



# Hillsboro School District 1J

January 28, 2020

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 49<sup>th</sup> Place, Hillsboro, OR

## Board Meeting Agenda

January 28, 2020

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. Public Comment at Board meetings policy review | 7  |
| Presenter: Mike Scott                             |    |
| Time: 5:15 PM, 15 minutes                         |    |
| B. CCP Presentation                               | 13 |
| Presenter: Brooke Nova                            |    |
| Time: 5:30 PM, 15 minutes                         |    |
| C. Budget Development Process                     | 14 |
| Presenter: Michelle Morrison                      |    |
| Time: 5:45 PM, 45 minutes                         |    |
| D. Discussion Time                                |    |
| Time: 6:30 PM, 15 minutes                         |    |
| E. Recess Board Meeting                           |    |
| Time: 6:45 PM, 15 minutes                         |    |

### 2. 7:00 PM - Regular Session

- |  |    |
|--|----|
| A. Call to Order and Flag Salute   |    |
| Presenter: Erika Lopez   |    |
| Time: 7:00 PM, 5 minutes   |    |
| B. Recognition / Student Presentation  |    |
| 1. R.A. Brown Middle School Choir - Student Performance  | 16 |
| Time: 7:05 PM, 10 minutes  |    |
| C. Board Recognition and Appreciation  | 17 |
| Presenter: Mike Scott  |    |
| Time: 7:15 PM, 5 minutes   |    |
| D. Approval of Agenda  |    |
| E. Audience Time   | 19 |
| Time: 7:20 PM, 5 minutes   |    |
| F. Consent Agenda  |    |
| <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i> |    |
| Time: 7:25 PM, 5 minutes   |    |
| 1. Approve Minutes of December 10, 2019, Board Meeting   | 20 |
| 2. Approve Drug, Alcohol, Tobacco Prevention Plan  | 26 |
| 3. Approve High School Courses   |    |
| a. Aerospace   | 31 |

b. Biomechanics	64
c. Unified PE	79
4. Approve Routine Personnel Matters	85
G. Action Items	
1. Award Contract for Roofing Projects Presenter: Casey Waletich Time: 7:30 PM, 10 minutes	87
2. Award Contract for Indian Hills Elementary School Interior Improvements Presenter: Casey Waletich Time: 7:40 PM, 10 minutes	89
3. Accept Gifts and Donations Presenter: Michelle Morrison Time: 7:50 PM, 5 minutes	107
4. Award Bid for the Purchase of School Buses Presenter: Michelle Morrison Time: 7:55 PM, 10 minutes	108
H. Reports and Discussion	
1. NWRESD Update Presenter: Lisa Poehlitz Time: 8:05 PM, 10 minutes	109
2. Financial Report ( <i>see written report</i> ) Presenter: Michelle Morrison Time: 8:15 PM, 15 minutes	110
3. First Reading - High School Course Approval Presenter: Travis Reiman Time: 8:30 PM, 30 minutes	117
a. Topics and Issues in Literature	118
b. IB DP Musics SL	127
4. Division 22 Assurances Presenter: Travis Reiman Time: 9:00 PM, 15 minutes	137
I. Policies - First Reading	138
<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.</i>	
Presenter: Mike Scott	
Time: 9:15 PM, 5 minutes	
1. First Reading - Policies	
a. Policies in Section I, J, B	141
-IA: Instructional Goals	
-IBDJA/LBD: Home-Schooled Students	
-IC/ICA: School Year/School Calendar	
-ID: School Day	

- IE: Organization of Instruction
- IFA: Instructional Research
- IFCA: Site Councils
- IFD: Course Adoption
- IFE: Curriculum Guides and Course Outlines
- IGAC: Teaching About Religion and Schools
- IGACA: Recognition of Cultural Diversity and Customs
- IGAEC: Anabolic Steroids and Performance-Enhancing Substances
- IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Disease, Health Education
- IGBA: Students with Disabilities - Child Identification Procedures
- IGBA-AR: Students with Disabilities - Child Identification Procedures
- IGBAC: Special Education - Personnel Development
- IGBAE: Special Education - Participation in Regular Education Programs
- IGBAE-AR: Special Education - Participation in Regular Education Programs
- IGBAF: Special Education - Individualized Education Program (IEP)
- IGBAF-AR: Special Education - Individualized Education Program (IEP)
- IGBAH: Special Education - Evaluation Procedures
- IGBAH-AR: Special Education - Evaluation and Eligibility Procedures
- IGBAI: Special Education - Private Schools
- IGBAI-AR: Special Education - Private Schools
- IGBAJ: Special Education - Free Appropriate Public Education (FAPE)
- IGBAJ-AR: Special Education - Free Appropriate Public Education (FAPE)
- IGBAK: Special Education - Public Availability of State Application
- IGBAL: Special Education - Services for Home-Schooled Students with Disabilities
- IGBAL-AR: Special Education - Services for Home-Schooled Students with Disabilities
- IGBB: Talented and Gifted Program
- IGBBA: Identification - Talented and Gifted Students - Identification
- IGBBD: Talented and Gifted - Parent Notification and Participation
- IGBC: Title IA/Parental and Family Involvement
- IGBGA: Home Tutoring Services
- IGBHA: Alternative Education Programs
- IGBHB: Establishment of Alternative Education Programs
- IGBHC: Alternative Education Notification
- IGBHD: Program Exemptions
- IGBHE: Expanded Options Program
- IGBI: Bilingual Education
- IGD: Cocurricular / Extracurricular Activities
- IGDB: Student Publications
- IGDD: Student Performances
- IGDE: Student Fees
- IGDF: Student Fund-Raising Activities
- IGDG: Student Activity Funds
- IGDJ: Interscholastic Athletics Activities
- IGDK: Nonschool-Sponsored Study and Athletic Tours/Trips/Competitions
- IHB: Class Size
- IHGA: Alternative Instructional Arrangements



- IIAC: Media Center Materials Selection
- IIAD: Special Interest Material
- IIBGB: Web Pages
- IICA: Field Trips and Special Events
- IJ: Guidance Program
- IJA: Confidentiality in Counseling
- IK: Academic Achievement
- IKAB: Student Progress Reports to Parents
- IKAC: High School Classes/Courses for Eight Graders Pre-Grade 9 Students
- IKE: Student Retention and Promotion
- IKF: Graduation Requirements
- IKFA: Early Graduation
- IKFB: Graduation Exercises
- IL: Assessment Program
- IM: Instructional Program Renewal
- INB: Studying Controversial Issues
- INC: Controversial Speakers
- INCA: Political Figures in the School
- INDB: Flag Displays and Salutes
- INI: Animal Dissection
- BCF: Advisory Committees to the Board
- JECE: Student Withdrawal from School (DELETE)
- JFI: Student Demonstrations and Petition

## J. Information

### 1. Administrative Regulation Updates

280

- IBDJA/LBD-AR: Home-Schooling Placement/Credit Guidelines
- IGAC-AR: Teaching About Religion (DELETE)
- IGAC-AR: Recognition of Religious Beliefs and Customs (PROPOSED)
- IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement
- IGBHA-AR(1): Alternative Education Programs
- IGBHA-AR(2): Request for Financial Assistance for PCC Tuition Reimbursement Program
- IGBHA-AR(3): Evaluation of Alternative Education Programs
- IGBHA-AR(4): Evaluation of Alternative Education Programs – District Summary
- IGBHB-AR: Establishment of Alternative Education Programs
- IGBHC-AR: Alternative Education Notification
- IGBHE-AR: Expanded Options Program
- IGBI-AR: Translation/Interpretation Protocol
- IGDB-AR: Student Publications
- IGDE-AR: Student Fees
- IGDF-AR: Fundraising Guidelines
- IGDF-AR(2): Fundraising Guidelines Flow Chart
- IGDJ-AR: Concessions (DELETE)
- IIBGB-AR: Web Pages Guidelines
- IICA-AR: Out-of-State Travel and/or Overnight Trips Procedures
- IKE-AR: Student Retention and Promotion

Presenter: Mike Scott

Time: 9:20 PM, 5 minutes

- K. HCU / HEA Reports  
Time: 9:25 PM, 5 minutes
- L. Discussion Time  
Time: 9:30 PM, 10 minutes
  - 1. Student Representatives' Time
  - 2. Superintendent's Time
  - 3. Board of Directors' Time
- M. Adjourn Regular Session  
Time: 9:40 PM
- N. Next Meetings of the Board of Directors
  - February 11, 2020, Work session
  - February 25, 2020, Regular Session

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



Code: BDDH  
Adopted: 12/17  
Revised/Readopted: 1/22/19  
Orig. Code(s): BDDH

## **Public Comment at Board Meetings**

The Board invites District community members to attend Board meetings to become acquainted with the programs and operations of the District.

The Board meeting is an open meeting held in public to conduct District business.

It is the intent of the Board to ensure that communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision, or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate that such requests would result in a fundamental alteration in the service, program or activity or an undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

### **Request for an Item on the Agenda**

A member of the public may request that the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least ten working days prior to the scheduled meeting.

### **Procedures for Public Comment at Meetings**

Members of the public are encouraged to share their ideas and opinions with the Board. During a regular session of a Board meeting that is open to the public, a portion of the agenda may be designated for public comment.

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the District and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.

2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. In accordance with Board policy, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed Intent to Speak card before the Board chair convenes the session, in order to allow the chair to provide adequate time for each agenda item.
4. Any individual speaking to the Board during a meeting shall state their name and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. Statements by members of the public shall be brief and concise. An individual shall be limited to three minutes. ~~A person speaking on behalf of a group will be allowed five minutes.~~ *In the event that a District staff member is utilized to provide translation, the speaker may receive up to six minutes, at the Board's discretion. Priority to speak will be given to students, parents (or guardians) of students, and community members, at the Board's discretion.* Written material may be submitted to the Board secretary to give to the Board.
6. Questions asked by the public may be referred to the superintendent for follow-up, if appropriate.
7. *Comments aimed at State and Federally protected classes shall be prohibited. Anger, rudeness, ridicule, obscene or profane language, impatience and lack of respect for others and personal attacks are not acceptable behavior. Demonstrations in support or opposition to a speaker or idea are not permitted.*

*Failure to abide by these requirements may result in the forfeiture of the speaker's right to speak.*

### **Comments Regarding Staff Members**

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 or group of employees. The Board chair will direct the visitor to the procedures in Board policy KL – Public Complaints for Board consideration of a legitimate complaint involving a staff member, and will connect the visitor with an administrator, as appropriate. A hearing conducted before the Board regarding personnel may take place in an executive session.

The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.

A commendation involving a staff member should be sent to the Superintendent.

### **Petitions**

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the Superintendent for consideration and recommendation.

The Board chair should be alerted to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

END OF POLICY

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**Legal Reference(s):**

[ORS 165.535](#)

[ORS 192.610 to -192.690](#)

[ORS 165.540](#)

[ORS 332.057](#)

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

Americans with Disabilities Act Amendments Act of 2008.

*Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).

*Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).





Code: BDDH-AR  
Revised/Reviewed: 12/17; 1/22/19

## Public Comment at Board Meetings

To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda *and at the Board's discretion*, please complete an Intent to Speak card and submit it to the Board secretary before the Board chair convenes the session.

Any person speaking to the Board during a meeting should state their name and, if speaking for an organization, the name of the organization. An individual who has submitted an Intent to Speak card and has been invited to speak will be allowed *up to three minutes, upon the Board's discretion. In the event that a District staff member is utilized to provide translation, the speak may receive up to six minutes, at the Board's discretion. Priority to speak will be given to students, parents (or guardians) of students, and community members, at the Board's discretion.* A spokesperson should be designated to represent a group with a common purpose. The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

Please keep in mind that reference to a specific employee or group of employees is prohibited, as follows: 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 or group of employees. The Board chair will direct the visitor to the procedures in Board policy KL – Public Complaints for Board consideration of a legitimate complaint involving a staff member, and will connect the visitor with an administrator, as appropriate. Any hearing conducted before the Board regarding personnel shall take place in an executive session. A commendation involving a staff member should be sent to the superintendent.

### Intent to Speak Card

The Board welcomes your input. Please submit this completed card to the board secretary before the Board chair convenes the session.

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

Address \_\_\_\_\_

City \_\_\_\_\_

Email Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

Representing \_\_\_\_\_

(Name of group, self, or organization)

I am an: ☐ HSD Student ☐ HSD Parent ☐ HSD Staff Member ☐ Other \_\_\_\_\_

I WISH TO ADDRESS THE BOARD REGARDING THE FOLLOWING:

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*INDICATE YOUR POSITION ON THIS MATTER:*    *In favor* ☐    *Opposed* ☐

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**CAREER AND COLLEGE PATHWAYS COMMUNICATION**  
**OUTREACH AND EXPANSION UPDATES**

**SITUATION**

During the past six years, Hillsboro leaders have been collaborating in a formal process to create a shared vision, establish goals, and carry out action plans to create clear and viable pathways to career and post-secondary educational opportunities for all students. Using “collective impact” strategies, the Career & College Pathways Steering Committee has leveraged interagency partnerships to involve more students in career-related learning, college-level coursework, and support systems for financial aid and post-secondary planning.

Tonight’s report will update the Board on the current work to further expand messaging and programming in relation to Career & College Pathways since the passage of Measure 98, the passage of the Hillsboro School District capital construction bond, and the broadening of partnerships with industry and higher education partners.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**Budget Development Process and Budget Update**

**SITUATION**

Budget Development Process

At the Board Meeting on September 9, 2019, the Directors were presented clarification on the Budget Development Process and it is provided below for reference. The request is related to the 2019-20 budget committee meetings and how consensus formed around the reductions to the general fund expenditures required to balance to projected revenues.

Local Budget Law requires that the full board plus the same number of appointed community members review and approve the proposed budget annually. The process requires specific public notice and an opportunity to receive community input as well as meeting public meeting rules. The steps below outline the current process for budget development:

1. Late winter/early spring budget work and communications
  - a. Current budget year updates and projections based on enrollment and other factors
  - b. Staff to draft preliminary recommendations for budget changes
  - c. Draft recommendations shared with budget committee during board work session for discussion
  - d. Feedback from board may inform staff revisions
2. Budget Committee Meeting
  - a. Proposed Budget document available for review (based on feedback to date and staff recommendations)
  - b. Budget Message delivered to Budget Committee
  - c. Additional meetings as needed for consensus of the committee
  - d. Budget Approved
3. Budget Hearing and Adoption
  - a. Approved Budget Document presented per required notice
  - b. Budget Hearing (public input)
  - c. Board Action during regular session
    - i. Resolution to Adopt Budget
    - ii. Resolution to Make Budget Appropriations
    - iii. Resolution to Impose and Categorize Ad Valorem Taxes

Per Local Budget Law and Oregon School Board Association guidance for Budget Committee Members, it is not the role of the Budget Committee to set staffing levels or manage programs. However, it is likely that both will be discussed during the

community input and hearing portions of the budget development process. In effect, the Budget Committee (and Board) set appropriation levels and rely on good faith efforts of administration to respond to input from the community while implementing the highest and best services to students possible with available resources in alignment with the Strategic Plan.

#### Budget Update

Staff will give a presentation regarding the current budget status, projections for the 2020-21 school year, and an update on the Student Investment Act grant application development.

### **RECOMMENDATION**

The Superintendent recommends that the Board of Directors discuss the budget development process, budget update, and request further clarification as needed.

## HILLSBORO SCHOOL DISTRICT 1J

January 28, 2020

### **PERFORMANCE: R.A. Brown Middle School Choir**

#### **Script –**

R. A. Brown's 1st-semester middle school chorus has 86 participating students. There are 37 students enrolled in a half-year chorus and 49 students enrolled in full-year chorus. They meet every day to learn basic vocal fundamentals, musicianship skills, sight-reading skills, music vocabulary, and various choral literature selections spanning across all genres and as many cultures from around the world as possible.

The chorus performed alongside Century Choirs at their Fall and Winter concerts held at Century High School. The chorus also performed for the “Holiday Caroling Event,” located at Washington Square Mall.

The chorus has an award-winning past of receiving 1st place, five times, in the past 10 years at the Music in the Parks choir competition located in Tacoma, Washington. This year several students auditioned to represent our department at the Oregon Music Education Association All-State conference held in Eugene. Natalie Confar and Eli Briggs were selected to participate in the Treble and Tenor/Bass Choirs. This is Eli’s second year to be selected as an All-State choir member.

Mrs. Babcock is planning several performance opportunities for an anticipated 96 students 2nd semester. Students will be given the option to participate in OMEA District 15 solo and ensemble festival held at Mountainside High School February 29th and Male Ensemble Northwest workshop on April 18th. The chorus is slated to compete at the American Choral Directors Association festival on April 30th at Pacific University. They will also perform at the Hillsboro Farmers Market for Proud to be HSD May 9th. They will compete at Music in the Parks, May 30th. To conclude the year, they will have their final concert titled, “Spring Sing,” on June 4th at Century High School auditorium.

Their director is Mary Kay Babcock. This is Mary Kay's 20th year to teach music for Hillsboro Schools and she is our music secondary music TOSA. Mary Kay is an advocate for the performing arts and loves being a member of the Hillsboro School District community.



**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**BOARD RECOGNITION AND APPRECIATION**

**SITUATION**

Each January, thousands of communities across the country formally recognize the members of locally elected volunteer public school boards for their leadership, advocacy, and dedication to improving student achievement and enhancing the quality of education in their communities. Hillsboro is especially proud to join this effort by formally acknowledging and honoring the members of our Board of Directors for their outstanding, thoughtful, and dedicated volunteer service, which benefits our students and the entire community.

