097	918,403
40,995	7,622	879,966	1,936,855
1,167,729	-	21,700	16,491,888
1,206,898	-	231,998	15,155,844
136,425	71,522	-	171,661
-	-	-	(1,367)
20,150	-	749	555,870
20,355	-	49,320	1,976,045
851,922	5,602	3,000	4,404,319
12,759	-	41	58,918
-	-	-	7,536
<u>4,763,094</u>	<u>84,746</u>	<u>1,245,888</u>	<u>81,902,188</u>
5,427	-	-	543,536
5,427	-	-	543,536
<u>\$ 6,868,737</u>	<u>\$ 128,003</u>	<u>\$ 1,451,856</u>	<u>\$ 220,193,859</u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF SPECIAL REVENUE FUND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2019

		Object 100	Object 200	Object 300	Object 400
EXPENDITURES:					
Instruction:					
1111	Primary programs	\$ 37,891	\$ 12,972	\$ 115,491	\$ 319,749
1113	Elementary extracurricular	16,834	4,566	9,190	14,133
1121	Middle school programs	188,379	98,246	436	28,034
1122	Middle school extracurricular	2,875	866	693	139,598
1131	High school programs	717,585	310,563	170,112	771,462
1132	High school extracurricular	8,877	1,886	12,831	3,515,912
1133	High school Saturday school	1,924	579	-	-
1140	Pre-kindergarten programs	7,962	4,836	150	6,188
1221	Students with disabilities - restrictive programs	914,305	472,435	23,054	73,151
1250	Students with disabilities - less restrictive programs	175,409	160,612	5,244	353
1272	Title I	1,752,497	1,093,416	98,879	104,952
1280	Alternative education	581,005	282,347	236,032	86,358
1291	English second language programs	683	191	66	12,798
1292	Teen parent programs	24,639	12,993	91	55
1293	Migrant education	730,326	312,642	94,084	34,956
1294	Youth corrections education	-	-	443	-
1295	English language learner	6,278	2,018	18,601	2,767
1400	Summer school programs	27,981	7,826	-	59
	Total instruction	<u>5,195,450</u>	<u>2,778,994</u>	<u>785,397</u>	<u>5,110,525</u>
Support services:					
2110	Attendance and social work services	310,424	185,336	462,941	18,542
2120	Guidance services	764,155	344,749	536	1,237
2130	Health services	156,003	71,903	33,869	-
2140	Psychological services	82,447	36,335	-	-
2150	Speech pathology and audiology services	23,037	14,930	-	-
2160	Student treatment center	243,412	128,700	-	-
2190	Service direction, student special education	384,997	210,278	135	391
2210	Improvement of instruction services	177,525	80,234	18,132	4,770
2220	Media services	-	-	-	12,435
2230	Assessment and testing	-	-	8,771	-
2240	Instructional staff development	717,961	305,201	410,159	17,783
2410	Office of the principal services	10,042	3,110	39,640	67,245
2490	Other support services school administration	33,786	11,128	53,162	3,555
2510	Direction of business support services	53,908	28,991	102	1,512
2520	Fiscal services	-	-	-	-
2540	Operation and maintenance of plant	261,629	82,053	891,133	9,952
2550	Student transportation services	-	-	142,420	-
2570	Internal Services	3,028	250	-	-
2610	Direction of central support services	472,673	207,129	-	378
2630	Information/production services	6,609	657	550	26,949
2640	Recruitment and placement	-	6,000	-	-
2660	Technology services	20,448	7,746	-	200
	Total support services	<u>3,722,084</u>	<u>1,724,730</u>	<u>2,061,550</u>	<u>164,949</u>
Enterprise and community services:					
3100	Food services	2,612,061	1,646,820	356,471	3,904,513
3300	Community services	200,722	97,748	133,400	33,337
	Total enterprise and community services	<u>2,812,783</u>	<u>1,744,568</u>	<u>489,871</u>	<u>3,937,850</u>
Debt service					
5110	Long-term debt service	-	-	-	-
	Total debt service	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES		<u><u>\$ 11,730,317</u></u>	<u><u>\$ 6,248,292</u></u>	<u><u>\$ 3,336,818</u></u>	<u><u>\$ 9,213,324</u></u>

Object 500	Object 600	Total
\$ -	\$ 76	\$ 486,179
-	-	44,723
9,563	210	324,868
-	739	144,771
105,976	28,664	2,104,362
4,300	3,770	3,547,576
-	-	2,503
-	-	19,136
-	28,021	1,510,966
-	-	341,618
-	160,881	3,210,625
-	7,060	1,192,802
-	-	13,738
-	-	37,778
-	39,763	1,211,771
-	-	443
-	1,135	30,799
-	-	35,866
119,839	270,319	14,260,524
-	765	978,008
-	-	1,110,677
-	-	261,775
-	-	118,782
-	-	37,967
-	-	372,112
-	109,167	704,968
-	1,519	282,180
-	-	12,435
-	-	8,771
-	26,490	1,477,594
247	49	120,333
-	-	101,631
-	-	84,513
-	149,450	149,450
1,039,178	-	2,283,945
1,093,310	-	1,235,730
-	-	3,278
-	-	680,180
-	-	34,765
-	-	6,000
-	-	28,394
2,132,735	287,440	10,093,488
244,587	60,706	8,825,158
42,400	88,245	595,852
286,987	148,951	9,421,010
-	2,518,695	2,518,695
-	2,518,695	2,518,695
<u>\$ 2,539,561</u>	<u>\$ 3,225,405</u>	<u>\$ 36,293,717</u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF DEBT SERVICE FUND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2019

	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	TOTAL
EXPENDITURES:							
Debt Services							
5100 Debt service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,014,746	\$ 46,014,746
TOTAL EXPENDITURES	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 46,014,746</u>	<u>\$ 46,014,746</u>

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HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF CAPITAL PROJECTS FUND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2019

	Object 100	Object 200	Object 300
EXPENDITURES:			
Support services			
2660 Technology	\$ 79,455	\$ 25,457	\$ -
Total support services	<u>79,455</u>	<u>25,457</u>	<u>-</u>
Facilities acquisition & construction			
4110 Service area direction	-	-	9,045
4150 Building acquisition, construction, & improvement services	725,027	344,679	17,671,556
4180 Other Capital Purchases	4,477	389	944,632
Total facilities acquisition & construction	<u>729,504</u>	<u>345,068</u>	<u>18,625,233</u>
TOTAL EXPENDITURES	<u><u>\$ 808,959</u></u>	<u><u>\$ 370,525</u></u>	<u><u>\$ 18,625,233</u></u>

Object 400	Object 500	Object 600	Total
\$ -	\$ -	\$ -	\$ 104,912
-	-	-	104,912
-	-	-	9,045
297,044	55,314,019	3,031,975	77,384,300
3,021,855	5,674,877	7,500	9,653,730
3,318,899	60,988,896	3,039,475	87,047,075
<u>\$ 3,318,899</u>	<u>\$ 60,988,896</u>	<u>\$ 3,039,475</u>	<u>\$ 87,151,987</u>

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF PERS RESERVE FUND EXPENDITURES
FOR THE YEAR ENDED JUNE 30, 2019

	Object 100	Object 200	Object 300	Object 400	Object 500
EXPENDITURES:					
Other uses					
5200 Transfer of funds	\$ -	\$ -	\$ -	\$ -	\$ -
Total other uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

Object 600	Object 700	Total
\$ -	\$ 1,000,000	\$ 1,000,000
-	1,000,000	1,000,000
\$ -	\$ 1,000,000	\$ 1,000,000

HILLSBORO SCHOOL DISTRICT 1J

OREGON DEPARTMENT OF EDUCATION
255 Capitol Street NE
Salem, Oregon 97310

Office of Finance and Administration
Budget and Analysis

SUPPLEMENTAL INFORMATION, 2018-19

A. Energy Bill for Heating - **All Funds:**

Please enter your expenditures for electricity, heating
fuel, and water & sewage for these Functions & Objects.

	Objects 325 & 326 & 327
Function 2540	\$ 4,834,925
Function 2550	\$ 44,787

B. Replacement of Equipment - **General Funds:**

Include all General Fund expenditures in objects 542, except for the following exclusions:

Exclude these functions:

\$	-
----	---

1113	Elementary Extracurricular
1122	Middle/Junior High School Extracurricular
1132	High School Extracurricular
1140	Pre-Kindergarten
1300	Continuing Education
1400	Summer School
2550	Pupil Transportation
3100	Food Service
3300	Community Services
4150	Construction

HILLSBORO SCHOOL DISTRICT 1J

STATISTICAL SECTION TABLE OF CONTENTS

This part of Hillsboro School District's Comprehensive Annual Financial Report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the District's overall finances.

<u>Contents</u>	<u>Page</u>
Financial Trends	96
These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.	
Revenue Capacity	104
These schedules contain information to help the reader assess the District's most significant local revenue source, the property tax.	
Debt Capacity	
These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.	112
Demographic and Economic Information	118
These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	
Operating Information	120
These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.	

Sources:

Unless otherwise noted, the information in these schedules is derived from the Comprehensive Annual Financial Report for the relevant year.

HILLSBORO SCHOOL DISTRICT 1J
NET POSITION BY CATEGORY
Last Ten Fiscal Years
2010 Through 2019
(accrual basis of accounting)

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Governmental activities:				
Net investment in capital assets	\$ 119,425,365	\$ 132,523,519	\$ 114,594,309	\$ 93,370,283
Restricted for:				
Special programs	7,098,095	7,932,428	7,582,360	8,634,227
Debt service	2,027,936	-	3,148,710	6,070,721
Capital projects	-	-	-	-
Unrestricted	<u>(225,603,901)</u>	<u>(200,783,225)</u>	<u>(173,946,689)</u>	<u>(148,835,008)</u>
Total primary government net position	<u>\$ (97,052,505)</u>	<u>\$ (60,327,278)</u>	<u>\$ (48,621,310)</u>	<u>\$ (40,759,777)</u>

2015	2014	2013	2012	2011	2010
\$ 78,831,288	\$ 64,738,162	\$ 52,287,910	\$ 31,538,602	\$ 43,279,660	\$ 44,713,254
5,369,178	5,088,140	5,507,603	6,837,003	2,285,638	-
7,410,609	4,854,595	3,581,143	3,358,031	3,306,895	3,654,721
-	-	8,413,441	13,463,581	20,296,746	23,710,495
(94,426,208)	(12,088,874)	(22,377,708)	(7,822,244)	(19,579,279)	(19,016,357)
<u>\$ (2,815,133)</u>	<u>\$ 62,592,023</u>	<u>\$ 47,412,389</u>	<u>\$ 47,374,973</u>	<u>\$ 49,589,660</u>	<u>\$ 53,062,112</u>

HILLSBORO SCHOOL DISTRICT 1J
CHANGES IN NET POSITION
Last Ten Fiscal Years
2010 Through 2019
(accrual basis of accounting)

	2019	2018	2017	2016
Governmental Activities:				
Expenses				
Instruction	\$ 186,964,257	\$ 162,864,021	\$ 149,844,084	\$ 161,454,482
Support services	109,178,393	98,545,523	97,716,311	103,928,959
Enterprise & community services	11,452,926	10,288,193	10,128,229	10,354,697
Interest on long-term debt	20,914,030	15,800,759	11,802,160	12,218,456
Total expenses	328,509,606	287,498,496	269,490,784	287,956,594
Program Revenues:				
Charges for services:				
Instruction	4,172,060	4,119,900	4,270,223	4,837,643
Support services	291,027	230,761	362,020	346,318
Enterprise & community services	2,046,648	1,643,568	1,628,711	1,639,366
Operating grants & contributions:				
Instruction	12,091,201	11,469,126	7,919,459	10,413,580
Support services	7,383,616	8,329,519	9,067,847	3,990,770
Enterprise & community services	6,598,480	6,652,121	6,848,551	6,727,933
Interest on long-term debt	2,051,297	-	-	-
Capital grants & contributions:				
Enterprise & community services	-	-	-	-
Facilities	-	300,000	-	-
Total program revenues	34,634,329	32,744,995	30,096,811	27,955,610
Net (Expenses)	(293,875,277)	(254,753,501)	(239,393,973)	(260,000,984)
General Revenues				
Property taxes, levied for general purposes	75,019,638	71,823,536	69,217,233	66,578,201
Property taxes, levied for debt service	33,697,947	32,050,326	31,654,333	30,857,723
State school fund - general support	133,882,639	134,002,096	125,998,472	120,567,483
Unrestricted intermediate sources	4,022,484	3,899,102	3,683,221	3,393,998
Earnings on investments	9,229,868	1,588,315	793,933	459,813
Gain on sale of capital assets	-	-	-	-
Miscellaneous	1,297,474	392,516	185,248	199,122
Total general revenues	257,150,050	243,755,891	231,532,440	222,056,340
CHANGE IN NET POSITION	\$ (36,725,227)	\$ (10,997,610)	\$ (7,861,533)	\$ (37,944,644)