**RECOMMENDATION**

The Superintendent recommends that students, staff, parents, and the community recognize and honor the esteemed members of the Hillsboro School District Board of Directors during School Board Recognition Month for their commitment to public education through their service as volunteer school board members.

# PROCLAMATION

- WHEREAS** *school boards create a vision for what students should know and be able to do; and*
- WHEREAS** *school boards establish clear standards for student performance; and*
- WHEREAS** *school boards ensure that student assessments are tied to established standards; and*
- WHEREAS** *school boards are accountable to the community for operating schools that support student achievement; and*
- WHEREAS** *school boards align school district resources to ensure that students meet standards; and*
- WHEREAS** *school boards create a climate that supports the philosophy that all children can learn at high levels; and*
- WHEREAS** *school boards build collaborative relationships based on trust, teamwork, and shared accountability; and*
- WHEREAS** *school boards are committed to continuous education and training on issues related to student achievement;*
- NOW,  
THEREFORE,** *I, Mike Scott, hereby declare my appreciation to the members of Hillsboro School District's Board of Directors and proclaim the month of January 2020 to be:*

## SCHOOL BOARD RECOGNITION MONTH



*I urge all community members to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.*



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Mike Scott, Superintendent

## **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 49<sup>th</sup> Place, Hillsboro, Oregon

**DRAFT**

1. **WORK SESSION**

Board Present:

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

Staff Present:

Mike Scott, Superintendent  
Travis Reiman, Assistant Superintendent, Academic Services  
Dayle Spitzer, Assistant Superintendent, School Performance  
Beth Graser, Chief Communications Officer  
Kona Lew-Williams, Chief Human Resources Officer  
Michelle Morrison, Chief Financial Officer  
Casey Waletich, Chief Operations Officer  
Jordan Beveridge, Chief Information Technology Officer  
Rose Roman, Assistant to the Board  
Debra Kleintob, Technology Support  
Jeff Jones, Manager of Business Services

Student Representatives Present:

Danny Adzima  
Maria Isabel Aguilar Alvarado  
Andrew Goodwin

Others Present:

Jill Golay, HEA President  
Joe Vermeire HEA Vice President

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

A. Recognitions and Proclamations

Superintendent Mike Scott provided an overview of the recommended Recognitions and Proclamations for 2020. Director Yadira Martinez recommended the addition of Mental Health Awareness Month in May. With that edition, the Board of Directors agreed to the recommendation.

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

Assistant Superintendent Travis Reiman provided an update on the Continuous Improvement Plan and the Student Success Act. The Board of Directors asked questions and commented on the presentation made.

C. Public Comments at Board meeting policy review

Superintendent Mike Scott lead a discussion on public comments at Board meetings. The Board discussed consistency of time allotments for audience members, the formalized procedure for hearing multiple points of view that took place at the October 29<sup>th</sup> Board meeting, and the process for interrupting speaker comments. The Board agreed that all speakers should have the same time allotment and that HSD parents and students should have priority in speaking. The Directors also discussed removing the address line from Intent to Speak cards.

D. 2020-2021 School Calendar Discussion

Chief Human Resources Officer Kona Lew-Williams lead the discussion on the upcoming first read of the 2020-2021 school year calendar. Due to planned construction over the summer months, an after Labor Day start is being targeted.

E. Equity work

Superintendent Mike Scott discussed recent Equity work throughout the District and asked for feedback from the Board around their expectations regarding Equity. The Directors agreed that hiring an outside consultant to look at the District's equity work. They also discussed the hiring of an Equity Officer.

F. First Reading - Drug, Alcohol, Tobacco Prevention Plan

Chief Operations Officer Casey Waletich discussed curricular programs and activities provided for students as part of the Hillsboro School District's comprehensive Drug, Alcohol and Tobacco Prevention Plan. The Board asked questions and highlighted the progress made.

G. Discussion Time

Student Reps/Superintendent/Board Discussion

Student Representatives Danny Adzima, Andrew Goodwin, and Maria Isabel Aguilar Alvarado each discussed programs and events at their high schools. Board members discussed District events and programs, and provided brief summaries of their recent and upcoming activities.

H. Recess Board Meeting

The Board recessed at 6:57 PM.

**a. REGULAR SESSION**

Board Present:

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

Staff Present:

Mike Scott, Superintendent  
Travis Reiman, Assistant Superintendent, Academic Services  
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  
Jordan Beveridge, Chief Information Technology Officer

Student Representatives Present:

Danny Adzima  
Maria Isabel Aguilar Alvarado  
Andrew Goodwin

Rose Roman, Assistant to the Board  
Diana Kleintob, Technology  
Mariana Roman, Bilingual Interpreter / Translator

A. Call to Order and Flag Salute

Board Chair Erika Lopez reconvened the meeting at 7:08 PM and led the Pledge of Allegiance.

B. Approval of Agenda

Director Lisa Allen MOVED, SECONDED by Director Martin Granum, to approve the agenda as printed.

The MOTION CARRIED (7-0).

C. Audience Time

Two audience members requested to address the Board regarding the following non-agenda items.

Jeff and Jeremy from 5 Star Guitars. Gave information about a community education award fund available to music programs.

April Davis, parent, regarding Policy JFI-Student Demonstrations and Petitions.

D. Consent Agenda

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

Director Lisa Allen MOVED, SECONDED by Director See Eun Kim, to amend the Consent Agenda to TABLE Policy JECE and Policy JFI.

The MOTION TO AMEND CARRIES (7-0).

Director Lisa Allen MOVED, SECONDED by Director Martin Granum, to approve the amended Consent Agenda.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of November 19, 2019, Board meeting



- b. Approve Budget Planning Calendar
- c. Approve Routine Personnel Matters
- d. Approve Policy Revisions

E. Action Items

1. Accept Fiscal Year 2018-19 Audit Report

Michelle Morrison provided a brief overview of the 2018-19 Audit Report and introduced auditor Larry Grant, who made himself available for questions.

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors accept the audit report for 2018-19.

The MOTION CARRIED (7-0).

2. Accept Gifts and Donations

Chief Financial Officer Michelle Morrison gave an overview of the donations received that were valued at \$5,000 or more.

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

The MOTION CARRIED (7-0).

3. Authorizing Resolution

Capital Projects Officer Adam Stewart provided an overview of the authorizing resolution and offered to answer any questions that the Board might have.

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez 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.

The MOTION CARRIED (7-0).

4. Proposed Legislative Priorities

Chief Communication Officer Beth Graser presented two Legislative Priorities to the Board.

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez that the Board of Directors adopt the above-mentioned Legislative Priorities for the 2020 session with pending wording updates.

The MOTION CARRIED (7-0).

The Board discussed the effect of current calculation of Current Service Level and how that calculation affected the Hillsboro School District.

F. Reports and Discussions

1. NWRES D Update

Lisa Poehlitz

Due to illness, this agenda item was tabled for a later meeting.

2. Financial Report (see written report)

Chief Financial Officer Michelle Morrison reviewed the November financial report, highlighted the changes in head bump reporting and the decrease in overall incidents because of this change.

3. Support Services Report

Chief Operations Officer Casey Waletich presented the annual Support Services Report, highlighting the essential work done by primarily classified employees. Board members thanks the Support Services employees for their hard work and asked questions.

4. Summer School Program Report

Director of Federal Programs Olga Acuña presented the various summer programs that took place during the summer of 2019. Board members asked questions and praised the programs.

5. Safety Department Report

Chief Operations Officer Casey Waletich discussed the Safety Department Report. The Safety Department's goal is to hold another District drill, headed by Security Supervisor Alex Oh. Board members discussed monthly drills, and active shooter scenarios and preventions.

G. Information

1. Administrative Regulation Update

No action taken, information only.

H. HCU / HEA Reports

Melody Hansen of the HCU thanked Chief Operations Officer Casey Waletich for the acknowledgement of classified staff in his report. Melody also discussed the need for addition collaboration and professional development opportunities for classified staff.

Jill Golay of the HEA agreed with HCU on needing classified collaboration on a weekly basis and about the book delivery program HEA has in place.

I. Discussion Time

1) Student Representatives' Time

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

2) Superintendent's Time

Superintendent Mike Scott spoke of touring the new Brookwood Elementary, the opportunity to honor a Glencoe High School teacher, and his continued appreciation for the staff of the Hillsboro School District.

3) Board of Directors' Time

Board members discussed District events and programs, and provided brief summaries of their recent and upcoming activities.

J. Adjourn Meeting

The meeting was adjourned at 9:15 PM.

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**ADOPT 2019-20 DRUG, ALCOHOL, AND TOBACCO**  
**PREVENTION PLAN**

**SITUATION**

District Policy IGAEB directs an annual review and re-adoption of the District's drug, alcohol, and tobacco prevention programs. The Board receives an annual report, outlining curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan. The 2019-20 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading on December 10, 2019.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors adopt the 2019-20 Drug, Alcohol, and Tobacco Prevention Plan.

## **HILLSBORO SCHOOL DISTRICT 1J 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.

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:**  
**AEROSPACE PROGRAM OF STUDY**

**SITUATION**

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new program of study proposal, entitled "Aerospace," has been submitted by Cassia Nunes Viana and Kelly Purdy, Associate Coordinator of Career and College Pathways. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on November 4, 2019. The Board reviewed the first reading of the course proposal during the November 19, 2019 Board meeting.

If the course is available during the 2020-2021 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2021. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2020-2021 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve the proposed new high school program of study, Aerospace.

# O-ACE Course Proposals Packet

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[Course Proposal: Private Pilot Ground \(1 Credit\)](#)

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[Course Proposal: Aviation CFRs \(1 Credit\)](#)

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## Rationale for Proposed Program of Study

The Oregon Aviation Careers for Everyone (O-ACE) program will strive to create an aviation-based educational experience that produces confident, adventurous leaders who can succeed in any field. Students will earn dual college credit that can be applied toward an Associate's degree through Portland Community College, gain foundational knowledge that will help them step into a variety of in-demand careers throughout the aviation industry, and participate in hands on, experiential learning. Associated extracurriculars will offer students a chance to apply concepts learned in the classroom to real life through optional participation in the local youth focused groups like Portland Metro Aviation Flight Club, The Valley Soaring Club and the Civil Air Patrol.

The aviation industry is an excellent choice for future career seekers. Right now, there is an opportunity of a generation to advance into life changing positions throughout the field. Boeing's Pilot and Technician Outlook (2019-2037) forecasts a need for over 800,000 new pilots and 769,000 new maintenance technicians worldwide, with 212,000 of those prospective pilots jobs and 193,000 of the maintenance technician jobs predicted to be in North America. This program will position our graduates to one day step into these jobs should they choose. Typical salary ranges for different career options that flow from the aerospace industry are listed in Table 1.

Modelling our approach on the success of previously established Aviation High School programs in other parts of the country, the O-ACE program will provide a bridge between high school, college and a career. Currently, women and minorities make up a very small segment of this industry; with only about 7% of all pilots, and under 3% of all aircraft mechanics being women. According to the U.S. Department of Labor statistics, 92% of airline pilots and 81% of aircraft mechanics in America are white. These imbalances stem from a multitude of reasons, but offering an entry to this field to a diverse segment of the local youth population is one huge step toward addressing this inequality in the industry. Aviation-based educational experiences will be designed with a diverse class in mind, making every reasonable effort to relate the material to the valuable background and experience that each student brings with them. The history of diversity in aviation will be discussed, and students will be encouraged to be advocates for a more diverse industry.

Strong community partnerships between the Oregon International Airshow, Portland Community College and HSD will enable students to benefit from a wide range of instructional experiences and donations from community partnerships will help cover the cost of many of the specialized needs required by the program in terms of supplies and classroom equipment. Relatable, passionate aviation industry professionals will be invited into our classrooms on a regular basis.

<https://www.wai.org/resources/waistats>

<https://www.boeing.com/commercial/market/pilot-technician-outlook>

<https://datausa.io/profile/soc/aircraft-pilots-flight-engineers#demographics>

Table 1. Career Possibilities and Salary Ranges	
Commercial Pilot	\$40,000 - \$247,000
Aircraft Mechanic	\$45,000 - \$96,447
Aerospace Engineer	\$68,172 - \$133,847
Charter Pilot	\$82,566 - \$117,031
Helicopter Pilot	\$80,566 - \$122,173
Mechanical Engineer	\$63,400 - \$150,590
Drone Pilot	\$62,000 - \$70,000

## Impact on Content Program

- The addition of this new pathway could have an impact in that it may cause a decrease in electives at applicable schools should students choose to enroll in O-ACE instead of previously offered electives and pathways.

## Projected Additional Costs

- Funding for many aspects of the O-ACE program will come from partnerships with community minded aviation businesses and individuals, especially the Oregon International Airshow Charitable Foundation. Many specialized equipment such as aviation flight simulators, teaching aids, and classroom space at the Hillsboro Airport are anticipated to be donated by our community partners. Some classroom equipment may need to be purchased especially for the AMT courses which will require specialized tools and a way for students to record their time clocking in and out of class for the purpose of tracking hours toward FAA certifications.
- Certain elements will add expenses, such as the hiring of one new FTE CTE instructor, and as the program grows, the possibility of a second instructor would need to be explored. Currently, we anticipate using Measure 98 money to cover the expense of one teacher for one year.
- There will also be a need for a transportation shuttle route to allow multiple high schools to participate in the program. This shuttle service will allow students to attend courses at the Hillsboro Airport itself.

# Course Proposal: Introduction to Aerospace (1 Credit)

## Course Description

Description: This is an introductory course designed to give students a background in the aerospace industry from a multiplicity of cultural and career perspectives. Course covers content aligned with both AVS 127: Intro to Aviation and AMT 101: Intro to AMT courses at Portland Community College, offering students a wide overview of many possible career paths as well as a base of knowledge from which to build in later courses should they wish to continue with their aviation studies.

## Course Objectives

1. Articulate an understanding of key events in the development of the aviation industry as we know it today
2. Identify key issues that influence cultural, racial and gender diversity in aviation.
3. Identify and use basic nomenclature for typical aircraft and aircraft powerplants
4. Demonstrate an understanding of the importance of human factors as it relates to safety and ethics in the aviation industry
5. Name the FAA certificates and ratings that apply to desired career paths, and describe in general terms what training is required to earn them
6. Name at least one viable aviation-related job that would be of interest to them, and describe in general terms the requirements for that job
7. Develop a general outline of a career path that might lead them to the aviation position that they desire
8. Identify and implement basic strategies for avoiding aircraft fire hazards and procedures for effective fire extinguishment.
9. Recognize the proper application of various basic hand tools and differences in tool manufacturer's tool kits



Units
History of flight and aerospace industries
Career pathways for pilots and aircraft mechanics
Aviation organizations and community
Occupational safety and human factors
Aircraft noise and community factors
Diversity in aviation
Introduction to airport ops: signage, airspace, flight planning
Introduction to maintenance ops: aircraft terminology, tools, safety

## PCC Course Equivalencies

PCC AVS 127 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AVS&course=127>  
PCC AMT 101 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AMT&course=101>

## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grad-requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grad-requirements.pdf)

### **Read and comprehend a variety of text\***

- Demonstrate the ability to read and understand text.\*
- Summarize and critically analyze key points of text,\*
- events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text\* to perform a task, answer questions, and solve problems.

*\* Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

### **Write clearly and accurately**

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

### **Listen actively and speak clearly and coherently**

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

**Think critically and analytically**

- Identify and explain the key elements of a complex event, text\*, issue, problem or phenomenon.
- Develop a method to explore the relationships between the key elements of a complex event, text\*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

**Use technology to learn, live, and work**

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

**Demonstrate civic and community engagement**

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

**Demonstrate global literacy**

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

**Demonstrate personal management and teamwork skills**

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.

# Course Proposal: Applied Aerodynamics (0.5 Credit)

## Course Description

Description: This course introduces aerodynamics through hands on learning experiences. It explores various concepts and theories relevant to modern aviation. Class participants will gain first hand knowledge of the positive and negative effects that various aerodynamic forces have upon both airborne and stationary objects, how those aerodynamic forces are manipulated by pilots, how those forces affect the performance of various airborne and ground based vehicles, the impact that weight distribution can have upon an airborne vehicle's aerodynamic controllability, and how atmospheric conditions also affect the aerodynamic properties of objects.

## Course Objectives

Upon successful completion of this course, the student should be able to:

1. Describe the various forces that act upon an object.
2. Discuss the potential aerodynamic forces that would affect any randomly selected object or vehicle
3. Relate the importance of weight distribution for airborne and ground vehicles
4. Explain how various atmospheric conditions affect an aircraft's aerodynamic properties
5. Provide an overview of the various "aerodynamic control surfaces and devices" and their impact upon the controllability of an object
6. Describe the principles of propulsion and the benefits of various types of propulsion devices
7. Outline the differences and similarities in low speed versus transonic and supersonic airfoils
8. List some non-aviation vehicles and mechanisms that utilize aerodynamic principles in their operation and/or function

Units
Aerostatics/Aerodynamics & Theories of lift
Application of Aerodynamic devices
Atmosphere and Fluid Dynamics
History and evolution of airfoil design
Stability and Control
Principles of propulsion
Performance (Aircraft and powerplant)
High speed flight and transonic airfoils
Rotor wing aerodynamics
Non-aviation aerodynamics
Weight and balance

## PCC Course Equivalencies

PCC AVS 137 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AVS&course=137>

## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grade-requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grade-requirements.pdf)

### Read and comprehend a variety of text\*

- Demonstrate the ability to read and understand text.\*
- Summarize and critically analyze key points of text,\*
- events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text\* to perform a task, answer questions, and solve problems.

*\* Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

### Write clearly and accurately

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

### Apply mathematics in a variety of settings

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

**Listen actively and speak clearly and coherently**

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

**Think critically and analytically**

- Identify and explain the key elements of a complex event, text\*, issue, problem or phenomenon.
- Develop a method to explore the relationships between the key elements of a complex event, text\*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

**Use technology to learn, live, and work**

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

**Demonstrate personal management and teamwork skills**

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

## Course Proposal: Aircraft Applied Science (0.5 Credit)

### Course Description

Description: Covers aircraft weight and balance procedures and associated record keeping. Also covers aircraft drawings, precision measuring tools and some basic principles of physics.

### Course Objectives

Upon successful completion of this course, the student should be able to:

1. Use aircraft drawings and other graphic information in performing aircraft maintenance and alteration including preparing sketches of work completed.
2. Perform a complete aircraft weight and balance procedure including preparation of required documentation and records.
3. Apply math and physics principles in solving problems associated with aviation maintenance.
4. Demonstrate an ability to properly use precision measuring tools.

Units
Aircraft Drawings (Blueprints, Interpretations)
Weight and Balance (Basic Mathematics, Physics)
Materials and Processes (Precision Measurements)

### PCC Course Equivalencies

PCC AMT 106 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AMT&course=106>



## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grade\\_requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grade_requirements.pdf)

### Read and comprehend a variety of text\*

- Demonstrate the ability to read and understand text.\*
- Summarize and critically analyze key points of text,\*
- events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text\* to perform a task, answer questions, and solve problems.

*\* Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

### Write clearly and accurately

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
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### Apply mathematics in a variety of settings

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
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  - FAA-S-8081-28 – AVIATION MECHANIC POWERPLANT – Practical Test Standards

## Course Proposal: Pilot Human Factors (0.5 Credit)

### Course Description

Description: This course explores how human traits and limitations affect pilot performance and decisions, both in single-pilot and crew flight operations. Involves introspective exercises intended to help the student learn to recognize their own limitations and tendencies. Through lecture, incident/accident analysis, video presentations and homework assignments, the student will explore the traits, procedures, systems and attitudes that make an effective, safe, professional pilot.

### Course Objectives

1. Reflect on personal psychological traits and biases and recognize aeronautical situations where those traits and biases might negatively influence decision-making quality;
2. Recognize situations where human physical limits may impair pilot performance, and factor these limitations into their decision-making process;
3. Analyze accident reports to identify where human limitations played a significant part;
4. Utilize all the assets available in making a risk analysis to determine the safest course of action during both pre-flight and in-flight decision-making processes;
5. Manage pilot workload using established Crew Resource Management and Single-pilot Resource Management procedures;
6. Effectively participate as a pilot in the Safety Management System established where they conduct flight operations.

Units
Aeronautical Decision Making (ADM), Hazards and & Risks
PAVE Assessments
Flight Physiology
Single Pilot Resource Management (SRM)
Crew Resource Management (CRM)
Accident Analysis
Safety Management Systems (SMS)

## PCC Course Equivalencies

PCC AVS 177 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AVS&course=177>

## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grade\\_requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grade_requirements.pdf)

### Read and comprehend a variety of text\*

- Demonstrate the ability to read and understand text.\*
- Summarize and critically analyze key points of text,\*
- events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
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### Write clearly and accurately

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
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- Exhibit work ethic and performance, including the ability to be responsible and dependable.

**Demonstrate civic and community engagement**

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to democracy.

**Demonstrate global literacy**

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

## Course Proposal: Materials and Processes (0.5 Credit)

### Course Description

Description: This course covers several general aircraft maintenance subjects including power tools, shop equipment, aircraft hardware, fluid lines and fittings, non-destructive testing methods, heat treatment, aircraft cleaning, and corrosion control.

### Course Objectives

1. Identify and select aircraft hardware, and the equipment/materials used in performing aircraft cleaning and corrosion control, fluid line maintenance, and non-destructive inspection of ferrous and non-ferrous materials.
2. Use acceptable methods, techniques, and practices during the following maintenance operations: selection and installation of aircraft hardware, use of power tools and shop equipment, fabrication and installation of fluid lines and fittings, non-destructive testing, heat treatment, aircraft cleaning and corrosion control.

Units
Fluid Lines and Fittings
Cleaning and Corrosion Control
Materials and Processes

### PCC Course Equivalencies

PCC AMT 107 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AMT&course=107>



## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grade\\_requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grade_requirements.pdf)

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Additionally, this course is part of a **Program** designed to meet some of the requirements of the Code of Federal Regulations (CFR) for certification of Aviation Mechanics, and pending approval by the Federal Aviation Administration (FAA). Upon completion of the **Program**, the student should be able to:

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# Course Proposal: Private Pilot Ground (1 Credit)

## Course Description

Description: This course covers fundamentals of flight, aeronautical publications, Federal Aviation Regulations, navigation, flight planning, radio procedures, and weather. Presents sufficient knowledge to prepare for the FAA Private Pilot Airplane knowledge test.

## Course Objectives

Upon successful completion of this course, the student should be able to:

1. Qualify to take the FAA Airplane Private Pilot knowledge test.
2. Plan and explain the execution of a flight typical of a Private Pilot Certificate holder.

Units
Human Factors
Systems and Flight Instruments
Aerodynamics
Airport Operations and Airspace
Communications
Regulations
Weather
Weather Products
Performance, Weight & Balance and Flight Computers
Navigation
Aeromedical Factors
Cross Country Planning

## PCC Course Equivalencies

PCC AVS 120 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AVS&course=120>

## Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12):

[https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es\\_definitions\\_grad-requirements.pdf](https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grad-requirements.pdf)

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Additionally, this course is designed to meet the requirements of Federal Aviation Regulations - 14 CFR Parts 61.103(d) & 61.105(b) for obtaining endorsement for taking the FAA Private Pilot Airplane knowledge test.

## Course Proposal: Aviation CFRs (1 Credit)

### Course Description

Description: The course presents federal aviation regulations as they pertain to the aircraft mechanic, plus some "action" learning on servicing and operation of the aircraft on the ground.

### Course Objectives

Upon successful completion of this course, the student should be able to:

1. Identify and implement a strategy for avoiding aircraft ground-operating hazards.
2. Identify and implement aircraft type requirements for safe starting, ground operation and movement, servicing and securing.
3. Select and use or compose entries for aircraft maintenance forms, records, reports and documents.
4. Read, comprehend, and apply information contained in FAA and manufacturer's aircraft maintenance publications and data.
5. Interpret and apply the Code of Federal Regulations (CFR) regarding mechanic privileges, limitations, and certification procedures required for aircraft maintenance.

Units
Ground Operations and Servicing
Maintenance Forms and Records
Maintenance Publications
Maintenance Privileges and Limitations

### PCC Course Equivalencies

PCC AMT 105 CCOG <https://www.pcc.edu/ccog/?fa=ccog&subject=AMT&course=105>



## Academic Content Standards

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**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:**  
**BIOMECHANICS**

**SITUATION**

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled “Biomechanics,” has been submitted by Brian Pendergrass, science and CTE teacher at Hillsboro High School. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on November 4, 2019. The Board reviewed the first reading of the course proposal during the November 19, 2019 Board meeting.

If the course is available during the 2020-2021 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2021. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2020-2021 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve the proposed new high school course, Biomechanics.

# Course Modification Proposal

## Biomanufacturing

### 1. Description of proposed course;

Biomanufacturing is intended as a course to prepare students to enter the local bioscience technologies industry. The course will have two central themes: lab, chemical, and biohazard safety and the development of protein-based pharmaceuticals. Within the lab, chemical, and biohazard safety portion of the course, students will learn the processes and rationale behind the rules and regulations governing the protocols used in bioscience laboratories and manufacturing facilities. Students will conduct activities and projects that simulate those used in these facilities to ensure a safe and effective environment for those that work in them, as well as the community and environment in which they reside. The portion of the course focusing on the manufacturing of protein-based pharmaceuticals will run the students through a curriculum developed by the Northeast Biomanufacturing Center and Collaborative that simulates the development, production, purification, and purity assessment of a protein based pharmaceutical. Within this series of lessons and experiments, students will gain experience that can be directly transferred to careers in the local bioscience technologies industry for employment soon after graduation, or further education and skills development in local colleges and universities.

### 2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change;

This course will serve as the intermediate course in the Bioscience Technologies College & Career Pathway (CCP) at Hillsboro High School. The current pathway is specifically aimed at preparing students for a career and higher education in biomedical research. While this is a growing field locally, nationally, and internationally, there is a growing need (specifically in Oregon) for skilled workers to help manufacture the products and pharmaceuticals developed in research labs. The local bioscience industry has seen an employment increase of 76% over the past 15 years. In 2017 employment in the local bioscience community increased by 1.8%, outpacing the average employment growth in the area by more than .5%. These jobs are both high demand and high wage positions, with the average bioscience employee in Oregon making roughly \$70,500 per year in 2017. Within this industry, over 70% of the total output is from private industries specializing in the manufacturing of bioscience chemicals, pharmaceuticals, and medical devices and equipment. It is for this reason that the Biomanufacturing class will be a valuable addition to the Bioscience Technologies CCP at Hillsboro.

An additional benefit resulting from the addition of this course, will be the increased accessibility to the CCP. The current intermediate class for the pathway is IB Biology. Many students, especially those intending to enter the workforce soon after high school, are intimidated by the increased rigor and workload associated with an IB class. In addition, if they are not intending to pursue a four-year university education after high school, then the junior biology course is sufficient to get them the science credit they need to graduate high school. The majority of entry level biomanufacturing positions available require only a high school diploma, or perhaps a certificate or associates degree. These can easily be attained without the need for IB Biology. As currently constituted, the Bioscience Technologies CCP is geared for students looking to pursue a bachelor's degree after high school. Replacing IB Biology with Biomanufacturing as the intermediate course will make the pathway more accessible to all students. Gaining the skills and knowledge necessary to do these jobs while still in high school, will give them a huge advantage when applying for these jobs. Partnerships with our local bioscience community, including the PCC Bioscience Technologies department, Genentech, and the Oregon Bioscience Association, will open up opportunities for internships, job shadows, and additional

job training and networking opportunities that will further enhance their ability to gain employment in these lucrative and in-demand career fields.

Future directions for this course include a possible collaboration between Hilhi Bioscience Technologies, the PCC Bioscience Technologies department, and Genentech. PCC is also eager to develop a Biomanufacturing course (or sequence of courses) to train their students in this growing field. There is a discussion happening to develop a course co-taught by Hilhi, PCC, and Genentech, with Hilhi and PCC students being co-enrolled, where some portion of the course would be taught at the Genentech facility in Hillsboro. These discussions are very preliminary, but it demonstrates the mutual interest by all associated parties and the need for high skilled workers to fill the growing number of positions in this industry.

### 3. Academic Content Standards - List all content standards addressed by the content of the proposed course;

#### Biohazard & Chemical Safety (PCC - BIT105)

- Identify the applicable state and federal regulations and guidelines that deal directly with chemical and radiation safety in the biotechnology laboratory
- Describe the process of hazardous chemical classification and accepted safe laboratory practices for the handling and storage of the different classes of chemicals.
- Identify and illustrate pathways that hazardous laboratory chemicals may enter the human body and the resulting warning signs and symptoms.
- Identify the proper use and application of material safety data sheets, personal protective equipment and safety equipment.
- Describe and illustrate the proper use and application of ventilation equipment when using hazardous laboratory chemicals.
- Describe safe procedures for handling spills of hazardous chemicals in the laboratory.
- Identify accepted methods for the proper disposal of hazardous chemical waste emanating from biotechnology experiments
- Illustrate the concept of ionizing radiation in chemical and human physiological terms.
- Identify and describe radiation control measures and a typical radiation control program.
- Identify accepted methods for the proper disposal of radioactive waste emanating from biotechnology experiments.
- Identify the applicable state and federal regulation and guidelines that deal directly with biosafety in the biotechnology laboratory
- Describe each of the principles of biological containment
- Identify safety equipment that may be used as primary barriers to biological agents
- Illustrate the design and function of biological safety cabinets
- Describe and illustrate accepted standard operating procedures for the operation of biological safety cabinets
- Describe the key components of each biosafety level and animal biosafety level
- Describe accepted methods of disinfection and sterilization in the biotechnology laboratory
- Describe and illustrate the accepted process that must be followed for the interstate shipment of etiologic agents.
- Identify accepted methods for the proper disposal of medical waste
- Identify the key components presented in the NIH Recombinant DNA Guidelines.

#### Biomanufacturing (Northeast Biomanufacturing Center & Collaborative – Introduction to Biomanufacturing Textbook)

- Describe the regulatory framework around which biomanufacturing facilities are designed and operated.
- Identify the layout of the functional areas in a biomanufacturing facility.

- Describe how personnel, equipment, materials, product, and waste flow within a biomanufacturing facility.
- Define the various room classifications with a biomanufacturing facility.
- Explain the controls required within a biomanufacturing facility, such as security (facility design, badges).
- Define the equipment, instrumentation, and control systems used in biomanufacturing.
- Describe the role and purpose of utility and support systems within a biomanufacturing facility.
- Describe the elements needed to sustain a biomanufacturing facility, such as preventative maintenance, cleaning, and housekeeping.
- Identify standard documents used to describe a biomanufacturing facility.
- Explain why traceable standards in a metrology program are important for ensuring regulatory compliance.
- Define and contrast the following terms:
  - Standardization and Calibration
  - Accuracy and Precision
  - Specifications and Tolerances
- Define the regulatory requirements and guidances for ongoing metrology programs.
- Describe measurement traceability.
- Outline the elements of a metrology program.
- Describe a sample calibration process using a floor scale.
- Define and apply common validation terminology.
- Describe how equipment, process, and method validation fit into the overall quality system.
- Define the types of validation documents found in a biomanufacturing organization and their typical content and purpose.
- Explain the validation lifecycle.
- Describe how risk assessment and analysis are applied to validation activities in the biomanufacturing industry.
- Explain how a validation program is systematically established and the flow of validation requirements involved.
- Distinguish procedures and outcomes for Design Qualification (DQ), Installations Qualification (IQ), Operational Qualification (OQ, and Performance Qualification (PQ).
- Describe the general methods for facility, equipment, and utility validation; analytical method validation; computerized systems validation; process validation; and cleaning validation.
- Summarize the change control and support processes.
- Explain the importance of effective EHS processes in biomanufacturing.
- Describe EHS regulatory and non-regulatory requirements related to biomanufacturing.
- Describe the role of these regulations and requirements in EHS efforts.
- List general types of hazards associated with biomanufacturing operations and processes.
- Define qualitative and/or quantitative hazard analytical methods used to analyze biomanufacturing systems and processes, including:
  - Root Cause Analysis (RCA)
  - Failure Mode and Effects Analysis (FMEA)
  - Hazard and Operability studies (HAZOP)
  - Risk Assessment
- Identify the basic biomanufacturing hazard control strategies, applications, and limitations, including elimination, substitution, engineering, administrative, and Personal Protective Equipment (PPE).
- Describe the major components of an EHS program and their purpose in preventing injuries in a biomanufacturing setting.
- Describe a process.
- Identify potential sources of waste in a process.

- Define when a process is “in control” versus “out of control.”
- Explain the simple tools used in Lean and Six Sigma improvement methodology.
- List the steps in a Six Sigma process improvement.
- Select and apply general Lean Six Sigma tools to simulated problems.
- Recognize deployment challenges to OEX strategies.
- Define the term *quality* as it relates to the biopharmaceutical manufacturing industry.
- Define and distinguish between the terms *Quality Assurance* and *Quality Control* and explain how they both fit with a Quality System in the industry.
- Define the roles of the organizational groups Quality Assurance, Quality Control, and Regulatory Affairs.
- Describe the specific functions of the QA organizational group.
- Describe the basis of the key regulations and the key global regulatory agencies (FDA and EMA) overseeing operations.
- Define the terms *GMP* and *cGMP* and their place in a QA system.
- Analyze a situation where a QA failure in the pharmaceutical industry resulted in significant public impact
- Explain why microbiological control is important in a biomanufacturing facility and provide a number of examples as to how it is achieved and maintained.
- Describe the various sources of microbial contamination within a biomanufacturing facility/process and name specific microbial contaminants and their possible sources.
- Explain the different microbiological cleanliness standards required for the manufacture of biopharmaceutical drug substances and drug products.
- Define aseptic processing and provide examples of aseptic processing practices.
- Identify measures taken in controlled and classified environments within cleanrooms to prevent microbial contamination.
- Describe the components of an effective environmental monitoring program along with specific environmental monitoring testing methods.
- Explain the importance of information derived from environmental monitoring and describe how this information is utilized in investigations.
- List the quality control practices that are essential in the Microbiology QC Laboratory.
- Describe a Quality Control (QC) operating system and structure in a biotechnology organization.
- Define the skills, knowledge, and personnel traits required for QC in a biotechnology organization.
- List the requirements for data management related to QC.
- Explain how specifications are used in QC Biochemistry.
- Describe the techniques used in Biochemistry Quality Control and their application in the biotechnology industry.
- Define the phases of analytical methods, including development, qualification, and validation.
- Explain the importance of measurements performed for in-process monitoring, product release, and product stability monitoring.
- List and explain the requirements of a stability program for a typical monoclonal antibody-based therapeutic.
- Summarize QC’s role in laboratory investigation and the investigation of Out of Specification and Out of Trend results.
- Distinguish between mammalian and microbial upstream processing.
- Describe the contribution of the areas of dispensing, media preparation, and fermentation/cell culture to the upstream process as a whole.
- Describe proper methods to avoid cross-contamination in the dispensary, such as the use of airflow booths and following cleaning protocol.
- Explain the in-process controls for assessing media components.