2015	2014	2013	2012	2011	2010
\$ 90,177,101	\$ 113,612,720	\$ 112,947,889	\$ 111,973,461	\$ 115,345,118	\$ 113,083,611
71,099,128	79,207,615	74,174,524	70,449,859	75,113,377	72,721,956
8,308,170	8,129,203	8,540,335	8,277,973	8,109,778	8,779,813
13,029,323	13,034,172	14,610,731	15,656,739	16,560,348	17,242,277
182,613,722	213,983,710	210,273,479	206,358,032	215,128,621	211,827,657
4,531,645	4,842,097	5,119,993	5,330,102	4,409,514	4,256,047
159,545	609,956	750,681	210,960	227,538	273,337
1,512,339	1,719,122	1,672,468	1,720,616	1,739,507	1,959,373
10,258,791	5,981,567	8,761,256	6,435,939	17,996,564	12,519,540
4,144,617	6,392,540	8,174,761	8,666,716	6,136,063	1,131,494
6,522,598	5,522,009	5,795,967	5,788,841	6,490,380	6,469,855
-	-	-	-	-	-
-	384,047	450,972	563,818	96,590	80,702
-	637,036	410,963	-	-	-
27,129,535	26,088,374	31,137,061	28,716,992	37,096,156	26,690,348
(155,484,187)	(187,895,336)	(179,136,418)	(177,641,040)	(178,032,465)	(185,137,309)
59,703,224	56,664,969	53,423,125	54,224,135	51,832,676	50,085,826
29,812,298	28,493,052	27,812,402	27,696,616	27,630,949	26,101,682
121,330,286	113,662,969	96,246,256	100,256,023	91,150,843	101,051,718
5,137,388	2,546,625	871,920	1,000,000	-	-
337,386	276,870	283,150	261,912	387,598	-
-	-	904	-	950,007	785,940
433,204	1,430,485	536,077	794,235	2,086,912	11,437,792
216,753,786	203,074,970	179,173,834	184,232,921	174,038,985	189,462,958
\$ 61,269,599	\$ 15,179,634	\$ 37,416	\$ 6,591,881	\$ (3,993,480)	\$ 4,325,649

HILLSBORO SCHOOL DISTRICT 1J
FUND BALANCES OF GOVERNMENTAL FUNDS
Last Ten Fiscal Years
2010 Through 2019
(modified accrual basis of accounting)

	2019	2018	2017	2016
FUND BALANCES:				
Nonspendable, reported in:				
General fund	\$ 1,460,812	\$ 591,385	\$ 403,952	\$ 280,224
Special revenue funds	225,736	345,821	213,461	218,283
Capital projects fund	-	-	-	-
Restricted, reported in:				
General fund	-	-	-	-
Special revenue funds	6,872,359	7,586,607	7,368,899	8,415,944
Debt service fund	2,400,290	2,537,190	2,122,466	1,661,262
Capital projects funds	223,535,859	302,160,060	1,346,696	2,245,328
Assigned, reported in:				
Special revenue funds	-	-	-	-
Supplies and carryover	743,421	-	1,332,092	1,175,000
PERS reserve	-	1,000,000	2,000,000	2,000,000
Unassigned, reported in:				
General fund	7,886,309	12,204,414	10,975,030	13,103,229
Special revenue funds	-	-	-	-
Capital projects funds	-	-	-	-
TOTAL FUND BALANCES	<u><u>\$ 243,124,786</u></u>	<u><u>\$ 326,425,477</u></u>	<u><u>\$ 25,762,596</u></u>	<u><u>\$ 29,099,270</u></u>

(1) GASB 54 was implemented in 2010-11, requiring new fund balance categories to be reported. Over time, all fund balances will be reported under new GASB 54 fund balance categories.

2015	2014	2013	2012	2011	2010
\$ 341,786	\$ 344,243	\$ 312,262	\$ 688,343	\$ 300,725	\$ -
227,945	534,526	189,829	227,922	572,074	-
-	34,205	-	-	-	-
-	-	-	-	-	364,700
5,141,233	4,553,614	5,507,603	6,837,003	2,285,638	499,389
1,433,967	3,984,610	3,581,143	3,358,031	3,306,895	3,654,721
2,865,775	5,995,241	8,413,441	13,463,581	20,296,746	23,710,495
-	-	-	-	2,582,631	-
-	-	-	-	-	-
1,500,000	1,500,000	1,500,000	3,000,000	4,500,000	-
17,262,483	14,112,648	8,788,286	8,948,777	10,654,867	17,551,703
-	-	-	-	(358,476)	2,519,865
-	-	-	-	(368,925)	-
<u>\$ 28,773,189</u>	<u>\$ 31,059,087</u>	<u>\$ 28,292,564</u>	<u>\$ 36,523,657</u>	<u>\$ 43,772,175</u>	<u>\$ 48,300,873</u>

HILLSBORO SCHOOL DISTRICT 1J
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
Last Ten Fiscal Years
2010 Through 2019

(modified accrual basis of accounting)

	2019	2018	2017	2016
Revenues				
Property taxes	\$ 110,354,767	\$ 105,110,078	\$ 100,563,776	\$ 96,961,752
Charges for services	6,506,044	5,934,229	5,840,940	6,435,189
Earnings on investments	9,229,868	1,588,315	792,628	459,813
Contributions and donations	921,097	12,287,154	-	-
Services provided to other funds	11,383,708	774,808	-	-
Other	3,743,311	2,039,298	15,523,161	11,848,859
Intermediate sources	5,554,127	5,282,937	5,143,721	4,472,616
State school support	140,210,422	138,590,827	128,504,148	122,728,879
Federal	17,307,183	17,429,206	16,066,023	15,803,705
Total revenues	305,210,527	289,036,852	272,434,397	258,710,813
EXPENDITURES:				
Current operating				
Instruction	151,845,563	144,762,335	132,360,582	125,511,177
Support services	89,883,107	89,053,814	88,182,891	84,067,564
Enterprise & community services	9,712,559	9,556,661	9,439,332	8,963,982
Facilities acquisition & construction	26,349,203	5,250,508	269,989	228,203
Capital outlay	63,330,436	16,114,412	3,035,920	4,086,509
Debt service				
Principal	19,833,089	34,678,369	31,946,756	28,702,136
Other	-	(28)	2,206	419
Interest	28,700,352	10,379,197	11,802,160	12,251,716
Total expenditures	389,654,309	309,795,268	277,039,836	263,811,706
Excess (deficiency) of revenues over expenditures	(84,443,782)	(20,758,416)	(4,605,439)	(5,100,893)
Other financing sources (uses)				
Bond proceeds	-	51,600,506	-	-
Issuance of debt	-	268,395,000	-	3,406,866
Bond payments	-	-	-	-
Sale or compensation for loss of capital assets	58,281	128,717	14,205	52,685
Capital leases	1,084,810	1,297,074	1,254,560	1,967,423
Operating transfers in	-	-	-	500,000
Operating transfers out	-	-	-	(500,000)
Total other financing sources (uses)	1,143,091	321,421,297	1,268,765	5,426,974
NET CHANGE IN FUND BALANCES	\$ (83,300,691)	\$ 300,662,881	\$ (3,336,674)	\$ 326,081
Expenditures for capital assets	\$ 60,984,598	\$ 16,114,412	\$ 3,043,901	\$ 4,086,508
Debt service as a percentage of noncapital expenditures	14.8%	15.3%	16.0%	15.8%

2015	2014	2013	2012	2011	2010
\$ 89,919,268	\$ 84,573,962	\$ 81,824,121	\$ 80,948,030	\$ 79,663,898	\$ 75,902,580
6,271,278	6,710,072	8,926,225	9,257,214	8,161,987	8,197,218
337,386	276,870	283,150	261,912	387,598	785,940
-	-	-	-	-	-
-	-	-	-	-	-
10,224,931	10,502,639	7,461,433	6,524,021	7,495,766	6,977,351
6,074,738	2,975,038	1,334,511	888,300	1,378,287	2,821,079
123,226,336	116,117,246	98,162,287	101,918,660	92,378,467	101,051,718
16,174,120	14,307,594	19,461,252	18,400,804	27,566,990	20,120,889
252,228,057	235,463,421	217,452,979	218,198,941	217,032,993	215,856,775
116,762,389	110,905,035	107,502,434	107,619,019	106,975,447	106,348,362
86,021,094	77,319,892	70,598,413	67,710,192	69,662,999	68,171,937
9,352,157	7,935,463	8,128,587	7,956,058	7,521,316	8,256,888
-	2,639,938	495,737	1,860,015	2,378,353	-
3,065,081	1,511,342	4,020,609	6,206,632	6,905,741	19,620,414
28,212,756	22,300,000	20,225,000	18,365,000	17,940,000	15,985,000
-	68,411	85,220	1,050	400	30,931
12,571,394	13,088,605	14,725,769	15,731,211	16,554,371	17,306,459
255,984,871	235,768,686	225,781,769	225,449,177	227,938,627	235,719,991
(3,756,814)	(305,265)	(8,328,790)	(7,250,236)	(10,905,634)	(19,863,216)
-	-	96,794	-	-	-
58,496,864	1,500,000	-	-	-	-
(58,461,404)	-	-	-	-	-
5,405	17,730	904	1,718	1,804,620	11,602
1,430,050	1,554,058	-	-	2,372,318	-
-	1,200,000	3,597,417	-	700,000	-
-	(1,200,000)	(3,597,417)	-	-	-
1,470,915	3,071,788	97,698	1,718	4,876,938	11,602
\$ (2,285,899)	\$ 2,766,523	\$ (8,231,092)	\$ (7,248,518)	\$ (6,028,696)	\$ (19,851,614)
\$ 6,606,532	\$ 5,833,691	\$ 4,084,550	\$ 8,043,533	\$ 3,132,769	\$ 23,510,115

16.4%

15.4%

15.8%

15.7%

15.3%

15.7%

HILLSBORO SCHOOL DISTRICT 1J
ASSESSED VALUE OF TAXABLE PROPERTY WITHIN SCHOOL DISTRICT BOUNDARIES
Last Ten Fiscal Years
2010 Through 2019

Measure 5 Real Market Value					
Fiscal Year Ending June 30	Real Property	Manufactured Property	Personal Property	Public Utility	
2019	\$ 22,462,321,901	\$ 57,291,960	\$ 818,419,521	\$ 660,469,231	
2018	20,288,380,311	46,986,620	1,191,209,440	689,947,131	
2017	18,412,341,722	43,872,310	901,787,645	618,365,578	
2016	16,631,044,681	35,460,830	821,813,499	595,704,571	
2015	14,727,467,792	29,912,970	739,888,186	547,677,942	
2014	13,200,019,110	26,670,080	668,866,677	515,618,803	
2013	12,434,602,191	27,705,330	602,339,180	474,405,054	
2012	13,092,109,066	29,539,350	573,707,622	468,112,631	
2011	13,520,809,062	31,525,110	547,752,419	446,746,222	
2010	14,072,893,473	31,497,060	573,441,511	416,169,477	

Note: Measure 5 Real Market Value includes Total Real Market Value and offsets for specially assessed property such as farm/forest land and Strategic Investment Programs

Note: Represents Washington County, Yamhill & Multnomah Counties

Source: Oregon Department of Revenue - Oregon Property Tax Statistics

Total Market Value	Total Taxable Assessed Value	District Assessed Value		Less: Reduction and Adjustments	Total Taxes Imposed (Not Levy)
		Total Direct Tax Rate	Amount Tax Rate Will Raise		
\$ 23,998,502,613	\$ 15,915,917,572	\$ 6.22	\$ 96,530,663	\$ (1,260,026)	\$ 95,270,637
22,216,523,502	15,503,796,073	5.84	88,314,271	(1,460,254)	86,854,017
19,976,367,255	14,586,782,181	5.86	85,458,330	(1,474,312)	83,984,018
18,084,023,581	14,019,008,427	5.87	82,318,095	(1,557,153)	80,760,942
16,044,946,890	12,527,948,271	5.94	74,376,721	(1,254,961)	73,121,760
14,411,174,670	11,946,872,340	6.28	74,985,230	(1,487,002)	73,498,228
13,539,051,755	11,438,477,752	6.30	72,086,863	(1,614,038)	70,472,825
14,163,468,669	11,356,808,253	6.29	71,457,529	(1,341,667)	70,115,862
14,546,832,813	10,908,553,101	6.40	69,803,033	(1,103,124)	68,699,909
15,094,001,521	10,462,732,422	6.33	66,239,809	(930,213)	65,309,596

HILLSBORO SCHOOL DISTRICT 1J
DIRECT AND OVERLAPPING PROPERTY TAX RATES
Last Ten Fiscal Years
2010 Through 2019

(rate per \$1,000 of assessed value)