- Illustrate the major types of bioreactors and associated instruments used for upstream biomanufacturing.
- Evaluate situations in order to make appropriate aseptic decisions.
- Obtain and interpret various assay values, apply the data, and determine and execute appropriate responses for the upstream process.
- Define and describe methods of contamination control that are directly influenced by the upstream biomanufacturing personnel, such as aseptic techniques for open processing, closed processing, and helium testing that can increase the biomanufacturing success rate.
- Identify critical process parameters for cell growth and protein production and understand how they are controlled by the biomanufacturing operator.
- Explain automated and manual cell counting techniques and determine accurate cell count values from given laboratory data.
- Describe processing steps for primary recovery/harvest.
- Apply filtration and centrifugation theory and mechanics to appropriate fermentation and harvest steps.
- Describe the general elements of the downstream purification process for a typical monoclonal antibody-based therapeutic, starting with the bioreactor harvest pool and finishing with pre-formulation, pure drug product.
- Explain the overall goals of the purification process from the standpoint of purity, yield, and efficiency as well as the general strategies employed to achieve these goals.
- Define the specific methods and in-process tools and materials used in typical steps of the downstream process and the purposes and physical/chemical mechanisms occurring at each step, including:
  - Clarification of the bioreactor harvest by depth filtration and/or centrifugation.
  - Capture chromatography for product concentration and initial purification.
  - Ultrafiltration and diafiltration of the product at various stages in the downstream process.
  - Intermediate purification chromatography steps.
  - Final polishing chromatography steps.
- Describe general economic factors contributing to the cost of goods produced and common considerations/strategies for optimizing and improving those process economics.
- Classify specific departmental contributions to the ongoing operation and maintenance of the downstream unit operations within a facility.
- Describe process development, its role, and how it fits within the overall development and commercialization of a biopharmaceutical product.
- Explain how regulations affect process development.
- Define and apply common terminology.
- Show how an appropriate expression system is selected.
- Describe how a purification scheme is designed, including:
  - Removal of process-related impurities.
  - Separation of product-related impurities.
- State the importance of viral clearance and viral inactivation.
- Design a product stability study.
- Highlight some of the key factors to consider in process scale-up.
- Describe the role of PD in technology transfer and the overall tasks involved in a technology transfer project.

1. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;

### Staffing

This course offerings would require .167 FTE, essentially 1 of 6 class periods for a full-time teacher. This is in addition to the .333 FTE already dedicated to the Bioscience Technologies CCP. Two years ago, the Intro to Bioscience Technologies course was proposed as requiring only .167 FTE. However, due to popular demand, .333 FTE has been dedicated to this course during the first two years of its existence (2 class periods, with a total of ~70 students enrolled). Currently .167 FTE is dedicated to the Bioscience Technologies CCP, with 25 students enrolled in Intro to Bioscience Technologies, and 11 students concurrently enrolled in Advanced Bioscience Technologies, the pathway capstone. This is primarily due to budget cuts this year, and it is conceivable that with the budget increases resulting next year from the Measure 98 and the Student Success Act, that a total of .5 FTE may be dedicated to the pathway in the future. When combined with IB Biology SL, IB Biology HL1, and IB Biology HL2 (also part of the pathway), this may lead to a full 1.0 FTE required for this pathway. However, since the IB Biology classes satisfy the junior year biology credit requirement, and the others count as 4<sup>th</sup> year science credits, students can take them as electives and also increase the number of science credits on their transcripts. Thanks to Measure 98 funds dedicated to CTE programs, and the wholehearted support of the Hilhi admin team and the Hilhi science department, plans are in place for 1.0 FTE to be dedicated to this pathway for the foreseeable future, assuming demand remains high.

**Budget:**

- Perkins money next year (~\$5000)
- Starting next year, Career Pathway incentive funds (~\$2200-\$45,000) will be pursued based on the number of students completing the pathway (~9 completers in year 1 of the full program)
- District and instructor is currently working with NWESD to find additional funding, possibly from community partners
- Revitalization Grant 2018-19 of ~\$350,000 provided the majority of the equipment needed for the program, and this class. The equipment and supplies listed below would expand what has already been purchased to allow for experiments specifically related to the biomanufacturing of protein-based drugs, which is not currently covered in the pathway curriculum.
- Hillsboro School District Capital Construction Bond supplied the funds necessary to remodel a dedicated Bioscience Technologies lab and instructional space, which opens in late November 2019.

2. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);

**Equipment & Supply Needs (Initial) – Covered by Partners in Science Supplemental Grant**

Item Description	Purpose/Description	Estimated Cost
<a href="#">Mini-PROTEAN 2-Gel Tetra Cell and Blotting Module</a>	Necessary for the production, isolation, purification, and purity assessment of proteins of interest. Series of lab experiments is intended to simulate the development, production, purification, and purity assessment of a biomanufactured protein-based drug. This process is similar to the process used by Genentech to provide many drugs to patients around the world.	\$6,030
<a href="#">pGLO Bacterial Transformation Kit</a>		\$99
<a href="#">Secrets of the Rainforest</a>		\$172
<a href="#">Biofuel Enzyme Kit</a>		\$135
<a href="#">GFP Chromatography Kit</a>		\$99
<a href="#">10X Tris Glycine SDS Buffer</a>		\$24
<a href="#">Laemmli Sample Buffer</a>		\$11
<a href="#">Comasie Brilliant Blue Stain &amp; Destain</a>		\$118
<a href="#">Protein Pre-Stained Kaleidoscope Standard</a>		\$111
<a href="#">Dithiothrietol, 5g</a>		\$88
<a href="#">TGX 4-20% gels for PAGE (Pack of 10)</a>		\$93

<b>Total</b>	<b>\$6980</b>
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### **Consumable Supply Needs (Yearly)**

<b>Item Description</b>	<b>Purpose/Description</b>	<b>Estimated Cost</b>
<a href="#"><u>pGLO Bacterial Transformation Kit</u></a>	Necessary for the production, isolation, purification, and purity assessment of proteins of interest. Series of lab experiments is intended to simulate the development, production, purification, and purity assessment of a biomanufactured protein-based drug. This process is similar to the process used by Genentech to provide many drugs to patients around the world.	\$99
<a href="#"><u>Secrets of the Rainforest</u></a>		\$172
<a href="#"><u>Biofuel Enzyme Kit</u></a>		\$135
<a href="#"><u>GFP Chromatography Kit</u></a>		\$99
<a href="#"><u>10X Tris Glycine SDS Buffer</u></a>		\$24
<a href="#"><u>Laemmli Sample Buffer</u></a>		\$11
<a href="#"><u>Comasie Brilliant Blue Stain &amp; Destain</u></a>		\$118
<a href="#"><u>Protein Pre-Stained Kaleidoscope Standard</u></a>		\$111
<a href="#"><u>Dithiothrietol, 5g</u></a>		\$88
<a href="#"><u>TGX 4-20% gels for PAGE (Pack of 10)</u></a>		\$93
<b>Total</b>		<b>\$950*</b>

\* Use of previously purchased Bioscience Technologies Pathway Equipment and Supplies will most likely lower this cost by reusing and storing many bacterial strains and reagents from year to year. Ordering italicized items in bulk from alternate vendors may also lower cost.

### **Other Program Associated Costs**

<b>Item(s)</b>	<b>Purpose/Description</b>	<b>#</b>	<b>Price Per</b>	<b>Total</b>
Sub Days	Field Trips, Collaboration with other local programs & industry partners	~2-3 days per year	\$100	~\$200-\$300
Transportation	Bus fees for field trips	2 per year	\$75 per trip	\$150
<b>Total</b>				<b>\$350-\$450</b>

3. Action Research Plan - Complete the form.

One Page Draft Course Outline

# Biomanufacturing Course Outline

## **Unit #1: What is Biomanufacturing**

1. History of Biopharmaceutical manufacturing
2. Biomanufacturing process
3. Regulatory Agencies
4. Biomanufacturing Careers
  - *Unit Test*
  - *Biomanufacturing Careers Project*

## **Unit #2: Basic Lab & Chemical Safety (BIT105)**

1. Safety, Hazard, Risk
2. Chemical Labels
3. Safety Data Sheets
4. Chemical Storage
5. Chemical Disposal
6. Personal Protective Equipment
7. Standard Operating Procedures
  - *Unit Test*
  - *Standard Operating Procedure Final Project*

## **Unit #3: Biohazard Safety (BIT105)**

1. Bio Safety Levels
2. Risk Groups
3. Type of Contamination
4. Environmental Monitoring
5. Clean Rooms
6. Decontamination
7. Sterilization
8. Sterile Gowning Procedures
9. Spill Management
10. Biohazardous Waste Management
  - *Unit Test*
  - *Spill Response Group Project*

## **Unit #4: Biopharmaceutical Production (Protein is Cash)**

1. Upstream Processing: how cells grow and make proteins
  - *Bacterial Transformation*
2. Downstream Processing: harvesting and purifying proteins
  - *Column Chromatography*
3. Process Development: optimization and scaling-up
  - *SDS-Page Electrophoresis*
  - *ELISA Assay*
- *Final Skills Test*
- *Unit Test*

### **Optional Units**

- Biomanufacture of a Monoclonal Antibody
  - *ELISA Assay*
- Manufacture of a Drug Product
- Biofuels

# Action Research Plan - Abstract

## Biomanufacturing

### 4. Identify the goals of the proposed course:

#### Biohazard & Chemical Safety (PCC - BIT105)

- Identify the applicable state and federal regulations and guidelines that deal directly with chemical and radiation safety in the biotechnology laboratory
- Describe the process of hazardous chemical classification and accepted safe laboratory practices for the handling and storage of the different classes of chemicals.
- Identify and illustrate pathways that hazardous laboratory chemicals may enter the human body and the resulting warning signs and symptoms.
- Identify the proper use and application of material safety data sheets, personal protective equipment and safety equipment.
- Describe and illustrate the proper use and application of ventilation equipment when using hazardous laboratory chemicals.
- Describe safe procedures for handling spills of hazardous chemicals in the laboratory.
- Identify accepted methods for the proper disposal of hazardous chemical waste emanating from biotechnology experiments
- Illustrate the concept of ionizing radiation in chemical and human physiological terms.
- Identify and describe radiation control measures and a typical radiation control program.
- Identify accepted methods for the proper disposal of radioactive waste emanating from biotechnology experiments.
- Identify the applicable state and federal regulation and guidelines that deal directly with biosafety in the biotechnology laboratory
- Describe each of the principles of biological containment
- Identify safety equipment that may be used as primary barriers to biological agents
- Illustrate the design and function of biological safety cabinets
- Describe and illustrate accepted standard operating procedures for the operation of biological safety cabinets
- Describe the key components of each biosafety level and animal biosafety level
- Describe accepted methods of disinfection and sterilization in the biotechnology laboratory
- Describe and illustrate the accepted process that must be followed for the interstate shipment of etiologic agents.
- Identify accepted methods for the proper disposal of medical waste
- Identify the key components presented in the NIH Recombinant DNA Guidelines.

#### Biomanufacturing (Northeast Biomanufacturing Center & Collaborative – Introduction to Biomanufacturing Textbook)

- Describe the regulatory framework around which biomanufacturing facilities are designed and operated.
- Identify the layout of the functional areas in a biomanufacturing facility.
- Describe how personnel, equipment, materials, product, and waste flow within a biomanufacturing facility.
- Define the various room classifications within a biomanufacturing facility.
- Explain the controls required within a biomanufacturing facility, such as security (facility design, badges).

- Define the equipment, instrumentation, and control systems used in biomanufacturing.
- Describe the role and purpose of utility and support systems within a biomanufacturing facility.
- Describe the elements needed to sustain a biomanufacturing facility, such as preventative maintenance, cleaning, and housekeeping.
- Identify standard documents used to describe a biomanufacturing facility.
- Explain why traceable standards in a metrology program are important for ensuring regulatory compliance.
- Define and contrast the following terms:
  - Standardization and Calibration
  - Accuracy and Precision
  - Specifications and Tolerances
- Define the regulatory requirements and guidances for ongoing metrology programs.
- Describe measurement traceability.
- Outline the elements of a metrology program.
- Describe a sample calibration process using a floor scale.
- Define and apply common validation terminology.
- Describe how equipment, process, and method validation fit into the overall quality system.
- Define the types of validation documents found in a biomanufacturing organization and their typical content and purpose.
- Explain the validation lifecycle.
- Describe how risk assessment and analysis are applied to validation activities in the biomanufacturing industry.
- Explain how a validation program is systematically established and the flow of validation requirements involved.
- Distinguish procedures and outcomes for Design Qualification (DQ), Installations Qualification (IQ), Operational Qualification (OQ, and Performance Qualification (PQ).
- Describe the general methods for facility, equipment, and utility validation; analytical method validation; computerized systems validation; process validation; and cleaning validation.
- Summarize the change control and support processes.
- Explain the importance of effective EHS processes in biomanufacturing.
- Describe EHS regulatory and non-regulatory requirements related to biomanufacturing.
- Describe the role of these regulations and requirements in EHS efforts.
- List general types of hazards associated with biomanufacturing operations and processes.
- Define qualitative and/or quantitative hazard analytical methods used to analyze biomanufacturing systems and processes, including:
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- List the steps in a Six Sigma process improvement.
- Select and apply general Lean Six Sigma tools to simulated problems.
- Recognize deployment challenges to OEX strategies.

- Define the term *quality* as it relates to the biopharmaceutical manufacturing industry.
- Define and distinguish between the terms *Quality Assurance* and *Quality Control* and explain how they both fit with a Quality System in the industry.
- Define the roles of the organizational groups Quality Assurance, Quality Control, and Regulatory Affairs.
- Describe the specific functions of the QA organizational group.
- Describe the basis of the key regulations and the key global regulatory agencies (FDA and EMA) overseeing operations.
- Define the terms *GMP* and *cGMP* and their place in a QA system.
- Analyze a situation where a QA failure in the pharmaceutical industry resulted in significant public impact
- Explain why microbiological control is important in a biomanufacturing facility and provide a number of examples as to how it is achieved and maintained.
- Describe the various sources of microbial contamination within a biomanufacturing facility/process and name specific microbial contaminants and their possible sources.
- Explain the different microbiological cleanliness standards required for the manufacture of biopharmaceutical drug substances and drug products.
- Define aseptic processing and provide examples of aseptic processing practices.
- Identify measures taken in controlled and classified environments within cleanrooms to prevent microbial contamination.
- Describe the components of an effective environmental monitoring program along with specific environmental monitoring testing methods.
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- Define the skills, knowledge, and personnel traits required for QC in a biotechnology organization.
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- Define the phases of analytical methods, including development, qualification, and validation.
- Explain the importance of measurements performed for in-process monitoring, product release, and product stability monitoring.
- List and explain the requirements of a stability program for a typical monoclonal antibody-based therapeutic.
- Summarize QC's role in laboratory investigation and the investigation of Out of Specification and Out of Trend results.
- Distinguish between mammalian and microbial upstream processing.
- Describe the contribution of the areas of dispensing, media preparation, and fermentation/cell culture to the upstream process as a whole.
- Describe proper methods to avoid cross-contamination in the dispensary, such as the use of airflow booths and following cleaning protocol.
- Explain the in-process controls for assessing media components.
- Illustrate the major types of bioreactors and associated instruments used for upstream biomanufacturing.
- Evaluate situations in order to make appropriate aseptic decisions.
- Obtain and interpret various assay values, apply the data, and determine and execute appropriate responses for the upstream process.



- Define and describe methods of contamination control that are directly influenced by the upstream biomanufacturing personnel, such as aseptic techniques for open processing, closed processing, and helium testing that can increase the biomanufacturing success rate.
- Identify critical process parameters for cell growth and protein production and understand how they are controlled by the biomanufacturing operator.
- Explain automated and manual cell counting techniques and determine accurate cell count values from given laboratory data.
- Describe processing steps for primary recovery/harvest.
- Apply filtration and centrifugation theory and mechanics to appropriate fermentation and harvest steps.
- Describe the general elements of the downstream purification process for a typical monoclonal antibody-based therapeutic, starting with the bioreactor harvest pool and finishing with pre-formulation, pure drug product.
- Explain the overall goals of the purification process from the standpoint of purity, yield, and efficiency as well as the general strategies employed to achieve these goals.
- Define the specific methods and in-process tools and materials used in typical steps of the downstream process and the purposes and physical/chemical mechanisms occurring at each step, including:
  - Clarification of the bioreactor harvest by depth filtration and/or centrifugation.
  - Capture chromatography for product concentration and initial purification.
  - Ultrafiltration and diafiltration of the product at various stages in the downstream process.
  - Intermediate purification chromatography steps.
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- Describe general economic factors contributing to the cost of goods produced and common considerations/strategies for optimizing and improving those process economics.
- Classify specific departmental contributions to the ongoing operation and maintenance of the downstream unit operations within a facility.
- Describe process development, its role, and how it fits within the overall development and commercialization of a biopharmaceutical product.
- Explain how regulations affect process development.
- Define and apply common terminology.
- Show how an appropriate expression system is selected.
- Describe how a purification scheme is designed, including:
  - Removal of process-related impurities.
  - Separation of product-related impurities.
- State the importance of viral clearance and viral inactivation.
- Design a product stability study.
- Highlight some of the key factors to consider in process scale-up.
- Describe the role of PD in technology transfer and the overall tasks involved in a technology transfer project.

5. What data will be collected? (Include enrollment data).

- Enrollment data/demographics (ELL, SPED)
- Grades (broken down by demographics)
- Student Course Evaluation
- Post-Secondary Interest Before/After
- Career Interest Before/After

6. When and how will data be collected?

Data will be collected at the end of each year, as students forecast for future classes. It will also be collected at the beginning of each school year to determine official enrollment demographics, and at the end of each semester to determine student performance and growth, as well as to evaluate the success and growth of the program.

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**APPROVE NEW HIGH SCHOOL COURSE PROPOSAL:**  
**Unified PE**

**SITUATION**

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled “Unified PE,” has been submitted by Marty Policar and Amy Henderson, our Adaptive PE teachers. The course proposal is attached. This proposal was presented to the CCAC at its regular meeting on October 14, 2019. The Board reviewed the first reading of the course proposal during the November 19, 2019 Board meeting.

If the course is available during the 2020-2021 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2021. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2020-2021 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve the proposed new high school course, Unified PE.

## **HSD Course Proposal: Unified PE**

*Submitted by: Rian Petrick, Sarah Crane, Marty Policar, Amy Henderson, Brigitte Brown, Gregg O'Mara, and Dawn Wilson*

### **Description of proposed course:**

Unified Physical Education is a PE class made up of students with and without disabilities working together to build strong and healthy habits. This class focuses on lifelong fitness, healthy habits and creating respectful bonds with fellow students through active participation, cooperation and teamwork. Students earn .5 general education PE credit during the semester. The major objectives of this class include gross motor skill development, improved physical fitness and developing an understanding for various rules of different games and activities.

❑ [Unified PE Handbook](#)

### **Rationale for proposed course:**

❑ Research:

- ❑ Obesity rates for children with disabilities are 38% higher than for children without disabilities (2003-2008) National Health and Nutrition Examination Survey).
- ❑ In particular, students with disabilities are 2-3 times more likely to be bullied than their peers without disabilities.\*
- ❑ Participation in Unified Sports leads to more positive attitudes and perceptions among youth without disabilities toward their peers with intellectual disabilities (McConkey, Dowling, Hassan, & Menke, 2013).
- ❑ Unified Sports participation leads to improved sports skills and fitness for youth with and without intellectual disabilities (Baran et al., 2013).
- ❑ In Unified Champion Schools across the country, school environments of acceptance and tolerance are becoming the standard. Unified Champion School liaisons at every education level (elementary, middle, or high school) report that the UCS program\*\*:
  - ❑ Creates a more socially inclusive school climate and raises awareness about students with ID **(95%)**.
  - ❑ Increases opportunities for students with and without ID to work together **(94%)**.
  - ❑ Reduces bullying, teasing, and offensive language **(94%)**.
  - ❑ Supports students who in turn are more prepared for the outside world.
  - ❑ Increases social interaction which leads students to have more positive perceptions of their school's inclusive climate.
- ❑ After a decade of research and evaluation, it is clear that the UCS program is successful in providing inclusive school-wide programming capable of effecting change across school communities. The Unified Champion Schools program impacts students' perceptions and attitudes by bringing students with and without intellectual disabilities together in meaningful ways and sustain their

involvement across multiple years. Students who create more inclusive schools will bring that acceptance to their communities, and in turn, the world.

- ❑ Outcomes for learning:
  - ❑ This course provides an opportunity to educate and motivate students to make better choices and support one another to achieve their fitness goals.
  - ❑ There are a variety of inclusive fitness and wellness education options included within this course. This is not meant to replace a health class, but to enhance their knowledge through active learning.
  - ❑ Students will also have an opportunity to set personal fitness goals based upon their current fitness assessment levels.
  - ❑ Increase in school wide inclusion opportunities for students with and without disabilities. Unified PE supports Unified Clubs, Unified Sports and Unified Leadership.
  - ❑ Foster healthy relationships between students with and without disabilities.
- ❑ Input from other programs in the U.S.:
  - ❑ “Kids told their friends how much fun it was, and after the first quarter, I had students who were literally crying, asking me if they could take it again.” (Doyle, Shape America)
  - ❑ “I have never really interacted with kids in special ed but now I view them through a lens I never thought I would have.” (Student, Shape America)
  - ❑ One student cheerleader in the Unified PE program hosted a cheerleading camp for her special ed buddies, and the participants performed together at a school basketball game. (Shape America)
  - ❑ “I’ve talked to parents who were in tears, grateful that their child with special needs got a phone call for the first time to go bowling on a Friday night or join classmates for a Sadie Hawkins Day Dance.” (Doyle, Shape America)

#### **Academic Content Standards:**

- ❑ National Standards:
  - ❑ Increase in physical fitness and sport-specific skills (SHAPE National Standards 1 & 3)
  - ❑ Foster new friendships and social inclusion amongst classmates (SHAPE National Standard 4)
  - ❑ Reinforce positive habits and reasoning to make better health & lifestyle choices (SHAPE National Standard 5)
  - ❑ Advance social and leadership competencies (SHAPE National Standard 4)
  - ❑ Deepen understanding of activity/game/sport rules and strategies (SHAPE National Standard 2)
  - ❑ Opportunities to develop movement confidence and competence in a variety of physical activities/activity settings (SHAPE National Standard 5)
- ❑ Oregon High School Physical Education Standards:

- ☐ The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Oregon Standard 1)
- ☐ The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (Oregon Standard 2)
- ☐ The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Oregon Standard 3)
- ☐ The physically literate individual exhibits responsible personal and social behavior that respects self and others. (Oregon Standard 4)
- ☐ The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (Oregon Standard 5)

**Impact on the content program:**

- ☐ Potential need for gym time. Mitigated by replacing APE with Unified PE.
- ☐ Staffing:
  - ☐ Need a gen ed PE teacher in order to award PE credit, OR
  - ☐ Give APE teacher(s) permission to be off-license teacher via HR/TSPC, OR
  - ☐ Co-Teaching with PE teacher and APE teacher

**Projected additional costs:**

- ☐ \$0

## Action Research Plan

**Identify the goals of the proposed course:**

The Unified Physical Education Class is made up of students with and without disabilities who work together in various activities, much like a regular physical education class with modifications. The objectives of this class include:

- ☐ Improving skill development
- ☐ Knowledge of sports activities and rules
- ☐ Sportsmanship/Teamwork
- ☐ Creating lifelong healthy habits
- ☐ Improving relationships
- ☐ Improving leadership skills

**What data will be collected?**

- ☐ Number of classes offered
- ☐ Rate of participation over time
- ☐ Number of PE credits earned
- ☐ Demographics of students participating

- ☐ Unified Sports/Inclusive Sports Offered
- ☐ Unified Sports/Inclusive Sports Participants
- ☐ Steps toward Unified Champion School Classification at each school
  - ☐ Leadership, engagement, inclusive activities
- ☐ Student IEP annual goal and progress monitoring
- ☐ Qualitative student voice data from self reflection paper

### **When and how will data be collected?**

Data will be collected at the end of each semester or annually and compiled over time to develop trends, highlights, needs, and successes.

- ☐ At the end of semester class:
  - ☐ Number of PE credits earned
  - ☐ Demographics of students participating
  - ☐ Student IEP goal and progress monitoring
  - ☐ Qualitative student voice data from self reflection paper
- ☐ Annually:
  - ☐ Number of classes offered
  - ☐ Rate of participation over time
  - ☐ Unified Sports/Inclusive Sports Offered
  - ☐ Unified Sports/Inclusive Sports Participants
  - ☐ Steps toward Unified Champion School Classification at each school
    - ☐ Leadership, engagement, inclusive activities

*"When everyone is included, everyone wins." - Jesse Jackson*

*"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone.*

*Inclusion is about creating a better world for everyone" - Diane Rich*

*"I note the obvious differences between each sort and type,  
but we are more alike, my friends than we are unlike."*

*- Maya Angelou*

\* The risk and rate of bully victimization is not equal across student groups, with a number of studies indicating that students with disabilities are at greater risk for being victimized than their nondisabled peers (Estell et al., 2009; Rose, Espelage, & Monda-Amaya, 2009).

\*\* Data from Special Olympics Unified Champion Schools Year 10 (2017-18) Evaluation conducted by the Center for Social Development and Education at University of Massachusetts Boston



**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends the Board of Directors:

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

**Meredith Ferrier**

Assignment: 1.0 FTE English Language Specialist  
Location: Hillsboro High School  
Effective Date: January 31, 2020

**Lori MacKinder**

Assignment: 1.0 FTE Mathematics Teacher  
Location: Miller Education Center  
Effective Date: November 28, 2019

**Madeline Matthew**

Assignment: 1.0 FTE English Language Teacher  
Location: Farmington View Elementary School  
Effective Date: February 3, 2020

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

**Brian Ware**

Assignment: Systems/Network Engineer II  
Location: Technology Services, Administration Center  
Effective Date: January 6, 2020

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

**Kimberly Freehill**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 1.0 FTE 6<sup>th</sup> Grade Teacher – Orenco Elementary School

**Natalie Genter-Gilmore**

Education: MA – George Fox University, Tigard, OR  
Experience: None  
Assignment: 1.0 FTE Elementary Resource Specialist – Ladd Acres Elementary School

**Kristin Light**

Education: MA – Portland State University, Portland, OR  
Experience: 2 years  
Assignment: 1.0 FTE Elementary Resources Specialist –  
Brookwood Elementary School

**Kelsey Shaw**

Education: MA – Grand Canyon University, Phoenix, AZ  
Experience: 3 years  
Assignment: 1.0 FTE Elementary Resources Specialist –  
Brookwood Elementary School

**Andrew Saldana**

Education: MA – George Fox University, Newberg, OR  
Experience: None  
Assignment: 1.0 FTE Freshmen Exploration, AVID and Social  
Studies Teacher – Liberty High School

**Coran Yamamoto**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 1.0 FTE 4<sup>th</sup> Grade Teacher – Eastwood Elementary  
School

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**AWARD CONTRACT FOR ROOFING PROJECTS AT EASTWOOD ELEMENTARY,**  
**IMLAY ELEMENTARY, AND LIBERTY HIGH**

**SITUATION**

As part of the 2017 Bond Program the District will be replacing and repairing roofs throughout the District. The District has identified portions of roofs at five buildings that will be addressed during the summer of 2020. These buildings are Century High School, Miller Big Picture, Eastwood Elementary School, Imlay Elementary School, Liberty High School.

The District issued an Invitation to Bid for these projects to pre-qualified roofing contractors on November 20, 2019, a mandatory pre-bid conference was held on November 26, 2019 and bids were due to the District on December 18, 2019 at 2:00 p.m.

At Eastwood Elementary we are restoring roof areas 6 & 9 and replacing the metal on the eyebrow dormers. The low bid was submitted by Umpqua Roofing at a cost of \$1,040,100.

Imlay Elementary and Liberty High School were bid as a single package. At Imlay Elementary we will be restoring roof area 3. At Liberty High School we are restoring roof areas 11 & 16. The low bid for these projects was submitted by Umpqua Roofing at a cost of \$175,394.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors award the contracts for summer 2020 roofing projects, as follows:

**Eastwood Elementary School**

Roof Areas:	Restoration of Areas 6 & 9, replace eyebrow dormer metal
Contract Awarded to:	Umpqua Roofing
Low Bid Amount:	\$1,040,100

**Imlay Elementary School**

Roof Areas:	Restoration of Area 3
Contract Awarded to:	Umpqua Roofing
Low Bid Amount:	\$175,394

**Liberty High School**

Roof Areas:	Restoration of Areas 11 & 16
Contract Awarded to:	Umpqua Roofing
Low Bid Amount:	(included in Imlay Elementary School bid)

*I move that the Board of Directors award the contracts for summer 2020 roofing projects, as follows:*

- Eastwood Elementary School to Umpqua Roofing in the amount of \$1,040,100.*
- Imlay Elementary School to Umpqua Roofing in the amount of \$175,394.*
- Liberty High School to Umpqua Roofing (included in Imlay Elementary School bid).*

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**AWARD CONTRACT FOR INDIAN HILLS ELEMENTARY SCHOOL INTERIOR**  
**IMPROVEMENTS**

**SITUATION**

One of the projects included in the Hillsboro School District's 2017 Bond Program for interior improvements to Indian Hills Elementary School. These improvements include:

- **Safety & Security upgrades**
- **Seismic upgrades**
- **Replace portable classroom building with modular building**
- **Roofing upgrades**
- **Add air conditioning and Direct Digital Controls (DDC)**
- **Upgrade Electrical service**
- **New ADA playground**
- **ADA upgrades**

On December 4, 2019 the District posted an Invitation to Bid for a General Contractor for these improvements projects. A mandatory pre-bid meeting was held at Indian Hills Elementary School on December 11, 2019. On January 9, 2020 the District received bids from 4 General Contractors to perform this work. Construction Management staff recommends that the contract for Indian Hills Elementary School interior improvements be awarded to the low bidder, InLine Construction, in the amount of \$947,158.

A separate award for site work or the new playground and modular classroom building at Indian Hills will be made at a future date.

A copy of the Construction Documents and Bid Results are attached to this situation page.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors award the contract for Indian Hills Elementary School Interior Improvements to InLine Construction in the amount of \$947,158.

*I move that the Board of Directors award the contract for Indian Hills Elementary School Interior Improvements to InLine Construction in the amount of \$947,158.*

## BID TABULATION FORM

INDIAN HILLS IMPROVEMENTS  
 OPEN: January 9, 2020 @ 2:00pm

BID PROVIDER	Signed	Addendum 1 - 3 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE
Five Star Builders	yes	yes	yes		1,212,300 <sup>00</sup>
Inline Construction	yes	yes	yes		947,158 <sup>00</sup>
Par-Tech Construction	yes	yes	yes		1,062,000 <sup>00</sup>
Ross Builders	yes	yes	yes		989,000 <sup>00</sup>