DIRECT:	2019	2018	2017	2016	2015
Hillsboro School District	\$ 6.2166	\$ 5.8396	\$ 5.8605	\$ 5.8738	\$ 5.9389
Hillsboro School District - after 10/6/01	0.9222	1.3116	1.3357	1.3509	1.4811
Prior School District Bonds:					
Reedville	-	-	-	-	-
OVERLAPPING GOVERNMENTS:					
Washington County	2.2484	2.2484	2.2484	2.2484	2.2484
Washington County - after 10/6/01	0.0699	0.0700	0.0709	0.5900	0.5900
Washington County - after 1/1/13	0.6400	0.6400	0.6400	-	-
Enhanced Sheriff Patrol	1.3165	1.3165	1.3165	1.3165	1.3165
Road Maintenance	0.2456	0.2456	0.2456	0.2456	0.2456
Port of Portland	0.0701	0.0701	0.0701	0.0701	0.0701
City of Beaverton	8.9492	4.3454	8.8013	4.3279	-
City of Beaverton after 01/01/13	0.0945	0.0304	-	-	-
City of Hillsboro	3.6665	3.6665	6.5997	5.8664	8.0663
City of Hillsboro - after 10/6/01	1.7200	1.7200	3.0960	2.7520	3.7840
City of North Plains	2.1712	2.1712	2.1712	2.1712	2.1712
City of Cornelius	4.4706	4.4706	4.4706	4.4706	3.9836
Cornelius RFPD	0.7620	1.1642	1.2052	1.2237	1.2558
Washington County RFFD #2	-	-	1.1219	1.1219	1.1219
Washington County RFFD #2 - after 10/6/01	-	-	0.5700	0.5700	0.5700
Tualatin Valley Fire and Rescue	1.5252	1.5252	1.5252	1.5252	1.5252
Tualatin Valley Fire and Rescue - after 10/6/01	0.1087	0.1023	0.1226	0.5826	0.3659
Tualatin Valley Fire and Rescue - after 1/1/13	0.4500	0.4500	0.4500	-	-
Gaston RFPD	1.7621	1.7621	1.7621	1.7621	1.7621
Banks RFPD	2.1689	2.0043	2.0562	2.0854	2.1499
Forest Grove RFPD	1.2766	1.2766	1.2766	1.2766	1.2766
Metro Service District	0.0966	0.0966	0.1118	0.1117	0.1852
Metro Service District - after 10/6/01	0.2801	0.2162	0.1892	0.2766	0.2733
Metro Service District - after 1/1/13	0.0960	0.0960	0.0960	-	-
Tri-Met	-	-	-	-	-
Tualatin Hills Park & Recreation	1.3703	1.3073	1.3073	1.3973	1.4146
Tualatin Hills Park & Recreation - after 10/6/01	0.3168	0.3038	0.3119	0.3173	0.3021
Northwest Regional ESD	0.1538	0.1538	0.1538	0.1538	0.1538
Portland Community College	0.2828	0.2828	0.2828	0.2828	0.4185
Portland Community College - after 10/6/01	0.4046	0.3222	0.3957	0.3027	0.3037
Rainbow Lanes Road	0.4888	0.4888	0.4888	0.4888	0.4888
Urban Renewal - Hillsboro	-	-	-	0.0867	-
Urban Renewal - Beaverton	-	-	-	0.0982	-

Source: The Washington County Department of Assessment and Taxation.

	2014		2013		2012		2011		2010
\$	6.2778	\$	6.3034	\$	6.2933	\$	6.4001	\$	6.3322
	1.1228		1.1943		1.1730		1.1845		1.1278
	-		-		-		-		0.4102
	2.3775		2.3801		2.3844		2.3898		2.3940
	0.5900		0.5900		0.5900		0.5900		0.5900
	-		-		-		-		-
	1.3165		1.2285		1.2477		1.2660		1.2823
	0.2456		0.2456		0.2456		0.2456		0.2456
	0.0701		0.0701		0.0701		0.0701		0.0701
	-		-		-		-		-
	-		-		-		-		-
	7.3330		5.1331		5.3865		5.3865		5.3865
	3.4400		2.4080		-		-		-
	2.1712		2.1712		2.1712		2.1712		2.1712
	3.9836		3.9836		3.9836		3.9836		3.9836
	1.2780		1.2971		1.3097		1.3354		1.3300
	1.1219		1.1219		1.1219		1.1219		1.1219
	0.5700		0.5700		0.5700		0.5700		0.5700
	1.5252		1.5252		1.5252		1.5252		1.5252
	0.3809		0.3893		0.4050		0.3576		0.3695
	-		-		-		-		-
	1.7621		1.7621		1.7621		1.7621		1.5121
	2.0051		2.0332		2.0505		2.1007		2.1324
	1.3744		1.4012		1.2766		1.4262		1.4339
	0.1900		0.2621		0.2277		0.2499		0.2504
	0.2771		0.1422		0.0877		0.1589		0.1864
	-		-		-		-		-
	-		-		0.0583		0.0878		0.0863
	1.4216		1.4224		1.7388		1.7428		1.7343
	0.3066		0.3074		-		-		-
	0.1538		0.1538		0.1538		0.1538		0.1538
	0.4582		0.4853		0.4460		0.4628		0.4579
	0.2760		0.1798		0.1521		0.1731		0.1746
	0.4888		0.4888		0.4888		0.4888		0.4888
	-		-		-		-		-
	-		-		-		-		-

HILLSBORO SCHOOL DISTRICT 1J
PRINCIPAL PROPERTY TAXPAYERS FOR WASHINGTON COUNTY
Current Year (2019) and Nine Years Prior (2010)

		2019			
Taxpayer	Name	Measure 50 Assessed Value (AV)	Taxes Levied	Percentage of HSD AV	Percentage of Washington County AV
1	Intel	\$ 2,078,052,359	\$ 34,373,633	13.06%	3.20%
2	Nike, Inc.	1,093,542,161	19,045,111	6.87%	1.68%
3	Portland General Electric Co.	562,421,042	9,068,934	3.53%	0.87%
4	Pacific Realty Associates	393,578,781	6,687,692	2.47%	0.61%
5	Northwest Natural Gas Co.	363,827,660	5,745,354	2.29%	0.56%
6	Comcast Corporation	256,677,200	4,404,434	1.61%	0.40%
7	Verizon Communications	235,898,000	3,929,819	1.48%	0.36%
8	Genentech Inc	212,360,480	3,534,851	1.33%	0.33%
9	LAM Resarch Corporation	169,942,151	2,691,823	1.07%	0.26%
10	PPR Washington Square LLC	149,777,028	2,577,752	0.94%	0.23%
-	Maxim Integrated Products	-	-	-	-
-	Tektronix Inc	-	-	-	-
-	PS Business Parks	-	-	-	-
	All other Washington County	59,458,235,870	1,044,049,627		
Total Washington County		\$ 64,974,312,732	\$ 1,136,109,030		
Hillsboro School District		\$ 15,915,917,572			

Note: Represents Washington County only. Multnomah and Yamhill County portions of the District comprise less than 0.02% of the District's assessed value.

2010

Rank	Taxable Assessed Value	Percentage of HSD AV	Percentage of Washington County AV
1	\$ 1,053,477,587	10.07%	10.99%
3	429,873,425	4.11%	4.48%
4	355,703,920	3.40%	3.71%
6	294,193,459	2.81%	3.07%
5	300,943,530	2.88%	3.14%
7	212,605,300	2.03%	2.22%
2	436,478,049	4.17%	4.55%
-	-	-	-
-	-	-	-
-	-	-	-
8	155,112,058	1.48%	1.62%
9	132,746,367	1.27%	1.38%
10	104,442,466	1.00%	1.09%
	<u>6,114,400,776</u>		
	<u>\$ 9,589,976,937</u>		
	<u>\$ 10,465,349,538</u>		

HILLSBORO SCHOOL DISTRICT 1J
PROPERTY TAX LEVIES AND COLLECTIONS
Last Ten Fiscal Years
2010 Through 2019

Fiscal Year	Net Taxes	Collected within the Fiscal Year of Levy		Collection in	Tax Collections to Date	
Ending	Levied for the			Subsequent		Percentage of
June 30	Fiscal Year	Amount	Percentage of Levy	Years	Amount	Levy
2019	\$ 111,269,635	\$ 106,810,743	95.99%	\$ -	\$ 106,810,743	95.99%
2018	108,740,079	104,171,341	95.80%	1,063,945	105,235,286	96.78%
2017	103,666,996	99,478,687	95.96%	1,116,168	100,594,855	97.04%
2016	100,046,726	95,613,087	95.57%	1,305,360	96,918,447	96.87%
2015	92,272,618	88,208,658	95.60%	1,572,499	89,781,157	97.30%
2014	87,085,501	82,849,198	95.14%	2,034,913	84,884,111	97.47%
2013	84,325,790	80,516,253	95.48%	2,075,165	82,591,418	97.94%
2012	83,738,165	79,664,870	95.14%	3,470,398	83,135,268	99.28%
2011	81,827,938	77,466,427	94.67%	3,181,472	80,647,899	98.56%
2010	78,263,542	73,894,785	94.42%	3,137,314	77,032,099	98.43%

Taxes extended, less discounts allowed

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HILLSBORO SCHOOL DISTRICT 1J
OUTSTANDING DEBT BY TYPE
Last Ten Fiscal Years
(dollars in thousands, except per capita)

Fiscal Year	General Obligation Bonds	Less Amount Available for Repayment	Net General Bonded Debt			Pension Obligation Bonds	Certificates of Participation
			General Bonded Debt	Per ADMw	Per Capita		
2019	\$ 391,470,386	\$ (2,027,935.96)	\$ 389,442,450	\$ 19,267	\$ 2,793	\$ 111,495,000	\$ 510,000
2018	405,480,411	-	405,480,411	20,069	2,789	117,570,000	1,000,000
2017	114,662,851	(3,418,710)	111,244,141	5,453	758	122,985,000	1,455,141
2016	140,365,702	(6,070,721)	134,294,981	6,530	950	127,705,000	1,895,283
2015	161,985,745	(7,847,015)	154,138,730	7,739	1,341	131,410,000	2,320,425
2014	188,175,000	(4,854,595)	183,320,405	9,207	1,399	94,900,000	5,882,366
2013	201,521,712	(3,581,143)	197,940,569	9,992	1,686	97,200,000	5,628,130
2012	217,576,712	(3,358,031)	214,218,681	10,792	1,589	99,065,000	5,105,060
2011	234,111,712	(3,306,895)	230,804,817	11,677	1,784	100,520,000	6,538,184
2010	250,616,712	(3,654,721)	246,961,991	12,494	1,893	101,600,000	4,799,266

Note: Details regarding the District's outstanding debt can be found in the notes to the financial statements. Does not include OPEB debt.

Capital Leases	Notes Payable	Qualified Energy Conservation Bond	Total Debt			Total Net Assessed Valuation	Average Daily Membership
			Total District	Per ADMw	Per Capita		
\$ 2,523,294	\$ -	\$ 2,586,363	\$ 508,585,043	\$ 25,161	\$ 3,647	\$ 15,915,917,572	20,213
2,862,571	-	3,000,365	529,913,347	26,228	3,644	15,503,796,073	20,204
3,059,088	335,102	3,406,866	245,904,048	12,054	1,675	14,586,782,181	20,400
3,026,567	721,014	3,406,866	277,120,432	13,475	1,936	14,019,008,427	20,566
2,039,383	1,089,976	-	298,845,529	15,005	1,481	12,527,948,271	19,917
-	-	-	288,957,366	14,512	1,764	11,946,872,340	19,911
-	-	-	304,349,842	15,364	1,652	11,438,477,752	19,809
-	-	-	321,746,772	16,209	1,860	11,356,808,253	19,850
-	-	-	341,169,896	17,261	1,958	10,908,553,101	19,765
-	-	-	357,015,978	18,061	2,112	10,462,732,422	19,767

HILLSBORO SCHOOL DISTRICT 1J
DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT
FOR THE YEAR ENDED JUNE 30, 2019

Overlapping Issuer	Net Property Tax Backed Debt	Percent Overlapping	Net Overlapping Debt
Multnomah County	\$ 330,220,117	0.0006%	\$ 1,981
Metro	819,020,000	6.2597%	51,268,195
Portland Community College	602,297,900	9.1090%	54,863,316
Washington County	228,769,717	22.8646%	52,307,281
Washington County SD 1J (Hillsboro 7 Bd)	461,390,000	99.7717%	460,336,647
Tualatin Hills Park & Recreation District	76,498,613	1.7961%	1,373,992
Banks Fire District 13	3,880,000	2.2374%	86,811
Tualatin Valley Fire & Rescue District	26,055,000	6.3268%	1,648,448
City of Hillsboro	39,605,000	87.5500%	34,674,178
City of North Plains	200,000	100.0000%	200,000
City of Cornelius	806,000	32.1778%	259,353
City of Beaverton	34,133,680	0.0486%	16,589
Washington County SD 48J (Beaverton)	996,146,084	0.0077%	76,703
Subtotal, overlapping debt			657,113,494
Direct District net property tax backed debt			508,585,043
Total direct and overlapping debt			\$ 1,165,698,537

(1) The percentage of overlapping debt is estimated by dividing the value of the property in the overlapping area by the total value of property of the District.

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HILLSBORO SCHOOL DISTRICT 1J
LEGAL DEBT MARGIN INFORMATION
Last Ten Fiscal Years
2010 Through 2019

	2019	2018	2017	2016
Debt Limit	\$ 2,769,931,244	\$ 2,990,941,202	\$ 2,715,928,535	\$ 2,421,720,350
Total net debt applicable to the limit	<u>343,800,000</u>	<u>355,230,000</u>	<u>114,395,000</u>	<u>139,830,000</u>
Legal debt margin	<u>\$ 2,426,131,244</u>	<u>\$ 2,635,711,202</u>	<u>\$ 2,601,533,535</u>	<u>\$ 2,281,890,350</u>
Total net debt applicable to the limit as a percentage of debt limit	12.41%	11.88%	4.21%	5.77%

ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates governed by real market values of all taxable properties within the District are based on the following:

For each grade from Kindergarten to Eighth for which the District operates schools, fifty-five one-hundredths of one percent (0.0055) of the real market value.

For each grade from Ninth to Twelfth for which the District operates schools, seventy-five one-hundredths of one percent (0.0075) of the real market value.

Allowable Percentage of Real Market Value:	
Kindergarten through Eighth Grade, $9 \times 0.0055 =$	4.95%
Ninth through Twelfth Grade, $4 \times 0.0075 =$	<u>3.00%</u>
Allowable Percentage	7.95%

2015	2014	2013	2012	2011	2010
\$ 2,242,004,958	\$ 1,951,376,163	\$ 1,415,000,484	\$ 1,497,006,122	\$ 1,497,006,112	\$ 1,514,893,129
163,325,000	276,826,712	298,721,712	316,641,712	334,631,712	352,216,712
<u>\$ 2,078,679,958</u>	<u>\$ 1,674,549,451</u>	<u>\$ 1,116,278,772</u>	<u>\$ 1,180,364,410</u>	<u>\$ 1,162,374,400</u>	<u>\$ 1,162,676,417</u>
7.28%	14.19%	21.11%	21.15%	22.35%	23.25%

HILLSBORO SCHOOL DISTRICT 1J
DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years
2010 Through 2019

Year	Population	Personal Income (thousands of dollars) (estimated)	Personal Income	Unemployment Rate
2019	139,448	\$5,322,033	\$38,165	3.90%
2018	145,402	5,340,470	36,729	3.80%
2017	144,785	5,027,080	34,721	4.10%
2016	141,412	4,582,739	32,407	5.20%
2015	135,294	4,220,226	31,193	4.70%
2014	128,709	3,457,896	26,866	6.00%
2013	132,506	3,479,343	26,258	7.60%
2012	127,825	3,448,207	26,976	8.50%
2011	130,459	3,310,397	25,375	9.50%
2010	129,407	3,233,752	24,989	10.50%

HILLSBORO SCHOOL DISTRICT 1J
PRINCIPAL EMPLOYERS FOR THE PORTLAND, OREGON, METROPOLITAN AREA
Current Year (2019) and Nine Years Ago (2010)

<u>Employer</u>	2019			2010		
	<u>Employees</u>	<u>Rank</u>	<u>Percentage of Total Employment</u>	<u>Employees</u>	<u>Rank</u>	<u>Percentage of Total Employment</u>
Ten Largest Employers:						
Intel Corp.	20,000	1	1.63%	15,141	1	1.54%
Providence Health System	18,286	2	1.49%	13,825	2	1.41%
Oregon Health & Science University	16,658	3	1.36%	12,700	3	1.29%
Kaiser Permanente	12,400	4	1.01%	8,759	5	0.89%
Nike, Inc.	12,000	5	0.98%	7,000	7	0.71%
Legacy Health System	11,250	6	0.92%	8,251	6	0.84%
City of Portland	9,710	7	0.79%	-	-	-
Fred Meyer Stores	7,741	8	0.63%	9,630	4	0.98%
Portland Public School	7,600	9	0.62%	-	-	-
Beaverton School District	5,457	10	0.45%	-	-	-
Wells Fargo	-	-	-	5,010	8	0.51%
US Bank	-	-	-	3,948	9	0.40%
Daimler Trucks Northwest	-	-	-	2,850	10	0.29%
Subtotal of ten largest employers	121,102		9.90%	87,114		8.87%
All Other Employers	1,102,398		90.10%	895,286		91.13%
Total Portland-Vancouver-Hillsboro MSA	1,223,500		100.00%	982,400		100.00%

Source:

Oregon Employment Department: <https://www.qualityinfo.org/multnomah-and-washington>
June 2019 Portland-Vancouver-Hillsboro MSA - Current Non-Farm Employment 1,223,500

HILLSBORO SCHOOL DISTRICT 1J
CERTIFIED, CLASSIFIED, AND ADMINISTRATIVE EMPLOYEES
Last Ten Fiscal Years
2010 Through 2019

<u>Fiscal Year</u>	<u>Certified</u>	<u>Classified</u>	<u>Administrative</u>	<u>Supervisory/ Technical</u>	<u>Total</u>
2019	1,156	1,167	77	34	2,434
2018	1,206	843	78	33	2,160
2017	1,106	859	75	30	2,070
2016	1,104	781	74	30	1,989
2015	1,050	777	77	27	1,931
2014	981	747	72	32	1,832
2013	981	766	68	33	1,848
2012	1,041	731	67	29	1,868
2011	1,103	748	76	32	1,959
2010	1,092	756	76	34	1,958

(1) Full-time equivalent (FTE) positions

Source:

Hillsboro School District 1J payroll records

HILLSBORO SCHOOL DISTRICT 1J
STUDENT ENROLLMENT STATISTICS
Last Ten Fiscal Years
2010 Through 2019

<u>Fiscal Year</u>	<u>Average Daily Membership</u>	<u>Percent Free and Reduced</u>	<u>Net Operating Expenditures per ADM</u>	<u>Student to Teacher Ratio</u>
2019	20,213	44%	\$ 10,894	17
2018	20,204	49%	10,597	20
2017	20,400	50%	10,589	18
2016	20,566	50%	10,245	20
2015	19,917	46%	9,899	20
2014	19,911	49%	8,531	20
2013	19,809	47%	8,140	19
2012	19,850	49%	8,043	19
2011	19,765	50%	7,996	18
2010	19,767	50%	7,846	18

HILLSBORO SCHOOL DISTRICT 1J
STUDENT ENROLLMENT AND CAPITAL ASSET STATISTICS
Last Ten Fiscal Years
2010 Through 2019

School/(Year Opened)	Square Footage	Fiscal Year Enrollment			
		2019	2018	2017	2016
Brookwood Elementary (1953)	43,041	335	348	358	391
Imlay Elementary (2002)	69,435	510	520	530	543
Butternut Creek Elementary (1977)	34,840	395	404	402	403
Patterson Elementary (2000)	69,435	456	455	446	464
Orengo Elementary (2000)	69,435	644	631	654	636
Indian Hills Elementary (1979)	40,219	475	478	470	497
Reedville Elementary (1922)	16,247	248	260	235	247
Eastwood Elementary (1978)	49,163	437	452	476	506
Farmington View Elementary (1950)	22,867	310	309	307	295
Free Orchards Elementary (2008)	73,500	361	389	392	402
Jackson Elementary (1990)	50,767	549	566	560	530
L.C. Tobias Elementary (1992)	50,000	449	450	434	440
Groner K - 8 (1949)	32,402	208	234	219	153
Lenox Elementary (1949)	51,074	499	471	472	479
McKinney Elementary (1970)	49,163	467	490	465	462
Minter Bridge Elementary (1980)	49,163	473	473	474	508
Moobery Elementary (1963)	49,496	427	427	455	463
North Plains Elementary (1954)	46,913	383	353	330	299
Rosdale Elementary (2009)	73,700	420	439	432	403
Quatama Elementary (2008)	73,100	509	482	490	472
Ladd Acres Elementary (1968)	60,825	539	533	522	529
Lincoln Street Elementary (2008)	73,400	482	490	518	546
W.L. Henry Elementary (1968)	52,813	362	359	343	360
West Union Elementary (1948)	42,757	370	390	392	366
Witch Hazel Elementary (2003)	69,435	519	510	538	571
Brown Middle School (1963)	95,414	726	731	712	709
Evergreen Middle School (1981)	120,000	796	801	823	808
Hillsboro Online Academy (2012)	8,500	195	197	159	163
South Meadows Middle School (2009)	153,000	694	700	721	720
Poynter Middle School (1959)	83,200	745	745	739	733
Miller Ed Junior High (1959)	9,560	-	-	-	-
Century High School (1997)	265,000	1,533	1,506	1,571	1,563
Glencoe High School (1980)	240,000	1,476	1,490	1,543	1,619
Liberty High School (2003)	288,897	1,495	1,477	1,499	1,506
Hillsboro High School (1969)	253,652	1,249	1,268	1,291	1,357
Miller Ed High School (1958)	20,552	91	82	65	64
		<u>19,827</u>	<u>19,910</u>	<u>20,037</u>	<u>20,207</u>

Source:

From 4/1/19 K-12 Enrollment - HR Dept

2015	2014	2013	2012	2011	2010
388	360	382	411	443	445
523	524	561	560	590	609
381	389	400	414	414	412
475	477	486	513	548	552
606	629	581	531	515	438
495	444	437	446	449	451
227	229	228	248	247	276
518	510	497	486	486	473
292	222	215	225	220	224
439	481	484	488	499	487
553	548	531	508	527	535
484	517	488	491	523	524
141	140	154	156	175	171
459	435	432	444	427	390
460	468	501	516	497	474
500	512	482	500	464	427
459	479	485	475	493	488
301	298	305	288	313	311
407	394	370	364	350	363
466	547	531	533	556	638
507	506	515	520	571	548
558	574	594	579	543	522
413	426	455	490	451	467
356	283	306	310	314	305
574	608	569	530	559	544
708	738	796	828	821	859
830	829	804	794	827	855
193	170	90	-	-	-
730	747	740	800	748	750
769	746	722	690	706	678
6	17	22	14	19	22
1,611	1,669	1,631	1,674	1,584	1,537
1,612	1,615	1,603	1,594	1,580	1,554
1,491	1,429	1,399	1,362	1,289	1,244
1,340	1,352	1,361	1,418	1,426	1,470
58	57	76	77	72	60
<u>20,330</u>	<u>20,369</u>	<u>20,233</u>	<u>20,277</u>	<u>20,246</u>	<u>20,103</u>

HILLSBORO SCHOOL DISTRICT 1J
TEACHER DATA
2018-19 SCHOOL YEAR

Education	Step	FTE	Salary
BA	A	13.30	\$ 43,925
BA	B	8.72	45,769
BA	C	9.20	47,692
BA	D	19.64	49,695
BA	E	5.00	51,782
BA	F	6.00	53,957
BA	G	2.90	56,223
BA	H	3.00	58,585
BA	I	3.00	61,046
BA	J	24.08	63,609
BA+24	A	0.00	45,244
BA+24	B	2.00	47,144
BA+24	C	2.00	49,124
BA+24	D	4.00	51,188
BA+24	E	1.00	53,338
BA+24	F	2.00	55,578
BA+24	G	5.00	57,913
BA+24	H	3.00	60,344
BA+24	I	1.00	62,879
BA+24	J	10.90	65,520
BA+45	A	0.00	46,601
BA+45	B	0.00	48,558
BA+45	C	0.00	50,597
BA+45	D	3.83	52,723
BA+45	E	0.00	54,937
BA+45	F	0.80	57,244
BA+45	G	0.00	59,649
BA+45	H	1.00	62,154
BA+45	I	1.00	64,764
BA+45	J	1.00	67,484
BA+45	K	2.00	70,319
BA+45	L	1.00	73,272
BA+45	M	19.00	76,349
MA	A	31.10	48,001
MA	B	31.63	50,018
MA	C	36.00	52,118
MA	D	74.80	54,307
MA	E	23.80	56,588

Education	Step	FTE	Salary
MA	F	19.00	\$ 58,964
MA	G	13.23	61,441
MA	H	23.95	64,021
MA	I	22.00	66,711
MA	J	28.20	69,512
MA	K	18.80	72,432
MA	L	22.90	75,474
MA	M	22.97	78,644
MA	N	138.81	81,947
MA+24	A	0.00	49,440
MA+24	B	0.00	51,517
MA+24	C	4.00	53,681
MA+24	D	23.80	55,935
MA+24	E	7.00	58,284
MA+24	F	7.80	60,732
MA+24	G	7.50	63,283
MA+24	H	12.10	65,941
MA+24	I	12.17	68,710
MA+24	J	11.50	71,596
MA+24	K	15.00	74,603
MA+24	L	10.01	77,736
MA+24	M	10.70	81,001
MA+24	N	73.38	84,404
MA+45	A	0.00	50,922
MA+45	B	0.75	53,060
MA+45	C	1.00	55,289
MA+45	D	12.17	57,612
MA+45	E	9.67	60,031
MA+45	F	12.83	62,553
MA+45	G	14.00	65,180
MA+45	H	18.10	67,918
MA+45	I	19.80	70,770
MA+45	J	13.17	73,742
MA+45	K	17.60	76,840
MA+45	L	13.67	80,067
MA+45	M	17.67	83,429
MA+45	N	150.61	86,934



GROVE, MUELLER & SWANK, P.C.

CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS
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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

School Board
Hillsboro School District 1J
Hillsboro, Oregon

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of the Hillsboro School District 1J, Washington County, Oregon, (the District) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 19, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


CERTIFIED PUBLIC ACCOUNTANTS

November 19, 2019



GROVE, MUELLER & SWANK, P.C.

CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS
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(503) 581-7788

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE

School Board
Hillsboro School District 1J
Hillsboro, Oregon

Report on Compliance for Each Major Federal Program

We have audited Hillsboro School District 1J's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2019. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, Hillsboro School District 1J complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CERTIFIED PUBLIC ACCOUNTANTS

November 19, 2019

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

July 1, 2018 - June 30, 2019 Federal Grantor, Program Title	Federal CFDA Number	Agency or Pass-through Number	Program Period Begin Date End Date		Revenue and Expenditures	Expenditures to Subrecipients
DEPARTMENT OF AGRICULTURE:						
Passed through Oregon Department of Education:						
Child Nutrition Cluster						
School Breakfast Program (SBP)	10.553	3408001	7/1/2018	6/30/2019	\$ 1,148,126	\$ -
National School Lunch Program (NSLP)	10.555	3408001	7/1/2018	6/30/2019	4,788,141	-
Summer Food Service Program For Children (SFSPC)	10.559	3408001	7/1/2018	6/30/2019	165,022	-
Total Pass-Through Programs from Child Nutrition Cluster					6,101,289	-
State Administrative Expenses for Child Nutrition	10.560	3408001	7/1/2018	6/30/2019	14,161	-
Pass-Through					14,161	-
Total Pass-Through Programs from Department of Education					6,115,450	-
DEPARTMENT OF AGRICULTURE TOTAL					6,115,450	-
DEPARTMENT OF LABOR:						
Passed through Work Systems, Inc:						
WIOA Cluster						
WIOA Dislocated Worker Formula Grants	17.278	18-50115	7/1/2018	6/30/2019	14,875	2,611
WIOA Youth Activities	17.259	18-50115	7/18/2019	6/30/2019	254,805	25,619
Total Pass-Through Programs from WIOA Cluster					269,680	28,230
H-1B Job Training Grants	17.268	18-50115	7/1/2018	6/30/2019	87,121	42,544
Pass-Through					87,121	42,544
Total Pass-Through Programs from Work Systems, Inc					356,801	70,774
DEPARTMENT OF LABOR TOTAL					356,801	70,774
DEPARTMENT OF ENVIRONMENTAL QUALITY:						
State Clean Diesel Grant Program	66.040	064-18	11/22/2017	6/30/2019	40,000	-
Direct Program					40,000	-
Total Direct Programs					40,000	-
DEPARTMENT OF ENVIRONMENTAL QUALITY TOTAL					40,000	-
DEPARTMENT OF EDUCATION:						
Indian Education Formula Grants	84.060	S060A182526	7/1/2018	6/30/2019	29,356	-
Direct Program					29,356	-
Total Direct Programs					29,356	-

See notes to the schedule of expenditures of federal awards

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

July 1, 2018 - June 30, 2019	Federal	Agency or	Program		Revenue	Expenditures
Federal Grantor,	CFDA	Pass-through	Period		and	to
Program Title	Number	Number	Begin Date	End Date	Expenditures	Subrecipients
Passed through the Office of Vocational Rehabilitation Services						
Rehabilitation Services - Vocational Rehabilitation Grants to States						
Youth Transition Program	84.126	154911	7/1/2017	6/30/2019	\$ 152,134	\$ -
Total Pass-Through Programs from Office of Vocational Rehabilitation Services					<u>152,134</u>	<u>-</u>
Passed through Oregon Department of Education:						
Title I Grants to Local Educational Agencies (LEAs)						
Title IA	84.010	45610	7/1/2017	9/30/2018	21,066	-
Title IA	84.010	50404	7/1/2018	9/30/2019	3,979,442	-
Title ID	84.010	50314	7/1/2018	9/30/2019	17,793	-
Title IA/D - District Engagement	84.010	52035	9/30/2018	9/30/2020	46	-
Pass-Through					<u>4,018,347</u>	<u>-</u>
Migrant Education - State Grant Program						
Title IC - Migrant Education	84.011	44982	7/1/2017	9/30/2018	178,148	-
Title IC - Migrant Education	84.011	49210	7/1/2018	9/30/2019	944,176	-
Title IC - Migrant Education - Preschool	84.011	49229	7/1/2018	9/30/2019	82,711	-
Title IC - Migrant Education - Summer	84.011	48627	4/4/2018	9/30/2018	387,109	-
Title IC - Migrant Education - Summer	84.011	52518	3/15/2019	9/30/2019	897	-
Title IC - Migrant Education - Basic	84.011	48591	4/1/2018	9/30/2018	5,648	-
Pass-Through					<u>1,598,689</u>	<u>-</u>
Office of Special Education and Rehabilitative Services						
Special Education Cluster (IDEA)						
Special Education Grants to States (IDEA, Part B)						
IDEA - Part B Section 611	84.027	45189	7/1/2017	9/30/2019	1,184,762	-
IDEA - Part B Section 611	84.027	49892	7/1/2018	9/30/2020	1,697,141	-
IDEA Enhancement 2018-19	84.027	51278	10/1/2018	9/30/2019	12,731	-
Extended Assessment 2018-19	84.027	49142	7/1/2018	6/30/2019	3,765	-
SPR&I 2017-18	84.027	44402	7/1/2017	9/30/2018	2,339	-
SPR&I 2018-19	84.027	49528	7/1/2018	6/30/2019	12,225	-
IDEA - Part B Section 611 - PSO	84.027	52249	7/1/2018	9/30/2018	2,085	-
Pass-Through					<u>2,915,048</u>	<u>-</u>
Special Education Preschool Grants (IDEA Preschool)						
IDEA - Part B Section 619 2018-19	84.173	45401	7/1/2018	9/30/2020	14,057	-
Pass-Through					<u>14,057</u>	<u>-</u>
Total Pass-Through Programs from Special Education Cluster (IDEA)					<u>2,929,105</u>	<u>-</u>
Office of Career, Technical, and Adult Education						
Career and Technical Education - Basic Grants to States						
Perkins Comprehensive Basic	84.048	44288	7/1/2017	9/30/2018	7,093	-
Perkins Comprehensive Basic	84.048	48910	7/1/2018	9/30/2019	143,935	-
Pass-Through					<u>151,028</u>	<u>-</u>
Office of Educational Improvement and Innovation						
Education for Homeless Children and Youth						
McKinney Homeless	84.196	46123	7/1/2017	9/30/2019	59,384	-
Pass-Through					<u>59,384</u>	<u>-</u>

See notes to the schedule of expenditures of federal awards

HILLSBORO SCHOOL DISTRICT 1J
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

July 1, 2018 - June 30, 2019 Federal Grantor, Program Title	Federal CFDA Number	Agency or Pass-through Number	Program Period Begin Date End Date		Revenue and Expenditures	Expenditures to Subrecipients
English Language Acquisition State Grants						
Title III - Language Instruction	84.365	44220	7/1/2017	9/30/2018	\$ 109,583	\$ -
Title III - Language Instruction	84.365	50251	7/1/2018	9/30/2019	450,473	-
Pass-Through					560,056	-
Supporting Effective Instruction State Grants						
Title IIA - Teacher Quality	84.367	41329	7/1/2016	9/30/2018	14,848	-
Title IIA - Teacher Quality	84.367	45825	7/1/2017	9/30/2018	64,323	-
Title IIA - Teacher Quality	84.367	49322	7/1/2018	9/30/2019	495,950	-
Pass-Through					575,121	-
Student Support and Academic Enrichment Program						
Title IV-A Student Support and Academic Enrichment	84.424	50738	7/1/2018	9/30/2019	192,569	-
Pass-Through					192,569	-
Total Pass-Through from Oregon Department of Education					10,084,299	-
DEPARTMENT OF EDUCATION TOTAL					10,265,789	-
DEPARTMENT OF HEALTH AND HUMAN SERVICES:						
Title V State Sexual Risk Avoidance Education (Title V State SRAE) Program						
Office of Self Sufficiency Programs My Future-My Choice	93.235	157101	7/1/2018	6/30/2019	22,905	-
Direct Program					22,905	-
Total Direct Programs					22,905	-
Passed through the Oregon Department of Health and Human Services:						
CCDF Cluster						
Child Care and Development Block Grant	93.575	156210	1/1/2018	6/30/2019	37,889	-
Total Pass-Through Programs from CCDF Cluster through Oregon Department of Health and Human Services					37,889	-
Passed through the Oregon Department of Education:						
Administration for Children and Families						
Foster Care - Title IV-E	93.658	47430	7/1/2017	6/30/2019	135,723	-
Total Pass-Through Programs from Oregon Department of Education					135,723	-
Passed through Washington County Health and Human Services:						
Social Services Block Grant	93.667	CA-18-1360	7/1/2018	6/30/2019	20,000	-
Pass-Through					20,000	-
Total Pass-Through from Washington County					20,000	-
Passed through Northwest Regional Education Service District:						
Medicaid Cluster						
Medical Assistance Program, Title XIX	93.778	2018-612-01	7/1/2018	6/30/2019	312,626	-
Total Pass-Through Programs from Medicaid Cluster					312,626	-
Total Pass-Through Programs from Northwest Regional ESD					312,626	-
TOTAL DEPARTMENT OF HEALTH AND HUMAN SERVICES					529,143	-
TOTAL FEDERAL FINANCIAL ASSISTANCE					\$ 17,307,183	\$ 70,774

See notes to the schedule of expenditures of federal awards

Purpose of the Schedule

The accompanying Schedule of Expenditures of Federal Awards (“the Schedule”) is a supplementary schedule to the District’s financial statements and is presented for purposes of additional analysis. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the activities of the District, it is not intended to and does not present the financial position, changes in net position, or the operating funds’ revenues, expenditures and changes in fund balances of the District.

SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The information in the Schedule is presented in accordance with the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Indirect Cost Rate

The District has not elected to use the 10 percent de minimis indirect cost rate as allowed under Uniform Guidance.

Federal Financial Assistance

Pursuant to Uniform Guidance, federal financial assistance is defined as assistance provided by a federal agency, either directly or indirectly, in the form of grants, contracts, cooperative agreements, loans, loan guarantees, property, interest subsidies, insurance or direct appropriations. Accordingly, non-monetary federal assistance, including federal surplus property, is included in federal financial assistance and, therefore, is reported on the Schedule, if applicable. Federal financial assistance does not include direct federal cash assistance to individuals. Solicited contracts between the state and federal government for which the federal government procures tangible goods or services are not considered to be federal financial assistance.

Major Programs

Uniform Guidance establishes criteria to be used in defining major federal financial assistance programs. Major programs for the District are those programs selected for testing by the auditor using a risk-assessment model, as well as certain minimum expenditure requirements, as outlined in Uniform Guidance. Programs with similar requirements may be grouped into a cluster for testing purposes.

Reporting Entity

The reporting entity is fully described in notes to the financial statements. Additionally, the Schedule includes all federal programs administered by the District for the year ended June 30, 2019.

HILLSBORO SCHOOL DISTRICT 1J
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2019

Revenue and Expenditure Recognition

The receipt and expenditure of federal awards are accounted for under the modified accrual basis of accounting. Revenues are recorded as received in cash or on the accrual basis where measurable and available. Expenditures are recorded when the liability is incurred. Donated commodities are valued at their estimated fair value.

HILLSBORO SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2019

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major federal programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)?	No

Identification of major federal programs:

CFDA Number(s)

Name of Federal Program or Cluster

10.553, 10.555 & 10.559
84.010

Child Nutrition Cluster
Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	No

FINANCIAL STATEMENT FINDINGS

None.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

HILLSBORO SCHOOL DISTRICT 1J, HILLSBORO, OREGON
SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2019

PRIOR YEAR FINANCIAL STATEMENT FINDINGS

2018-001. Noncompliance and Significant Deficiency in Controls over Compliance with Oregon Budget Law

Condition:

There was a lack of monitoring of expenditures in comparison to the adopted budget as amended for the 2017-18 year. This resulted in significant over-expenditures in the General and Special Revenue funds which is a violation of Oregon Local Budget Law.

Criteria:

As an Oregon municipality, the District is responsible to spend within their appropriations for the year in accordance with Oregon Local Budget Law.

Cause of condition:

District personnel responsible for reviewing expenditures compared to budget were not actively monitoring actual expenditures compared to appropriations by fund.

Potential effect of condition:

Expenditures in excess of appropriations could be made in violation of Oregon Budget Law.

Context:

Because an inordinate percentage of the District's payroll costs are paid in June each year, the District had expenditures in excess of appropriations totaling approximately \$11,264,000 in their General and Special Revenue funds for the year.