OWNER Representative: \_\_\_\_\_

WITNESS: \_\_\_\_\_

*Sharon McEachy*



# INDIAN HILLS ELEMENTARY SCHOOL EXISTING BUILDING UPGRADES

HILLSBORO SCHOOL DISTRICT

21260 SW ROCK RD  
BEAVERTON, OR 97006

## CONSTRUCTION DOCUMENTS/PERMIT SET



MARK	DATE	DESCRIPTION
------	------	-------------

ISSUE DATE:	1 NOVEMBER 2019
ISSUE:	CONSTRUCTION DOCUMENTS/PERMIT SET

PROJECT NO.:	2019904.60
DRAWN BY:	SM
CHECKED BY:	Checker

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COVER SHEET

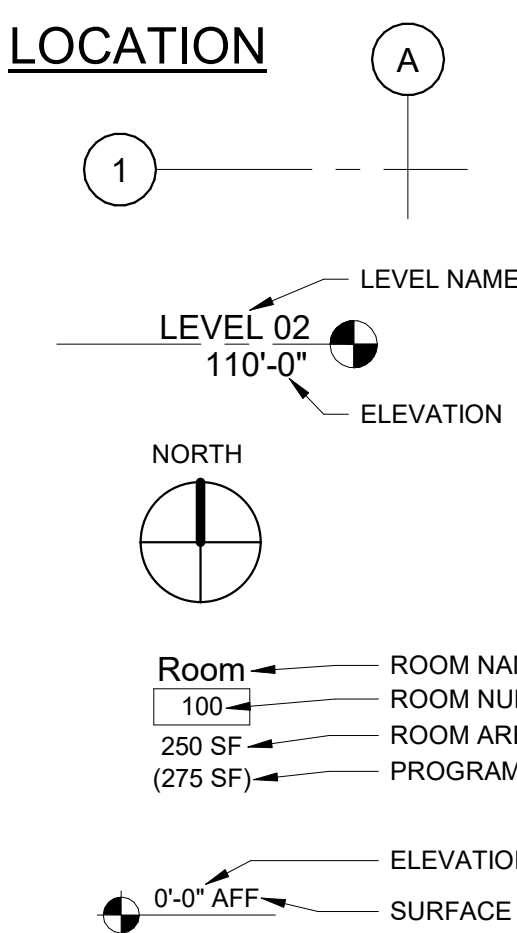
# G-001

## ABBREVIATIONS

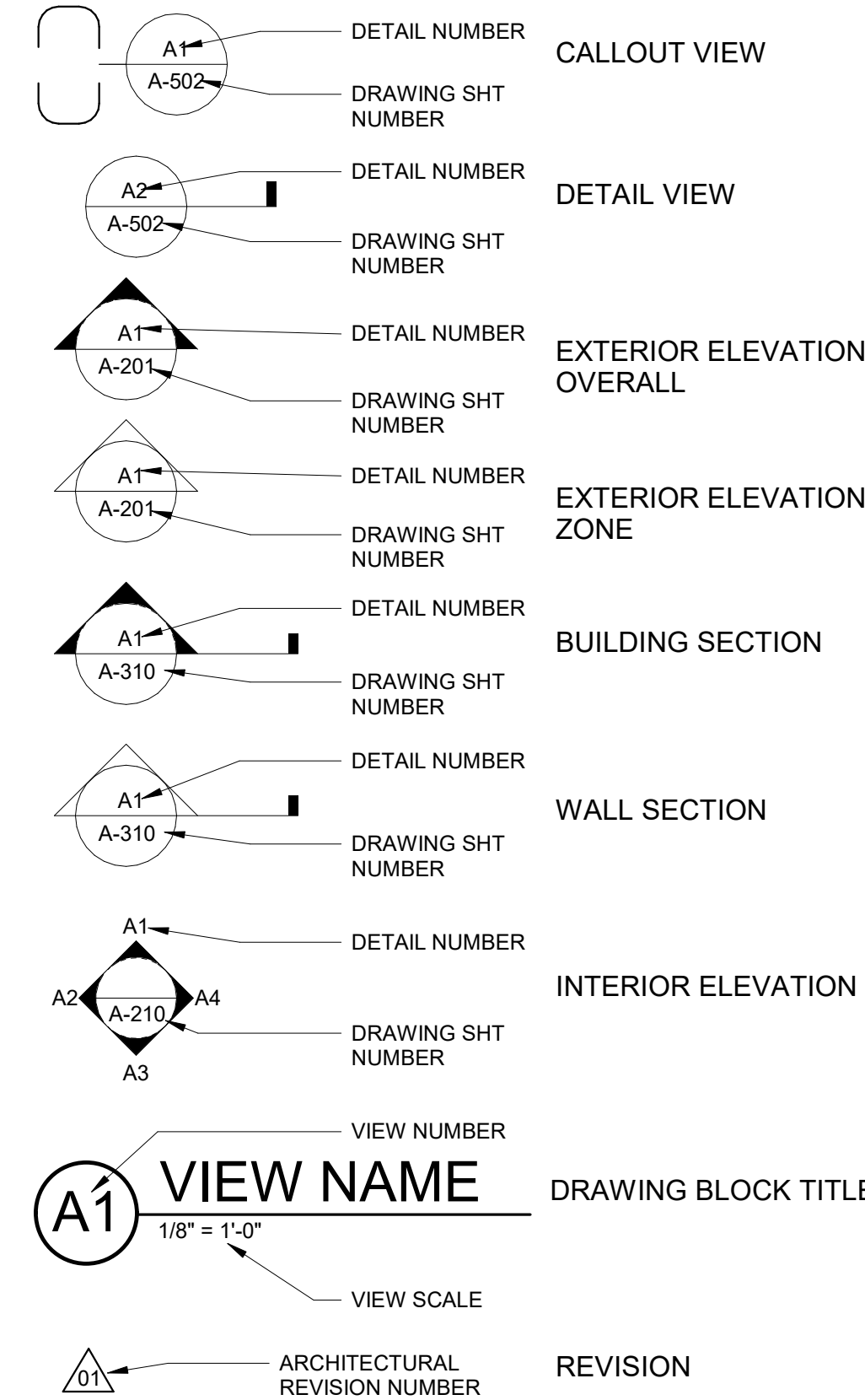
AB	ANCHOR BOLT	JAN	JANITOR
ACT	ACOUSTICAL CEILING TILE	L	LONG
ADDL	ADDITIONAL	LAV	LAVATORY
AFF	ABOVE FINISH FLOOR	MAS	MASONRY
ALUM	ALUMINUM	MATL	MATERIAL
ANOD	ANODIZE(D)	MAX	MAXIMUM
APPROX	APPROXIMATE	MECH	MECHANICAL
ARCH	ARCHITECT (URAL)	MFD	MANUFACTURED
BD	BOARD	MFR	MANUFACTURE (R)
BLDG	BITUMINOUS	MIN	MINIMUM, MINUTE
BLKG	BLOCKING	MISC	MISCELLANEOUS
BM	BEAM	MO	MASONRY OPENING
BO	BOTTOM OF	MTD	MOUNTED
BOT	BOTTOM	MTL	METAL
C	CHANNEL	N	NORTH
CB	CATCH BASIN	NA	NOT APPLICABLE
CF/OI	CONTRACTOR FURNISHED; OWNER INSTALLED	NIC	NOT IN CONTRACT
CG	CORNER GUARD	NO	NUMBER
CL	CENTERLINE	NOM	NOMINAL
CLG	CEILING	NTS	NOT TO SCALE
CLR	CLEAR	OA	OVERALL
CMU	CONCRETE MASONRY UNIT	OC	ON CENTER
COL	COLUMN	OD	OUTSIDE DIAMETER
CONC	CONCRETE	OF/OI	OWNER FURNISHED; CONTRACTOR INSTALLED
CONTR	CONTINUOUS	OH	OWNER INSTALLED
COORD	COORDINATE	OPH	OVERHANG
CPT	CARPET (ED)	OPNG	OPPOSITE HAND OPENING
CTO	CERAMIC TILE	OPP	OPPOSITE
DEM	DEMOLISH, DEMOLITION	ORD	OVERFLOW ROOF DRAIN
DET	DETAIL	OTS	OPEN TO STRUCTURE
DIA	DIAMETER	OVHD	OVERHEAD
DM	DIMENSION	PL	PROPERTY LINE
DN	DOWN	PLAM	PLASTIC LAMINATE
DS	DOWNSPOUT	PLYWD	PLYWOOD
DWG	DRAWING	PT	PAINT, PRESSURE TREATED
E	EAST, EXISTING	PVG	PAVING
EA	EACH	R	RADIUS, RISER
EL	ELEVATION	RB	RUBBERRESILIENT BASE
ELEC	ELECTRIC (AL)	RCP	REFLECTED CEILING PLAN
ELEV	ELEVATOR	RD	ROOF DRAIN, ROAD
ENCL	ENCLOSE (URE)	REQ(S)	REQUIREMENT(S)
EQ	EQUAL	RM	ROOM
EQUIP	EQUIPMENT	RO	ROUGH OPENING
EXP	EXISTING	S	SOUTH
EXT	EXTERIOR	SAM	SELF ADHERING MEMBRANE
EXP	EXPANSION	SAM-HT	HIGH TEMP SELF ADHERING MEMBRANE
FAF	FLUID APPLIED FLASHING	SAM-MC	METAL GLAD SELF ADHERING MEMBRANE
FD	FLOOR DRAIN	SCHED	SCHEDULE
FDN	FOUNDATION	SF	SQUARE FOOT (FEET)
FEC	FIRE EXTINGUISHER CABINET	SHT	SHEET
FF	FINISH FACE	SHTHG	SHEATHING
FH	FUME HOOD	SIM	SIMILAR
FIN	FINISH(ED)	SPKLR	SPRINKLER
FLR	FLOOR	SQ	SQUARE
FOC	FACE OF CONCRETE	SS	SANITARY SEWER; STANDING SEAM
FOF	FACE OF FINISH	SST	STAINLESS STEEL
FOM	FACE OF MASONRY	ST	STAIRS, STREET
FOS	FACE OF STUDS	STD	STANDARD
FRMG	FRAMING	STOR	STORAGE
FRTW	FIRE RETARDANT TREATED WOOD	STRUCT	STRUCTURE (AL)
FT	FOOT, FEET	SUSP	SUSPENDED
FTG	FOOTING	SV	SHEET VINYL
GA	GAGE	T	TREAD
GALV	GALVANIZED, GALVANIC	TB	TACK BOARD
GAR	GARAGE	TFF	TOP OF FINISH FLOOR
GB	GRAB BAR, GYPSUM BOARD	THRU	THROUGH
GC	GENERAL CONTRACTOR	TMPD	TEMPERED
GL	GLASS	TOM	TOP OF MASONRY
GYP	GYPSUM	TYP	TYPICAL
H	HIGH	UN	UNLESS OTHERWISE NOTED
HB	HOSE BIBB	UTIL	UTILITY
HC	HANDICAP	VEH	VEHICLE
HDW	HARDWARE	VERT	VERTICAL
HM	HOLLOW METAL	VRFY	VERIFY
HORIZ	HORIZONTAL	VIF	VERIFY IN FIELD
HR	HOUR	W	WEST, WIDE, WASHER
HT	HEIGHT	W/	WITH
HVAC	HEATING, VENTILATION, AIR CONDITIONING	WO	WITHOUT
IBC	INTERNATIONAL BUILDING CODE	WC	WATER CLOSET
INCL	INCLUDING (ED)	WD	WOOD, WOOD DOOR
INFO	INFORMATION	WDW	WINDOW
INSUL	INSULATION	WR	WEATHER RESISTANT, WATER REPELLENT
INT	INTERIOR	WRB	WEATHER RESISTIVE BARRIER
		WSCT	WAINSCOT

## SYMBOLS

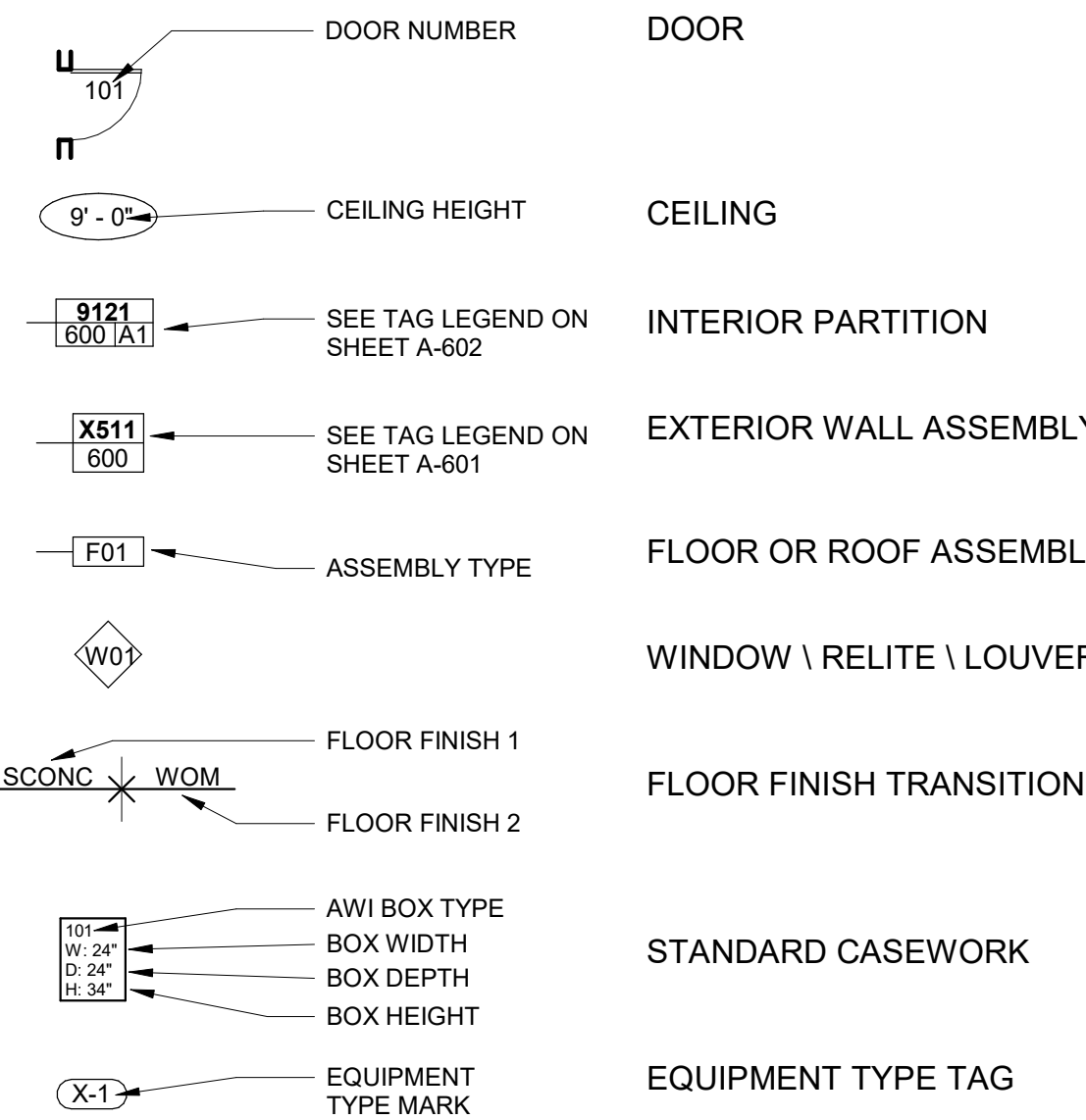
### LOCATION



### VIEW



### COMPONENT



## GENERAL NOTES

- WORK MUST COMPLY WITH APPLICABLE CODES AND ORDINANCES IN FORCE AT TIME OF BUILDING PERMIT ISSUANCE.
- READ, UNDERSTAND AND COMPLY WITH ALL APPLICABLE PROVISIONS OF THE CONSTRUCTION DOCUMENTS FOR THE PROJECT.
- UNLESS OTHERWISE NOTED, PLAN DIMENSIONS SHOWN ARE:
  - AT INTERIOR PARTITIONS TO THE FACE OF STUD
  - AT COLUMNS: TO THE CENTERLINE OF COLUMNS
  - AT CONCRETE OR CMU: TO THE FACE OF CONCRETE OR CMU
  - AT EXTERIOR WALLS: TO THE FACE OF STUD
- PLACE DOORS NOT LOCATED BY DIMENSION ON PLANS SIX INCHES FROM FACE OF ADJOINING PARTITION TO HINGE EDGE OF DOOR OPENING. PROVIDE 18" MINIMUM CLEAR FROM FACE OF ADJOINING PARTITION OR OTHER OBSTRUCTION TO STRIKE JAMB EDGE OF DOOR OPENING, UNLESS OTHERWISE NOTED. NOTIFY ARCHITECT IF REQUIRED CLEARANCES ARE NOT AVAILABLE.
- PROVIDE FIRE RESISTANT CLOSURE MEETING THE REQUIREMENTS OF THE GOVERNING FIRE AUTHORITIES AT ALL GAPS AROUND PENETRATING DUCTS, PIPES, CONDUITS, ETC. AT ALL FIRE RATED BUILDING WALLS, PARTITIONS, CEILINGS, FLOORS AND ROOFS.
- ROOM AND DOOR NUMBERS SHOWN ON DRAWINGS ARE FOR CONSTRUCTION PURPOSES ONLY.
- CONCEAL ALL PIPING, CONDUITS, DUCTS, ETC INSIDE WALLS AND ABOVE CEILINGS AT ALL ROOMS EXCEPT ELECTRICAL AND TELEPHONE CLOSETS AND MECHANICAL ROOMS. IN SPACES OPEN TO STRUCTURE, ONLY PIPING CONDUITS AND DUCTS THAT SERVE THE SPACE MAY BE EXPOSED. LOCATE SUCH INSTALLATIONS TO MINIMIZE VISIBILITY AND ORGANIZE TO MINIMIZE RUN LENGTHS AND OVERLAPPING. ARCHITECT TO REVIEW SHOP DRAWINGS FOR EXPOSED MECHANICAL, ELECTRICAL, PLUMBING ITEMS PRIOR TO FABRICATION AND INSTALLATION.
- COORDINATE WORK WITH ALL OWNER FURNISHED ITEMS AND PROVIDE ALL REQUIRED MECHANICAL AND ELECTRICAL CONNECTIONS INCLUDING STUB OUTS.
- VERIFY ALL DIMENSIONS, EXISTING AND NEW CONDITIONS ON THE JOB BEFORE PROCEEDING WITH THE WORK.
- NOTIFY THE ARCHITECT OF ANY DISCREPANCIES NOTED AMONG OR BETWEEN THE CONTRACT DOCUMENTS, OWNER-PROVIDED INFORMATION, SITE CONDITIONS, MANUFACTURER RECOMMENDATIONS, OR CODES, REGULATIONS, OR RULES OF JURISDICTIONS HAVING AUTHORITY PRIOR TO COMMENCEMENT OF ANY PORTION OF THE WORK.
- THE CONTRACT DOCUMENTS ARE COMPLEMENTARY AND WHAT IS REQUIRED BY ONE IS BINDING AS IF REQUIRED BY ALL.
- PROVIDE REPETITIVE FEATURES NOT INDICATED IN THE DRAWINGS EVERYWHERE THAT THEY OCCUR AS IF DRAWN IN FULL. NOT ALL OCCURRENCES OF A FEATURE ARE NOTED IN EVERY CASE.
- CONSULT WORK OF ALL TRADES FOR ALL OPENINGS AND ROUGH-CUTS THROUGH SLABS, WALLS, CEILINGS AND ROOFS FOR DUCTS, PIPES, CONDUITS, CABINETS AND EQUIPMENT, AND VERIFY SIZE AND LOCATION BEFORE PROCEEDING WITH WORK.
- VERIFY ALL ROUGH-IN DIMENSIONS REQUIRED FOR EQUIPMENT, INCLUDING THAT FURNISHED BY OTHERS, PRIOR TO PROCEEDING WITH WORK.
- COORDINATE WITH MECHANICAL AND ELECTRICAL CONTRACTORS FOR EXACT LOCATIONS, TYPES AND SIZES OF ACCESS DOORS REQUIRED BY THEIR WORK. PROVIDED ACCESS FOR ALL CONCEALED VALVES, DAMPER CONTROLS, FIRE DAMPER LINKAGE, ELECTRICAL JUNCTION BOXES, ETC. DRAWINGS MAY NOT SHOW ALL REQUIRED ACCESS PANELS. INDICATE REQUIRED ACCESS DOORS ON THE COORDINATION DRAWINGS. OBTAIN ARCHITECT'S APPROVAL FOR LOCATIONS OF ACCESS DOORS PRIOR TO INSTALLATION.
- PRESERVATIVE TREAT ALL WOOD IN CONTACT WITH CONCRETE OR MASONRY AS REQUIRED BY CODE.
- DO NOT SCALE DRAWINGS.
- CONSTRUCT RECESSES LOCATED WITHIN FIRE RATED PARTITIONS TO MAINTAIN THE REQUIRED FIRE RATING OF THE PARTITION.
- SITE SURVEY, GEOTECHNICAL INVESTIGATION, AND HAZARDOUS MATERIALS DOCUMENTATION WAS PREPARED BY CONSULTANTS TO THE OWNER AND NOT UNDER THE DIRECTION OF THE ARCHITECT. THIS DOCUMENTATION IS INCLUDED IN THE CONTRACT DOCUMENTS AS AN ACCOMMODATION TO THE OWNER.
- REFER TO DOCUMENTS FOR GENERAL LOCATIONS OF VISIBLE EQUIPMENT, SIGNAL DEVICES, SIGNAGE, AND OTHER VISIBLE ITEMS. CONSULT WITH ARCHITECT FOR EXACT MOUNTING LOCATION.
- SIX DIGIT NUMBERS AT DRAWING NOTES (09 26 00 GYPSUM BOARD FOR EXAMPLE) REFERENCE RELATED SPECIFICATION SECTIONS IN THE PROJECT MANUAL, THEY ARE NOT INTENDED TO ASSIGN WORK TO SUB-CONTRACTORS. ALL ITEMS ARE INCLUDED IN SCOPE WHETHER OR NOT A SPECIFICATION REFERENCE IS CITED.
- REPAIR / PATCH / OR REINSTALL CEILINGS & WALLS REMOVED FOR MECHANICAL AND ELECTRICAL WORK ON THE FLOORS BELOW AND IN OTHER AREAS OF THE BUILDING BEYOND THE AREAS INDICATED.
- IN GENERAL, NEW FINISHED FLOOR ELEVATIONS ARE TO ALIGN WITH EXISTING FINISHED FLOOR ELEVATIONS. THE FLOOR ELEVATIONS INDICATED ARE APPROXIMATE. VERIFY THE EXISTING ABUTTING FLOOR ELEVATIONS AND ADJUST THE NEW ELEVATIONS INDICATED AS NECESSARY. NOTIFY THE ARCHITECT WHERE DEVIATIONS EXCEEDING 1/2" ARE ENCOUNTERED.
- FIRE-RETARDANT TREAT ALL WOOD BLOCKING.