Recommendation:

The expenditures, and projections of expenditures, in each fund should be monitored with each fund's budget appropriations to prevent future over-expenditures.

Management response:

The corrective action plan components for this issue include technical and structured activity improvements. The District will be using an additional analytics software to monitor and project end-of-year expenditures by fund, function, and object. Additionally, management positions have been restructured to align monitoring of budget appropriations against actual expenditures. Another key step will be to adjust appropriations to include any targeted carryover identified in the prior year annual financial report.

Current year update:

Management has designed and implemented improved budget monitoring controls and processes to address this finding.

PRIOR YEAR FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

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GROVE, MUELLER & SWANK, P.C.

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INDEPENDENT AUDITOR'S REPORT REQUIRED BY OREGON STATE REGULATIONS

School Board
Hillsboro School District 1J
Hillsboro, Oregon

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the basic financial statements of Hillsboro School District 1J, Washington County, Oregon (the District) as of and for the year ended June 30, 2019, and have issued our report thereon dated November 19, 2019.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295).**
- **Indebtedness limitations, restrictions and repayment.**
- **Budgets legally required (ORS Chapter 294).**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Authorized investment of surplus funds (ORS Chapter 294).**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**
- **State school fund factors and calculation.**

In connection with our testing nothing came to our attention that caused us to believe the District was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, except that expenditures exceeded appropriations as described in the notes to the financial statements.

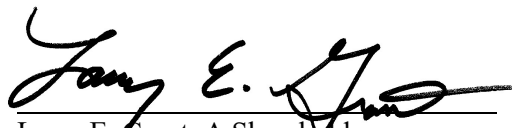
Internal Control

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Restriction on Use

This report is intended solely for the information and use of the school board and management of the Hillsboro School District 1J and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.

GROVE, MUELLER & SWANK, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

By: 
Larry E. Grant, A Shareholder
November 19, 2019

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
ACCEPT GIFTS AND DONATIONS
(as of November 30, 2019)

SITUATION

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

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

- Donation of \$20,000 from The Oregon Community Foundation to Hillsboro School District for elementary afterschool basketball programs.
- Donation of \$10,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education.
- Donation of \$5,000 from Kerr Contractors Oregon Inc. to Jackson Elementary School to be used for dirt removal for the relocation of the Jackson Elementary School baseball field.

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
December 10, 2019
AUTHORIZING RESOLUTION

SITUATION

On November 7, 2017, Hillsboro School District voters approved a \$408 million bond issue for school construction and improvements. In December 2017, the District held an initial bond sale during which bonds were issued totaling \$268,395,000; the District is now prepared to sell the remaining \$139,605,000. The attached Authorizing Resolution is the official document allowing the District to issue bonds and delegating the authority to negotiate, approve and sign the financial documents for the bond sale to District Administration. Following approval of the Authorizing Resolution, we will move forward with the initial bond sale, not to exceed \$139,395,000. Final closing for the initial bond sale is anticipated to be February 19, 2020.

RECOMMENDATION

The Superintendent recommends the Board approve Resolution 12-10-2019 authorizing the issuance, sale and delivery of general obligations bonds; designating an Authorized Representative; delegating the negotiation and approval of financial documents and related matters.

I move that the Board of Directors approve Resolution 12-10-2019 authorizing the issuance, sale and delivery of general obligations bonds; designating an Authorized Representative; delegating the negotiation and approval of financial documents and related matters.

RESOLUTION NO. 12-10-2019

A RESOLUTION OF HILLSBORO SCHOOL DISTRICT NO. 1J, WASHINGTON, YAMHILL AND MULTNOMAH COUNTIES, OREGON AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION BONDS; DESIGNATING AN AUTHORIZED REPRESENTATIVE; DELEGATING THE NEGOTIATION AND APPROVAL OF FINANCIAL DOCUMENTS AND RELATED MATTERS.

THE BOARD OF DIRECTORS OF HILLSBORO SCHOOL DISTRICT NO. 1J, WASHINGTON, YAMHILL AND MULTNOMAH COUNTIES, OREGON HEREBY RESOLVES:

SECTION 1. FINDINGS

The Board of Directors (the “Board”) of the Hillsboro School District No. 1J located in Washington, Yamhill and Multnomah Counties, Oregon a common school district of the State of Oregon (the “District”) finds:

a. The District is authorized pursuant to the Oregon Constitution and Oregon Revised Statutes Chapters 287A and 328 to issue general obligation bonds to finance capital costs; and

b. On July 31, 2017, the District adopted a resolution authorizing submission to the voters of the District at a measure election on November 7, 2017, the question of contracting a general obligation bonded indebtedness in an amount not to exceed \$408,000,000 to finance capital costs as set forth in the notice of bond election and pay bond issuance costs; and

c. The election was duly and legally held on November 7, 2017 and the elections officer of the county in which the District office is located certified that the issuance of the \$408,000,000 general obligation bonds was approved by a majority of the qualified voters of the District voting at the election; and

d. On December 21, 2017, the District issued \$268,395,000 of the \$408,000,000 general obligation bonds; and

e. The District adopts this resolution to provide the terms under which the remaining \$139,605,000 of the general obligation bonds will be sold and issued.

SECTION 2. BONDS AUTHORIZED

The District hereby authorizes the issuance of general obligation bonds in an aggregate principal amount not to exceed \$139,605,000 (the “Bonds”) to finance the projects set forth in the ballot title for the Bonds.

The Bonds may be issued in one or more series and shall mature over a period not exceeding twenty-one (21) years from their date of issue. The remaining terms of the Bonds shall be established as provided in Section 10 hereof.

SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Chief Financial Officer (each an “Authorized Representative”) or a designee of an Authorized Representative to act on behalf of the District as specified in Section 10 hereof.

SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Bonds. The District hereby covenants for the benefit of the Owners to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and other legally available amounts, to pay all Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

SECTION 5. FORM OF BONDS

The Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Bonds may be printed or typewritten, and may be issued as one or more temporary Bonds which shall be exchangeable for definitive Bonds when definitive Bonds are available.

SECTION 6. EXECUTION OF BONDS

The Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

SECTION 7. REDEMPTION

The Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 10 hereof.

SECTION 8. TAX-EXEMPT STATUS

If any portion of the Bonds are issued as Tax-Exempt Bonds, the District covenants to use the portion of those proceeds of the Bonds, and the facilities financed with the Bonds, and to otherwise comply with the provisions of the Internal Revenue Code of 1986, as amended (the "Code"), so that interest paid on the Bonds will not be includable in gross income of the Bondowners for federal income tax purposes. The District specifically covenants:

- a. to comply with the "arbitrage" provisions of Section 148 of the Code, and to pay any rebates to the United States on the gross proceeds of the Bonds; and
- b. to operate the facilities financed with the proceeds of the Bonds so that the Bonds are not "private activity bonds" under Section 141 of the Code; and
- c. comply with all reporting requirements.

The Authorized Representative may enter into covenants on behalf of the District to protect the tax-exempt status of the Bonds.

SECTION 9. DESIGNATION AS A "QUALIFIED TAX-EXEMPT OBLIGATION"

The Authorized Representative, upon the advice of Bond Counsel, may designate any series of the Bonds as a "qualified tax-exempt obligation" pursuant to Section 265(b)(3)(B) of the Code.

SECTION 10. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a. establish the principal and interest payment dates, principal amounts, interest rates, denominations, redemption provisions and all other terms of the Bonds;
- b. determine if the sale shall be a public or private offering;
- c. enter into covenants regarding the use of the proceeds of the Bonds and the projects financed with the proceeds of the Bonds;
- d. appoint a registrar and paying agent for the Bonds;
- e. take such actions as are necessary to qualify the Bonds for the book-entry only system of The Depository Trust Company if required;
- f. approve of and authorize the distribution of the preliminary and final official statements for the Bonds, if required;
- g. obtain one or more ratings on the Bonds if determined by the Authorized Representative to be in the best interest of the District, and expend Bond proceeds to pay the costs of obtaining such rating;
- h. apply to participate in the Oregon School Bond Guaranty Program, if available and deemed appropriate, execute any documents in connection with such program and expend Bond proceeds to pay any guaranty premium;
- i. apply, if available and deemed appropriate, and expend Bond proceeds to pay any insurance premium;
- j. approve, execute and deliver a Continuing Disclosure Certificate pursuant to SEC Rule 15c2-12, as amended (17 CFR Part 240, § 240.15c2-12), if required;
- k. approve, execute and deliver the Bond closing documents and certificates;
- l. determine if the Bonds shall be issued as federally tax-exempt or taxable obligations;
- m. make any clarifying changes or additional covenants not inconsistent with this Resolution;
and
- n. execute and deliver a certificate specifying the action taken by the Authorized Representative pursuant to this Section 10 and any other certificates, documents or agreements that the Authorized Representative determines are desirable to issue, sell and deliver the Bonds in accordance with this Resolution.

SECTION 11. DEFAULT AND REMEDIES.

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Bonds:

a. Failure by the District to pay Bond principal, interest or premium when due (whether at maturity, or upon redemption after a Bond has been properly called for redemption);

b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,

c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Bonds or in aid of the exercise of any power granted in this Resolution or in the Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Bonds by the Resolution or the Bonds or by law. However, the Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

SECTION 12. DEFEASANCE

The District may defease the Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Bonds until their maturity date or any earlier redemption date. Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

SECTION 13. ESTABLISHMENT OF FUNDS AND ACCOUNTS

The following funds and accounts shall be created into which the proceeds of the Bonds shall be deposited, which funds and accounts shall be continually maintained, except as otherwise provided, so long as the Bonds remain unpaid.

a. Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Bonds shall be deposited to the debt service account.

b. Project Fund. The District shall maintain the project fund for the purpose of accounting for and paying all costs of the projects and the costs related to the preparation, authorization, issuance, and sale of the Bonds. Any interest earnings on moneys invested from the project fund shall be retained in the project fund. The District's share of any liquidated damages or other moneys paid by defaulting contractors or their sureties will be deposited into the project fund to assure the completion of the projects.

Upon completion of the projects and upon payment in full of all costs related thereto, any balance remaining in the project fund shall be deposited to the Debt Service Account for payment of debt service.

SECTION 14. PROFESSIONALS

The District hereby affirms Hawkins Delafield & Wood LLP as bond counsel for the issuance of the Bonds and Piper Jaffray & Co., as underwriter.

SECTION 15. RESOLUTION TO CONSTITUTE CONTRACT

In consideration of the purchase and acceptance of any or all of the Bonds by those who shall own the Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Bonds, including without limitation the District's covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of the Hillsboro School District No. 1J located in Washington, Yamhill and Multnomah Counties, Oregon this 10th day of December, 2019.

**HILLSBORO SCHOOL DISTRICT NO. 1J
WASHINGTON, YAMHILL AND MULTNOMAH
COUNTIES, OREGON**

By: _____

Chair, Board of Directors

ATTEST:

By: _____

Superintendent

Hillsboro School District No. 1

General Obligation Bonds, Series 2020

Preliminary Schedule of Events; as of November 6, 2019

Financing Team		
Issuer:	Hillsboro School District No. 1	SD
Bond Counsel:	Hawkins Delafield & Wood LLP	BC
Registrar/Paying Agent:	U.S. Bank NA	PA
Underwriter:	Piper Jaffray	PJC

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

<input checked="" type="checkbox"/>	Due Date	Event	Parties
<input checked="" type="checkbox"/>	Wed., Nov. 6	Circulate schedule and distribution list	PJC
	Mon., Nov. 25	Draft Authorizing Resolution circulated	BC
	Mon., Dec. 2	Comments due on Authorizing Resolution	Fin. Team
		First draft Preliminary Official Statement (POS) circulated	PJC
		Continuing Disclosure Review circulated	PJC
	Tue., Dec. 3	Authorizing Resolution to District for Board Packet	BC
	Tue., Dec. 10	Board Adopts Authorizing Resolution	SD Board
	Wed., Dec. 11	MDAC 1 filed with Treasury	PJC
		District to apply for Oregon School Bond Guaranty and submit \$200 fee	SD
	Thur., Dec. 19	Comments due on first draft POS	Fin. Team
	Mon., Dec. 23	Second draft POS and draft Purchase Agreement circulated	PJC
		First draft Continuing Disclosure Undertaking circulated	BC
	Mon., Jan. 6	Comments due on second draft POS and draft Purchase Agreement	Fin. Team
	Wed., Jan. 8	Draft POS and audited financials to rating agencies	PJC
		Circulate Due Diligence Questionnaire and draft Rating Presentation	PJC
	Wk. of Jan. 13	Due diligence and Rating prep calls	SD; PJC; BC
		Rating Presentation circulated to rating agencies	PJC
		Conference calls with rating agencies	SD; PJC
	Tues., Jan. 21	Clean copy of draft POS to SD Board	SD
		Substantially complete draft POS and "Deemed Final" letter circulated	PJC
	Mon., Jan. 27	Final comments on POS due	Fin. Team
		End of two-week Board review of POS	SD Board
		"Deemed Final" letter due to PJC	SD
		District to receive qualification for Oregon School Bond Guaranty	SD
		Receive ratings	PJC
	Wed., Jan. 29	Posting and distribution of POS	PJC
	Tues., Feb. 4	Pre-pricing (time between 11 a.m. and 2 p.m. to be determined)	SD; PJC
	Wed., Feb. 5	Pricing (District staff to be available throughout the day)	SD; PJC
		Purchase Agreement signed	SD; PJC
	Wk. of Feb. 10	Draft closing documents circulated	BC
		Closing Memorandum circulated	PJC
		Pre-Closing	Fin. Team
	Tue., Feb. 11	Final Official Statement posted; File MDAC 2	PJC
	Wed., Feb. 19	Closing	Fin. Team



**Hillsboro School District No. 1J
General Obligation Bonds, Series 2020**

Distribution List

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Kari Whitson, Administrative Assistant
Piper Jaffray & Co.
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Minneapolis, Minnesota 55402-7020

Phone: (612) 303 6665

Paying Agent

To be determined

U.S. Bank National Association
Global Corporate Trust Services
555 SW Oak Street PD-OR-P7TD
Portland, Oregon 97204

FAX: (503) 464-4155

Oregon School Bond Guaranty Program

Debt Management Division

Oregon State Treasury
350 Winter Street N.E., Suite 100
Salem, Oregon 97310

Phone: (503) 378-4930
e-mail: dmd@ost.state.or.us

Rating Agency

To be determined

Moody's Investors Service
One Front Street, Suite 1900
San Francisco, California 94114

FAX: (415) 274-1726

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
PROPOSED LEGISLATIVE PRIORITIES

SITUATION

At the November 19 Board Work Session, Directors discussed adding two Legislative Priorities for the 2020 short session: one around the transferability of dual credits and one around the calculation of Current Service Level (CSL) by the Legislative Fiscal Office (LFO) heading into long sessions where budgets are allocated. Below is some background information on the CSL issue.

During the 2019 Legislative Session, district advocates were challenged by the conflicting calculations for CSL for K12 funding. The table below shows the calculations used by the LFO compared to those used by the Oregon Association of School Business Officials (OASBO).

2019-21 Biennial Assumptions	Legislative Fiscal Office (State of Oregon)	School Business Officials (Districts)	Difference
2018-19 Starting Point	\$6,055.5	\$6,139.5	\$167.9
% of Budgets Salaries/Benefits	85%	86%	\$11.2
Salary Growth Rate 2019-20	2.17%	2.54%	\$17.7
Salary Growth Rate 2020-21	2.05%	2.58%	\$11.8
Health Insurance Growth Rate	3.40%	5.00%	\$56.6
PERS Costs	4.16%	6.20%	\$144.7
PERS Bond Payment Increase	\$0.0	\$46.0	\$46.0
Other Costs	\$0.0	\$6.0	\$6.0
CSL Estimate	\$8,771.5	\$9,233.4	\$461.9

The biggest gaps are in: 1) the “starting point” or base data (the LFO uses historical trends to determine the starting point, whereas OASBO uses real-time expenditures); 2)

insurance cost increases; 3) PERS rates; and 4) the amount that districts pay in debt service on current PERS Bonds (this is a general fund expense because there aren't any additional taxes to offset the payments like general obligation bonds).

Every district has a unique CSL number due to revenue, reserve, and expenditure differences (PERS rate is a large variable). In Hillsboro, the CSL requirement was \$9.4B for the biennium due to use of unsustainable budget balancing strategies such as reserves and reduction of the ending fund balance in prior years.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the following Legislative Priorities for the 2020 session:

1. Support efforts by the Legislature to ensure dual credits earned by high school students are transferable to any community college or four-year university in Oregon.
2. Encourage the Legislative Fiscal Office to revise its calculations for Current Service Level to more accurately reflect districts' funding situation.

I move that the Board of Directors adopt the above mentioned Legislative Priorities for the 2020 session.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT UPDATE

SITUATION

Lisa Poehlitz represents Hillsboro School District on the Northwest Regional Education Service District (NWRES D) Board of Directors. This evening, Director Poehlitz will provide an update on the work of the ESD.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
December 10, 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 33: Work Session on Policy JBB Educational Equity

The central office services are designed to anticipate and proactively meet the needs of each school. Central office staff articulate the connection between their work and supporting principals as instructional leaders by aligning practices with policy. The monthly Central Support Operations Meeting included time to review Policy JBB Educational Equity and connect department activities with the Equity driven language that guides schools. For example, the Facilities Department works with all departments and schools to meet the needs of the students modified learning spaces (safety) for specific students.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Jennifer Zavatsky, Risk Manager Leah McCarthy, and Jolene Sauve, have been collaborating to improve the District's process for vendor maintenance and contract monitoring. The improvements is geared to increase accountability for contract managers and contractors, to ensure the District has documentation in place prior to work beginning, and that records for active vendors are current. Checkpoints throughout the process will increase security for students and staff and reduce liability risks for the District through work agreement review and negotiation. Communications and training are planned for schools, and departments will have a modified process for new vendor set-up beginning in the New Year.

Finance Team – Financial Reporting and Grants. Congratulations to the Manager of Business Services Jeff Jones and all of the Business Office, Leadership, and support staff for a “no finding” Comprehensive Annual Financial Report for FY 18-19! Thanks to the thorough testing, the auditors do have recommendations for monitoring actual expenditures against the budget, and time and effort tracking for federal programs. Overall, the report meets the requirements for the Government Finance Officer Association Award and includes a certificate for the prior year. This year, the District will be submitting the document to the International Association of School Officials for review and potential accolades as well.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and her team are working to improve service and security for staff members that need to change their direct deposit or other payroll information. Using Hot News for Staff, the employee self-service web portal, and other communication strategies, the payroll team encourages employees to send changes as soon as possible to ensure their payroll information is complete and on time.

Benefits Supervisor Lynette Coffman will be partnering with Human Resources to ensure each employee group receives information regarding staff benefits. Even the optional employee benefits such as supplemental insurance, Flex Spending programs for medical and dependent care, short-term disability, PERS, and tax shelters for deferred compensation such as 403(b) and 457 plans are unique to all district employees. This collaboration will inform staff at the time of hire about the District-paid and other benefits that add value to the overall compensation package.

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 October 2019.

The District received 15 workers' compensation claims in August. As of October 31, 2019, there were 41 open claims; 26 were for medical costs only, and 15 included time loss. There was 1 employee on modified work plans during October.

Workers' Compensation Reports			
	2017-18	2018-19	2019-20
July	3	1	3
August	2	2	2
September	6	11	15
October	18	14	15
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	35

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 131 student incidents reported in October.

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	131	6.2	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	288		4

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 October.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
MONTHLY FINANCIAL REPORT - as of November 30, 2019

Through November 2019 Revenues	July Actual	August Actual	September Actual	1st Quarter Actual	October Actual	November Actual	2nd Quarter Actual	Fiscal YTD 2019-20	Budget 2019-20	% of Budget	Fiscal YTD 2018-19	% of Budget
Taxes	\$0.00	\$214,696.12	\$128,268.73	\$342,964.85	\$87,054.16	\$57,127,940.75	\$57,214,994.91	\$57,557,959.76	\$75,807,061.00	75.93%	\$61,239,619	82.35%
Interest	\$47,965.09	\$59,084.40	\$54,429.95	\$161,479.44	\$37,749.12	\$49,208.26	\$86,957.38	\$248,436.82	\$1,308,101.00	18.99%	\$258,125	59.62%
Local Sources	\$18,182.89	\$144,543.72	\$22,728.53	\$185,455.14	\$64,185.42	\$76,100.75	\$140,286.17	\$325,741.31	\$1,945,785.00	16.74%	\$313,691	15.73%
Total Local	\$66,147.98	\$418,324.24	\$205,427.21	\$689,899.43	\$188,988.70	\$57,253,249.76	\$57,442,238.46	\$58,132,137.89	\$79,060,947.00	73.53%	\$61,811,434.44	80.49%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$252,375.14	\$1,393,764.00	\$1,646,139.14	\$1,646,139.14	\$3,679,721.00	44.74%	\$88,122	2.47%
State Sources	\$22,631,970.42	\$11,829,312.79	\$11,340,157.00	\$45,801,440.21	\$11,340,157.00	\$11,560,655.23	\$22,900,812.23	\$68,702,252.44	\$140,165,278.00	49.02%	\$64,851,765	50.21%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$11.24	\$30.00	\$41.24	\$0.00	\$0.00	\$0.00	\$41.24	\$0.00	0.00%	\$1,042,358	104.24%
Beginning Balance	\$10,090,542.29	\$0.00	\$0.00	\$10,090,542.29	\$0.00	\$0.00	\$0.00	\$10,090,542.29	\$8,999,197.00	112.13%	\$12,487,099.66	93.24%
Total Revenue	\$32,788,660.69	\$12,247,648.27	\$11,545,614.21	\$56,581,923.17	\$11,781,520.84	\$70,207,668.99	\$81,989,189.83	\$138,571,113.00	\$231,905,143.00	59.75%	\$140,280,779.27	62.65%
Expenditures												
Instruction												
Salaries	\$34,621.61	\$88,629.28	\$7,020,209.21	\$7,143,460.10	\$6,989,064.85	\$7,015,009.51	\$14,004,074.36	\$21,147,534.46	\$77,899,979.00	27.15%	\$13,141,162.87	17.86%
Benefits	\$16,071.29	\$35,755.48	\$3,844,890.64	\$3,896,717.41	\$3,984,237.80	\$3,953,783.19	\$7,938,020.99	\$11,834,738.40	\$44,181,206.00	26.79%	\$7,534,048.90	19.11%
Purchased Service	\$317,643.03	\$178,138.88	\$551,337.42	\$1,047,119.33	\$365,022.70	\$356,856.82	\$721,879.52	\$1,768,998.85	\$11,645,045.00	15.19%	\$4,826,029.38	40.21%
Supplies/Materials	\$172,658.73	\$134,316.47	\$226,311.21	\$533,286.41	\$131,379.79	\$121,277.82	\$252,657.61	\$785,944.02	\$3,061,627.00	25.67%	\$2,295,082.63	89.25%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,837.00	\$5,837.00	\$5,837.00	\$0.00	0.00%	\$148,328.72	296.66%
Other	\$82,832.00	\$19,886.14	\$120,621.72	\$223,339.86	\$59,603.54	\$4,175.69	\$63,779.23	\$287,119.09	\$1,026,996.00	27.96%	\$1,314,037.65	438.42%
Total Instruction	\$623,826.66	\$456,726.25	\$11,763,370.20	\$12,843,923.11	\$11,529,308.68	\$11,456,940.03	\$22,986,248.71	\$35,830,171.82	\$137,814,853.00	26.00%	\$29,258,690.15	22.87%
Support Services												
Salaries	\$1,718,785.06	\$1,847,208.80	\$3,498,400.44	\$7,064,394.30	\$3,374,562.51	\$3,441,766.34	\$6,816,328.85	\$13,880,723.15	\$47,551,692.00	29.19%	\$13,141,162.87	27.16%
Benefits	\$1,026,002.32	\$1,091,862.76	\$2,088,091.56	\$4,205,956.64	\$2,121,816.54	\$2,094,642.37	\$4,216,458.91	\$8,422,415.55	\$26,969,090.00	31.23%	\$7,534,048.90	29.07%
Purchased Service	\$2,041,087.88	\$1,110,809.52	\$824,147.00	\$3,976,044.40	\$1,502,198.25	\$1,113,582.71	\$2,615,780.96	\$6,591,825.36	\$7,108,365.00	92.73%	\$4,826,029.38	60.16%
Supplies/Materials	\$615,556.75	\$311,196.81	\$676,575.13	\$1,603,328.69	\$615,756.17	\$372,593.37	\$988,349.54	\$2,591,678.23	\$1,868,881.00	138.68%	\$2,295,082.63	91.10%
Capital Purchases	\$13,130.74	\$8,502.00	\$7,278.89	\$28,911.63	\$0.00	\$0.00	\$0.00	\$28,911.63	\$0.00	0.00%	\$148,328.72	98.89%
Other	\$18,616.86	\$1,206,404.66	\$169,930.24	\$1,394,951.76	\$78,153.71	\$12,293.40	\$90,447.11	\$1,485,398.87	\$626,897.00	236.94%	\$1,314,037.65	91.24%
Total Support	\$5,433,179.61	\$5,575,984.55	\$7,264,423.26	\$18,273,587.42	\$7,692,487.18	\$7,034,878.19	\$14,727,365.37	\$33,000,952.79	\$84,124,925.00	39.23%	\$29,258,690.15	33.85%
Community Services												
Salaries	\$15,249.95	\$15,249.95	\$27,542.38	\$58,042.28	\$28,093.62	\$31,757.16	\$59,850.78	\$117,893.06	\$389,549.00	30.26%	\$114,912.69	37.04%
Benefits	\$8,037.89	\$8,039.35	\$18,215.60	\$34,292.84	\$18,596.28	\$19,339.12	\$37,935.40	\$72,228.24	\$220,935.00	32.69%	\$58,977.25	35.48%
Purchased Service	\$5.04	\$0.00	\$420.79	\$425.83	\$151.98	\$558.67	\$710.65	\$1,136.48	\$58,233.00	1.95%	\$33,063.72	64.26%
Supplies/Materials	\$0.00	\$0.00	\$35.74	\$35.74	\$2,148.00	\$124.70	\$2,272.70	\$2,308.44	\$15,310.00	15.08%	\$3,537.48	27.31%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,136.00	0.00%	\$0.00	0.00%
Total Community Services	\$23,292.88	\$23,289.30	\$46,214.51	\$92,796.69	\$48,989.88	\$51,779.65	\$100,769.53	\$193,566.22	\$689,163.00	28.09%	\$210,491.14	38.60%
Capital Projects												
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	-\$71.34	-\$71.34	\$0.00	-\$2,602.51	-\$2,602.51	-\$71.34	\$0.00	0.00%	-\$1,305.72	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance	\$9,276,202.00	\$0.00	\$0.00	\$9,276,202.00	\$0.00	\$0.00	\$0.00	\$9,276,202.00	\$9,276,202.00	100.00%	\$8,999,197.00	100.00%
Total Expenditures	\$15,356,501.15	\$6,056,000.10	\$19,073,936.63	\$40,486,437.88	\$19,270,785.74	\$18,540,995.36	\$37,811,781.10	\$78,300,821.49	\$231,905,143.00	33.76%	\$67,725,762.72	30.25%

HILLSBORO SCHOOL DISTRICT
December 10, 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 1J
December 10, 2019
SUMMER SCHOOL PROGRAM REPORT

Each summer, the Hillsboro School District (HSD) offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2019.