## PROJECT DATA

PROJECT DESCRIPTION: SEISMIC, MECHANICAL, AND ELECTRICAL UPGRADES. RESTROOM REMODEL. GRADING AND UTILITIES FOR REPLACEMENT MODULAR (BY OTHER).

PROJECT ADDRESS: 21260 SW ROCK RD  
BEAVERTON, OR 97006

RELATED PERMITS: NONE

DEFERRED SUBMITTALS: NONE

PROPERTY ID: W320562

TAX LOT: 1S202DC00100

ZONE: INSTITUTIONAL

USE: SCHOOL

FIRE DISTRICT: TVFR

SITE AREA: 9.44 ACRES

## PROJECT TEAM

**OWNER** HILLSBORO SCHOOL DISTRICT  
3083 NE 49TH PLACE  
HILLSBORO, OR 97124  
CONTACT: JIM PETERSON  
503.844.1340  
PETERSOJ@HSD.K12.OR.US

**ARCHITECT** MAHLUM  
1231 NW HOYT, SUITE 102  
PORTLAND, OR 97209  
503.224.4032 OFFICE  
CONTACT: ALYSSA LEEVIRAPHAN  
ALYSSAL@MAHLUM.COM

**STRUCTURAL ENGINEER** MILLER CONSULTING ENGINEERS  
9570 SW BARBUR BLVD., SUITE 100  
PORTLAND, OREGON 97219  
503.246.1250 OFFICE  
CONTACT: LANE JOBE, PE, SE  
LANE@MILLER-SE.COM

**MECHANICAL AND ELECTRICAL ENGINEER** INTERFACE ENGINEERING  
100 SW MAIN ST, SUITE 1600  
PORTLAND, OR 97204  
503.382.2266 OFFICE  
CONTACT: STEVE DACUS, PE  
STEVED@INTERFACEENG.COM

## SHEET INDEX

G-001 COVER SHEET  
G-101 FIRE LIFE SAFETY & ACCESSIBILITY PLAN

A-101 FIRST FLOOR PLAN - OVERALL  
A-251 TYPICAL MOUNTING HEIGHTS AND ACCESSIBILITY DETAILS  
A-411 ENLARGED PLANS AND INTERIOR ELEVATIONS

S-001 STRUCTURAL NOTES  
S-112 ROOF FRAMING PLAN  
S-801 DETAILS

P-001 SYMBOLS LIST AND GENERAL NOTES - PLUMBING

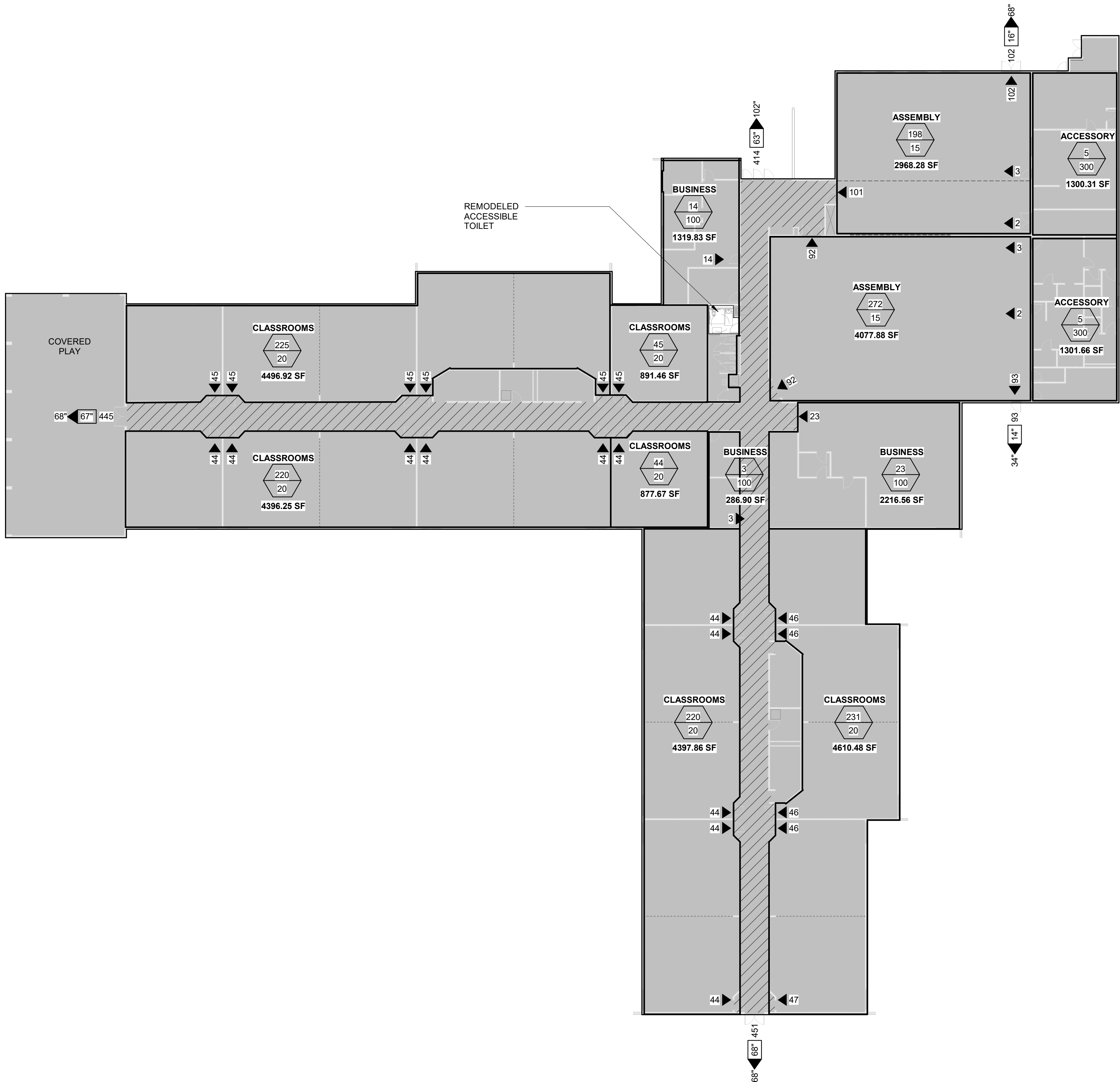
M-001 SYMBOLS LIST AND GENERAL NOTES - MECHANICAL  
M-002 SCHEDULES - MECHANICAL  
M-201 FIRST FLOOR PLAN - MECHANICAL

E-001 SYMBOLS LIST AND GENERAL NOTES - ELECTRICAL  
E-201 FIRST FLOOR PLAN - POWER  
E-501 ONE LINE DIAGRAM - ELECTRICAL  
E-601 SCHEDULES - ELECTRICAL





A1 FIRE LIFE SAFETY & ACCESSIBILITY SITE PLAN  
1" = 40'-0"

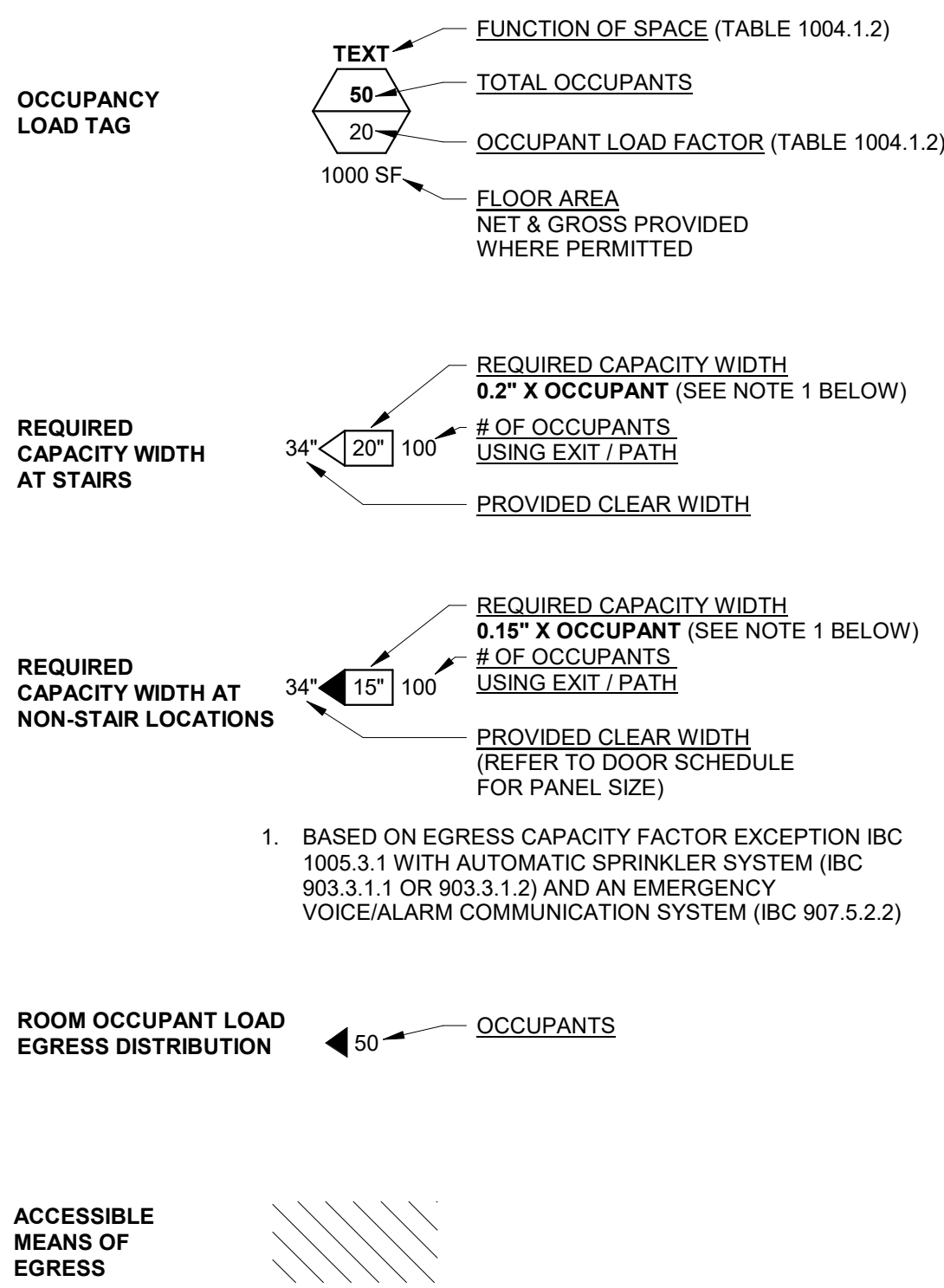


A4 FIRE LIFE SAFETY & ACCESSIBILITY FLOOR PLAN  
1" = 20'-0"

EXISTING ELEMENTARY SCHOOL (PACKAGE B, PERMIT #19-00098)

CONSTRUCTION TYPE:	VB			
GROSS BUILDING AREA:	48,900 GSF			
OCCUPANCY	AREA	OCCUPANTS	PLUMBING	
ACCESSORY (E)	780 GSF	3	WCS	LAVS
ASSEMBLY (A-3)	10,393 GSF	693		
BUSINESS (B)	1,662 GSF	17		
EDUCATIONAL (E)	25,551 NSF	1,296		
KITCHEN (E)	908 GSF	5		
TOTAL		2,014	28	20

LIFE SAFETY PLAN LEGEND



mahlum

71 COLUMBIA | FLOOR 4  
SEATTLE WA 98104  
(206) 441-4151 OFFICE  
(206) 441-0478 FAX

1231 NW HOYT | SUITE 102  
PORTLAND OR 97209  
(503) 224-4032 OFFICE  
(503) 224-0918 FAX

MAHLUM ARCHITECTS INC



HILLSBORO SCHOOL DISTRICT

INDIAN HILLS ELEMENTARY  
EXISTING BUILDING UPGRADES

21260 SW ROCK ROAD,  
BEAVERTON, OR 97006

MARK DATE DESCRIPTION

ISSUE DATE: 1 NOVEMBER 2019

ISSUE: CONSTRUCTION DOCUMENTS/PERMIT SET

PROJECT NO: 2019904.60

DRAWN BY: NB

CHECKED BY: RL

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FIRE LIFE SAFETY & ACCESSIBILITY PLAN

G-101



STRUCTURAL - NEW HSS COLUMNS

TYPICAL OF 4 LOCATIONS  
SEE STRUCTURAL DETAILS  
(E) 8'-11" SUSPENDED CEILING  
ACCESS IS REQUIRED FROM BOTH SIDES - TWO (E) CLASSROOMS

RELATED SCOPE:

- FROM ROOM CORNERS, REMOVE (E) TACK PANELS AS REQ'D FOR ACCESS
- REMOVE (E) GWB AS REQ'D FOR ACCESS
- PATCH WITH (N) GWB, MATCH THICKNESS
- REPLACE ACOUSTIC BATT INSULATION
- INSTALL (N) TACK PANELS - COLOR MATCH NOT REQUIRED
- REMOVE (E) CEILING TILES & GRID AS REQ'D FOR ACCESS
- REMOVE & REINSTALL (OR REPLACE) CEILING TILES & GRID
- REMOVE & REPLACE BATT INSULATION ABOVE CEILING
- REMOVE & REINSTALL (OR REPLACE) SURFACE WIRING RACEWAYS
- REMOVE, STORE, AND REINSTALL (E) INTERCOM, FLAG MOUNT, CLOCK, MARKERBOARD, PROJECTOR SCREEN, LIGHT FIXTURES, AND ANY OTHER CLASSROOM ACCESSORIES IN THE WAY OF REQUIRED ACCESS

S1 STRUCTURAL - HSS COLUMNS  
12" = 1'-0"

STRUCTURAL - GYM ROOF BEAM ANCHORS

SOUTH SIDE OF GYM  
TYPICAL OF 7 GLULAM BEAMS  
SEE STRUCTURAL DETAILS

RELATED SCOPE:

- REMOVE TOP 15 (E) TECTUM PANELS ACROSS THE ENTIRE SOUTH GYM WALL
- REPLACE WITH (N) UNPAINTED TECTUM PANELS
- PAINT (N) STEEL SUPPORTS, COLOR = BLACK
- REMOVE & REINSTALL (OR REPLACE) SURFACE WIRING RACEWAYS
- REMOVE & REINSTALL (OR REPLACE) HARDIE TRIM BOARDS AT TECTUM SEAMS
- REMOVE, STORE, AND REINSTALL (E) FLAG MOUNTS, SPEAKERS, PROJECTOR SCREEN, CLIMBING ROPE SUPPORT WIRES, AND ANY OTHER GYM ACCESSORIES IN THE WAY OF REQUIRED ACCESS

S2 STRUCTURAL - GYM BEAM ANCHORS  
12" = 1'-0"

NEW COOLING - CLASSROOMS AND LIBRARY

TYPICAL OF TWO (E) AIR HANDLERS  
LOCATED AT MEZZANINES ABOVE RESTROOMS  
TYPICAL OF (22) CLASSROOM ZONES  
SEE MECHANICAL DRAWINGS AND SPECIFICATIONS

RELATED SCOPE:

- EXTERIOR CONDENSING UNITS
- COOLING COILS IN SUPPLY DUCT FOR EACH ZONE
- DRAIN PANS
- CONDENSATE DRAINS TO WASTE RECEPTOR
- MISC PATCH & REPAIR FOR NEW LINES