AVID Excel

Sixty-two long-term and monitored ELs from all four middle schools participated in this 2-week AVID Excel summer bridge, at South Meadows Middle School. During the 2 weeks, we worked on the AVID Excel strategies and routines such as the Critical Reading Process and the Academic Word List routines, as well as the Bell Work Quote Analysis/Quick Write procedures, team building activities, and had several members of the community visit us to teach the students about different cultures through food. The program ran from July 18th through the 31st.

CTE (Sí Se Puede) Innovation Camp

Forty-five middle and high school camp participants and nine student interns participated in the two-week summer program, offered out of Hillsboro High School, July 15th through July 25th. The camp was directed by Hillsboro staff members, Terry Alexander and Miguel Cholula. The CTE Innovation Camp's aim was to serve Latino and other historically underserved students. Students who participated in the camp were exposed to different career and technical education pathways which are available as part of our district's curriculum offerings. This was a hands-on project-based camp with experiential learning, with an emphasis on connecting with local post-secondary partners such as OHSU, PCC Rock Creek CTE department, and OSU Veterinary Tech program. Nine high school students were selected to receive paid internships. The program is fully paid for as a component of our two-year Oregon Department of Education Career and Technical Education Revitalization Grant that was awarded in November of 2017.

Health Sciences Summer Camp

Camp was cancelled, as Liberty had a team at HOSA Nationals competing this year. Camp will run again in the summer of 2020.

Hillsboro Youth Connect Camp

The HYCC is a collaborative effort by the Hillsboro School District, Hillsboro Parks and Recreation Department and the Hillsboro Police Department to provide underserved middle school youth with the opportunity to attend a fun week of age appropriate activities

filled with positive messaging and learning for free. The HYCC provides a camp for lower income boys and girls that both allow the students to interact with nature, visit local businesses, get tours and training at the Hillsboro Fire Department and Hillsboro Police Department. Students are exposed to a variety of interactive games that teach them lessons in teamwork, communication, sportsmanship, respect and a growth mindset. Students hear from a variety of inspirational adults and high school students that share their stories. HYCC ran four weeks of camp for students in 5th - 7th grades. 72 students participated in HYCC this Summer. HYCC is a completely free camp with door to door transportation for students.

Girls Chicas STEM Camp

Through a shared STEM partnership between Adelante Chicas and the Hillsboro School District, girls who participated in our two Adelante Chicas clubs (Evergreen and SMMS) attended a week-long STEM focused camp that provided the students with the opportunity to participate in fun hands-on learning in a safe environment that promotes social/emotional health. The Chicas STEM Summer Camp is generously supported by Intel that supplies volunteers to help facilitate the learning experiences. This STEM Camp ran the 3rd week of July.

Spanish Linguistic Immersion Summer Camp

The Spanish Linguistic Immersion Summer Camp provided DL K - 5th grade students Spanish language development with an emphasis on foundational skills mastery, grammar and academic discourse in all content areas as well as project based and exploration workshops of diverse college and career pathways. DL students were immersed in the sights, sounds, tastes and experiences of the Spanish speaking language and understood how their language gift impacts various career paths. This program served 176 students in grades K-5, from June 24th through July 18th (Monday through Thursday). The program was held at South Meadows.

Although students enrolled on a week by week basis, most students ended up staying the whole 4 weeks once they experienced the program. At the end of each week, students presented to parents and staff their Spanish skills through their project-based learning club activities emphasizing a career. The career clubs included dance, theatre, robotics, programming, leadership, culinary, film and girl scouts. At the end of the program, the Spanish Immersion Camp, in collaboration with the Migrant Program, directed the closing ceremony for all the families.

Summer School Program - Migrant Education Program (MEP)

For the second summer in a row, the secondary program was successfully facilitated during the day, offering credit recovery at the home schools. For the first time this

summer, English classes were moved/offered to high school age and out of school youth at the migrant camp “Campo Alicia” and transportation was provided to students from other migrant camps who were able to join the class. The elementary program served students in preschool through 5th grade.

This is best explained visually:

<u>Program</u>	<u>Grades & content</u>	<u>Location</u>	<u>Student Hours</u>
Pre-K	3 MEP Classes 1 Preschool Promise (serving DL students)	Witch Hazel	7:30am-2:00pm
Elementary	K.5 – 5.5	Witch Hazel	7:30am-2:00pm
Secondary	6.5 – 9.5: AVID Summer Bridge (<i>Math & Science</i>)	South Meadows	9:30am-1:30pm
Secondary	ELD/OSY classes for camp students	ELD / OSY was offered at the Campo Alicia	5:30pm-8:45pm
Credit Recovery	10.5 & 11.5 (12 th graders based on need)	Home Schools (Program to cover MEP/EL students’ tuition)	Home School’s Schedule

Elementary served 374 students in PK through fifth grade, while secondary served 149 students. Both programs operated from June 24th- July 18th

26 eligible migrant students participated in credit recovery in their home schools, and obtained credits in various subjects

A total of 549 migrant students were served during the summer.

The day secondary program offered elective AVID credits for students entering 7th grade through 10th grade (in math and science classes). The evening program offered ELD classes and credit recovery.

Teachers worked to infuse their students' days with highly engaging practices at all levels and incorporated field trips and a career fair. Elementary students enjoyed OMSI, Al's Garden Center, World Forestry and Hillsboro Hops Stadium for field day

Secondary field trips included travels to Hoyt Arboretum, Fernhill Wetlands, and the Hillsboro Hops Stadium for an all-school field day.

A Student Services Wellness Team was an important program component again this summer, providing wraparound services to the students and their families. The team included a student support specialist, nurses, 2 McKinney-Vento liaisons, two wellness counselors supporting elementary and secondary programs, the MEP recruiters, an early learning specialist, and family engagement staff.

New practices did not eliminate key offerings from previous years, such as a cap on the student/teacher ratio (25/1), culturally relevant instruction, four bi-national teachers from Mexico, and music and PE. We also maintained services from the Tooth Taxi, the library, and vision screening through Pacific University.

Summer School Program (McKinney Elementary School)

The McKinney Elementary School Summer Program served students from kindergarten through eighth grade, with participation ranging from 25 to 50 students each day. (Average participation was 34 students per day.) The program was scheduled four days per week, for six weeks (June 17th through July 25th, from 9:30 to 11:30 AM, with lunchtime afterwards). Students engaged in learning opportunities through differentiated STEM activities. They had independent academic practice in reading and math, facilitated by staff and AmeriCorps volunteers. Students who have attended the summer program return in the fall with gains in reading and math, as evidenced by the MobyMax and Scholastic Reading Inventory assessments. This year, it was done through a partnership with the Inukai Family Boys and Girls Club.

Summer Food Service Program

Summer feeding programs served meals from June 19 through August 16. The sites included, eight (8) community parks, one (1) apartment complex, one (1) elementary migrant program, one (1) secondary migrant program, one (1) school playground site, one (1) HPD Youth Connect program, one (1) HPD GREAT program. These programs served 5,848 breakfasts, 30,428 lunches

Student Services Extended School Year

Each summer Student Services offers Extended School Year services to those students on IEPs who show extreme regression and slow recuperation of lost skills. Students from Kindergarten through Transition age (21) attend a three-week program focusing on maintaining academic skills, behaviors and school routines. Students are served daily by fourteen licensed teachers, one speech-language pathologist, twenty different

transportation staff members on ten buses, and many classified assistants. The nursing team and motor team are also available throughout the three weeks to address student needs. Students engage in whole group, small group and individual instruction focusing on their specific IEP goals.

ESY took place during the last three weeks of July from 8:30 to 11:30 AM. This year, 115 students participated in the ESY program, and 5 students accessed ESY services in out-of-district placements. The students had many opportunities to practice and maintain the skills they had acquired during the school year.

LHS 9.5 Summer Program

The goal was to provide an opportunity for students who were not on track to attend a 2-week summer school session to recover learning. All students that failed 1-2 core classes invited to attend the AM or PM session. Teachers targeted the areas that students struggled in and created a curriculum to fill in the gaps to prepare them for their 10th-grade year. Students worked with teachers in a small group setting to learn, apply, and demonstrate their understanding. Due to unwrapping of the standards, teachers were able to provide targeted instruction to do a grade change for students.

HILLSBORO SCHOOL DISTRICT
December 10, 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.

HILLSBORO SCHOOL DISTRICT 1J
December 10, 2019
INFORMATION – ADMINISTRATIVE REGULATION UPDATES

SITUATION

Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to review the District's policy manual, with a goal of reviewing and updating the entire manual within a period of 12 to 18 months.

Policy language must meet the following criteria:

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

Updated administrative regulations (ARs) that do not require Board action will be posted in the Board meeting packet for the information of the Board, staff members, and the public. The following administrative regulations are included in the December 10 Board meeting packet. Please note that OSBA has provided final versions of the text of these ARs, but the revision dates will not be updated until after the Board meeting.

- JBAA-AR: Section 504 -- Students
- JC/JECB/JECC-AR: Resident and Nonresident Student Transfers
- JC/JECC-AR: In-District Transfers
- JEBA-AR: Guidelines for Early Entry into Kindergarten and First Grade
- JECA-AR(1): Student Enrollment Procedures
- JECA-AR-(2): Student Enrollment Procedures - Affidavit Form
- JECA-AR-(3): Student Enrollment - Custodial Parent Request
- JECAA-AR: Admission of Part-Time Private School Students
- JECAB-AR: Mutual Agreement--Joint Custody Enrollment
- JECB-AR(1): Inter-District Transfer Requests and Application Process - General Guidelines for Counselors and Parents
- JECBA-AR: Admission of Exchange Students
- JECBD-AR: Homeless Students
- JECF-AR :Interdistrict Transfer of Resident Students
- JFE-AR: Individualized Plan for Pregnant and/or Parenting Teens
- JHCC-AR: Communicable Diseases - Student
- JOA-AR: Release of Information Opt-Out Form

RECOMMENDATION

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



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/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-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: 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
---------	---------------------------	-------------------

- | | | |
|----|--|--|
| 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



Code: **JECA-AR(2)**
Revised/Reviewed: 4/09
Orig. Code: JECA-AR(2)

Student Enrollment Procedures - Affidavit Form

STATE OF OREGON)
) ss.
COUNTY OF WASHINGTON)

I, _____ being first duly sworn, depose

(parent having custody of child)

and say: that I reside at _____

(street number)

_____ ; that I am the _____

(city)

(state)

(zip code)

(mother or father)

of _____.

(child)

I further depose and say that I have given my consent and I do hereby give my consent to have my said child to reside with _____

(person or persons with whom child is to live)

whose address is _____

(street number)

(city)

(state)

(zip code)

Affiant further deposes and says that the said _____

(person or persons with whom the child is to live)

shall enjoy a full parental relationship with my said child and may act as my substitute and have full power and custody of my said child in any matters pertaining to school enrollment, discipline, curriculum, or any other school matters.

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.

Student Enrollment Procedures - Affidavit Form – JECA-AR(2)

1-2

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
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Address:

Parent/Guardian

Address:

Reason for Request:

☐ Approved ☐ Denied

Administrator Signature	Date
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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-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:
 - a. Completes the school year of the approved transfer ~~(if the transfer was granted outside of the state-mandated process); or~~
 - b. Finishes the highest grade level in the school assigned;
 - c. Graduates from high school;
 - d. Is no longer required to be admitted to the school district under ORS 339.115; or
 - e. 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: 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: **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: 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: **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: **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: **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