M1 COOLING - CLASSROOMS  
12" = 1'-0"

NEW COOLING - GYMNASIUM, CAFETERIA, & KITCHEN

TYPICAL OF ONE (E) AIR HANDLER  
LOCATED AT MEZZANINE ABOVE KITCHEN  
SEE MECHANICAL DRAWINGS AND SPECIFICATIONS

RELATED SCOPE:

- EXTERIOR CONDENSING UNITS
- COOLING COILS IN SUPPLY DUCT FOR EACH OF TWO ZONES
- DRAIN PANS
- CONDENSATE DRAINS TO WASTE RECEPTOR
- MISC PATCH & REPAIR FOR NEW LINES

M2 COOLING - GYM, CAFETERIA, KITCHEN  
12" = 1'-0"

NEW COOLING - ADMINISTRATION

TYPICAL OF ONE (E) AIR HANDLER  
LOCATED AT MEZZANINE ABOVE RESTROOMS  
SEE MECHANICAL DRAWINGS AND SPECIFICATIONS

RELATED SCOPE:

- EXTERIOR CONDENSING UNIT
- COOLING COIL IN AIR HANDLER FOR ADMIN ZONE
- DRAIN PAN
- CONDENSATE DRAIN TO WASTE RECEPTOR
- MISC PATCH & REPAIR FOR NEW LINES

M3 COOLING - ADMINISTRATION  
12" = 1'-0"

EXTERIOR CONDENSING UNITS

TYPICAL OF ALL LOCATIONS - SEE PLANS  
ROUTE CONDUIT AND LINE SETS UP WALL, INTO SOFFITS, AND ACROSS CEILINGS

RELATED SCOPE:

- CONCRETE EQUIPMENT PADS
- CHAIN LINK FENCE WITH SIGHT-OBSCURING SLATS
- 48" MIN AND 72" MAX HEIGHT AS REQ'D TO CONCEAL EQUIPMENT FROM SIGHT
- 36" WIDE GATE WITH PADLOCK HASP
- CLEARANCE AS REQ'D BY MANUFACTURER OR 36" MIN
- GRAVEL SURFACE BETWEEN PADS AND FENCE
- PROVIDE PROTECTIVE COVER FOR LINE SETS
- PAINT CONDUIT TO MATCH ADJACENT SURFACE
- MISC PATCH AND REPAIR AS REQUIRED

M4 EXTERIOR CONDENSING UNITS  
12" = 1'-0"

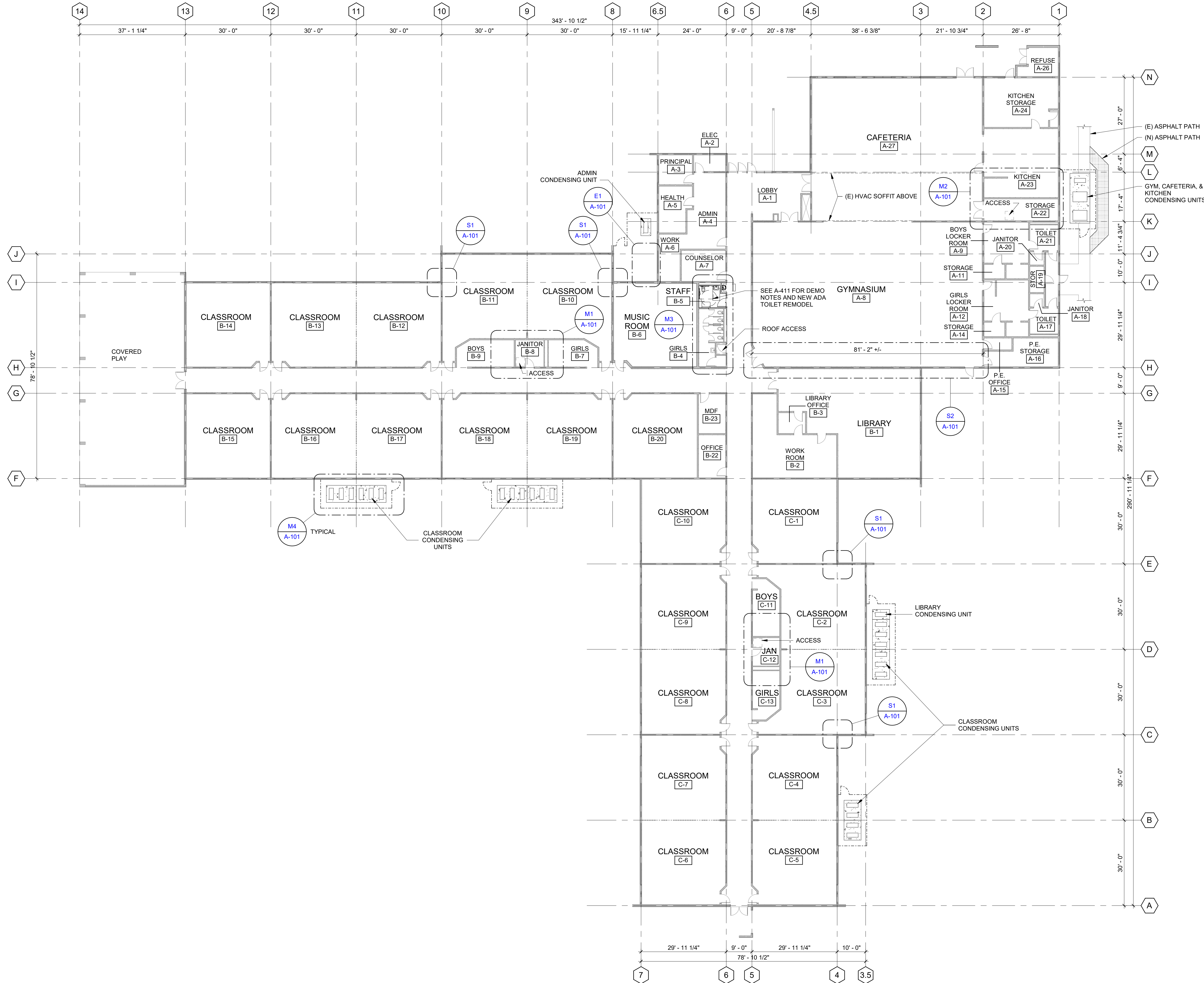
ELECTRICAL - NEW EXTERIOR ELECTRICAL EQUIPMENT

SEE ELECTRICAL DRAWINGS

RELATED SCOPE:

- PAINT CONDUIT TO MATCH ADJACENT SURFACE

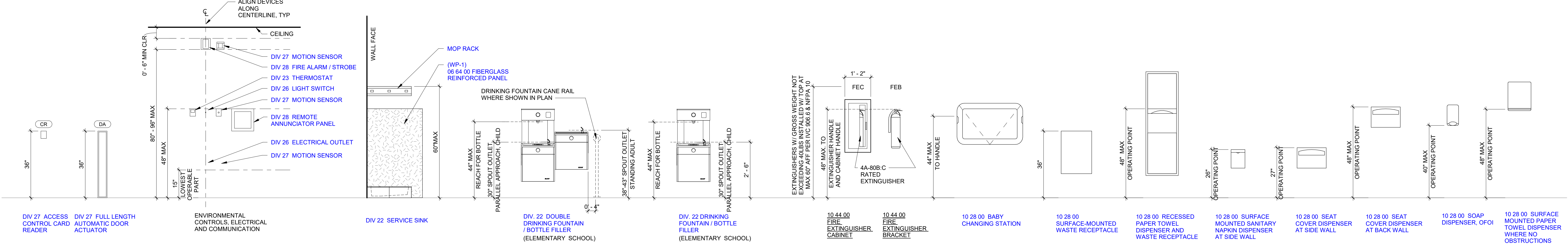
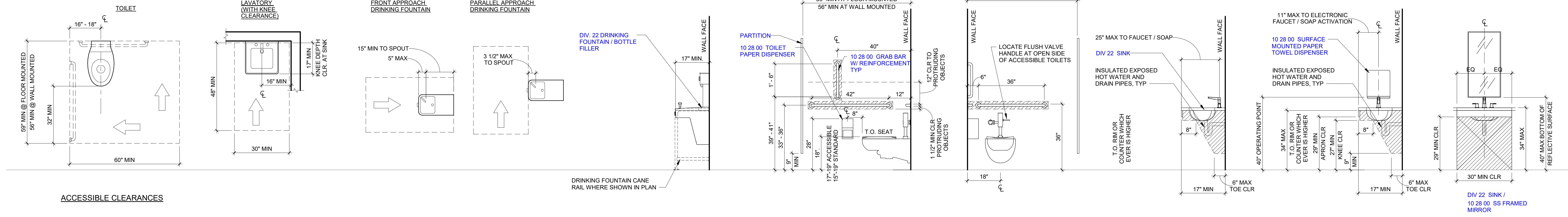
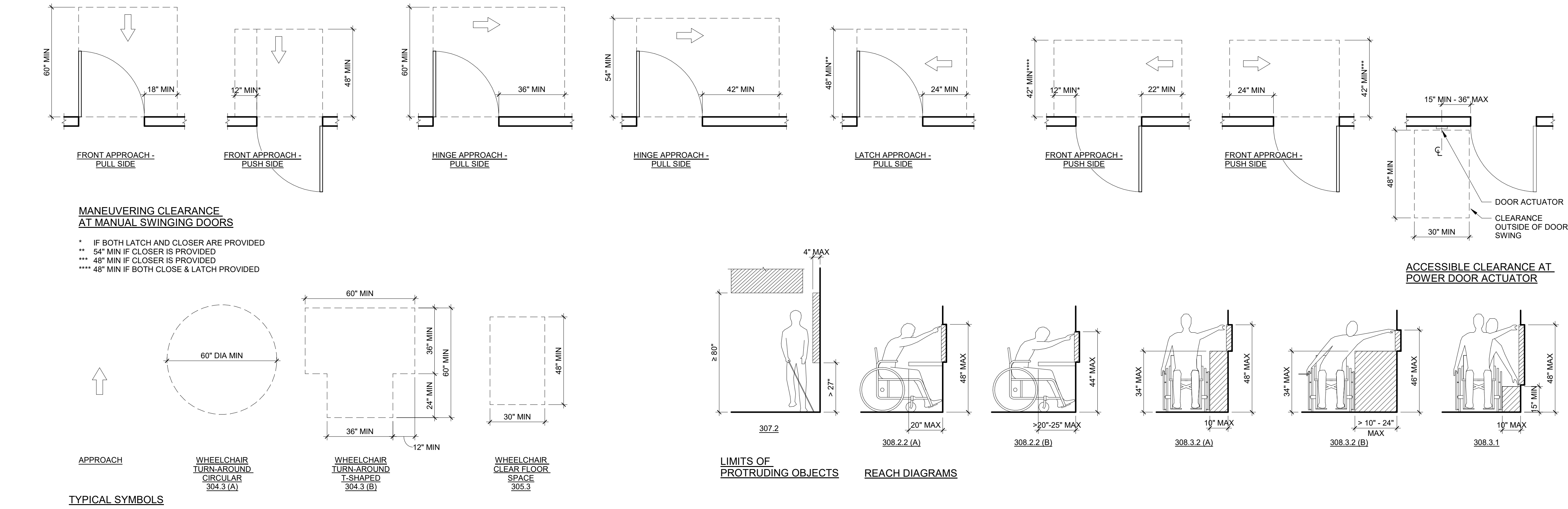
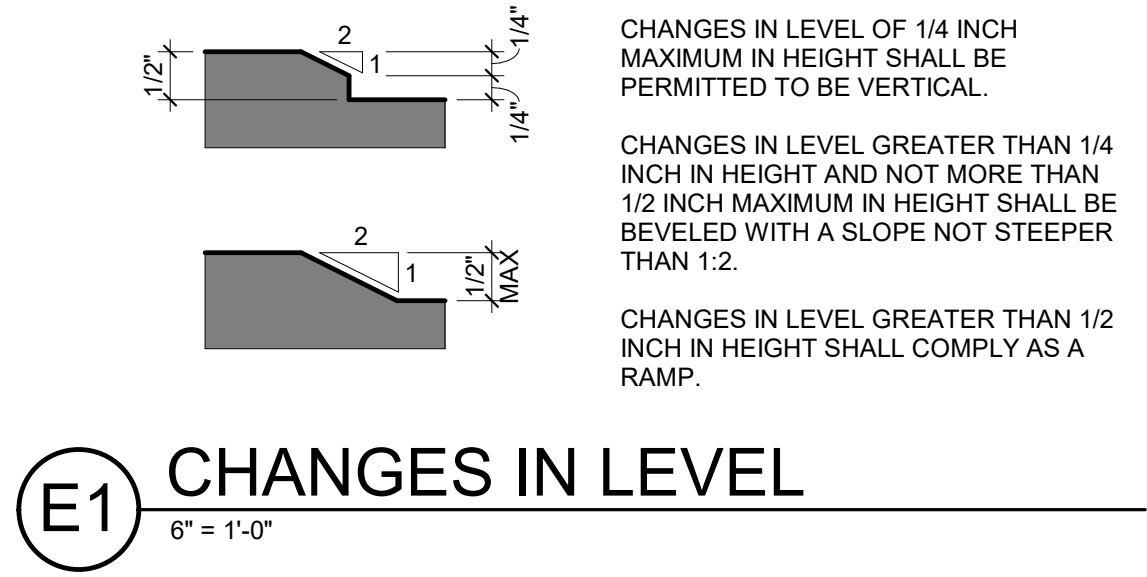
E1 ELECTRICAL - NEW EQUIP  
12" = 1'-0"



1 FIRST FLOOR PLAN - OVERALL  
1/16" = 1'-0"







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MAHLUM ARCHITECTS INC



HILLSBORO SCHOOL DISTRICT

INDIAN HILLS ELEMENTARY  
EXISTING BUILDING UPGRADES

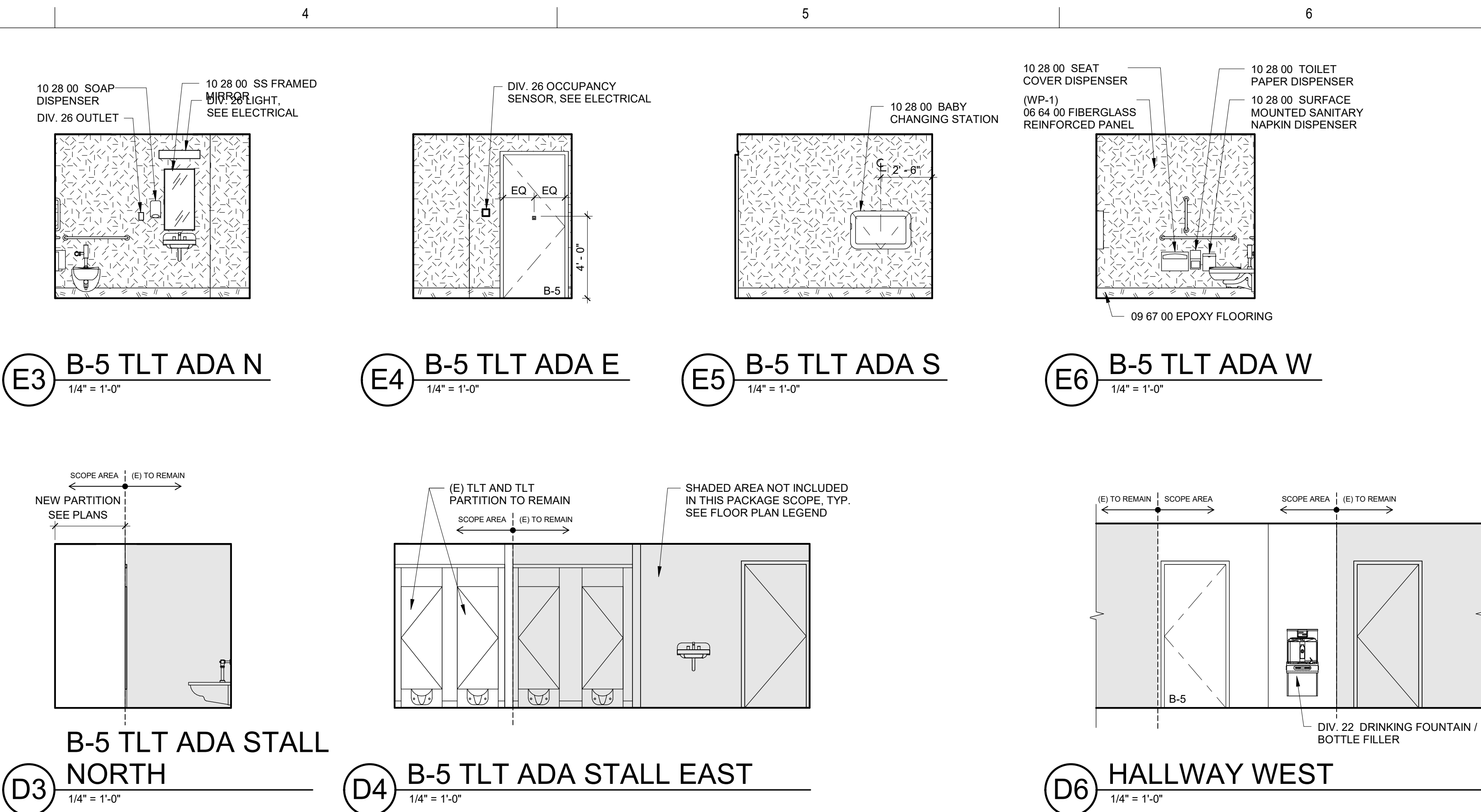
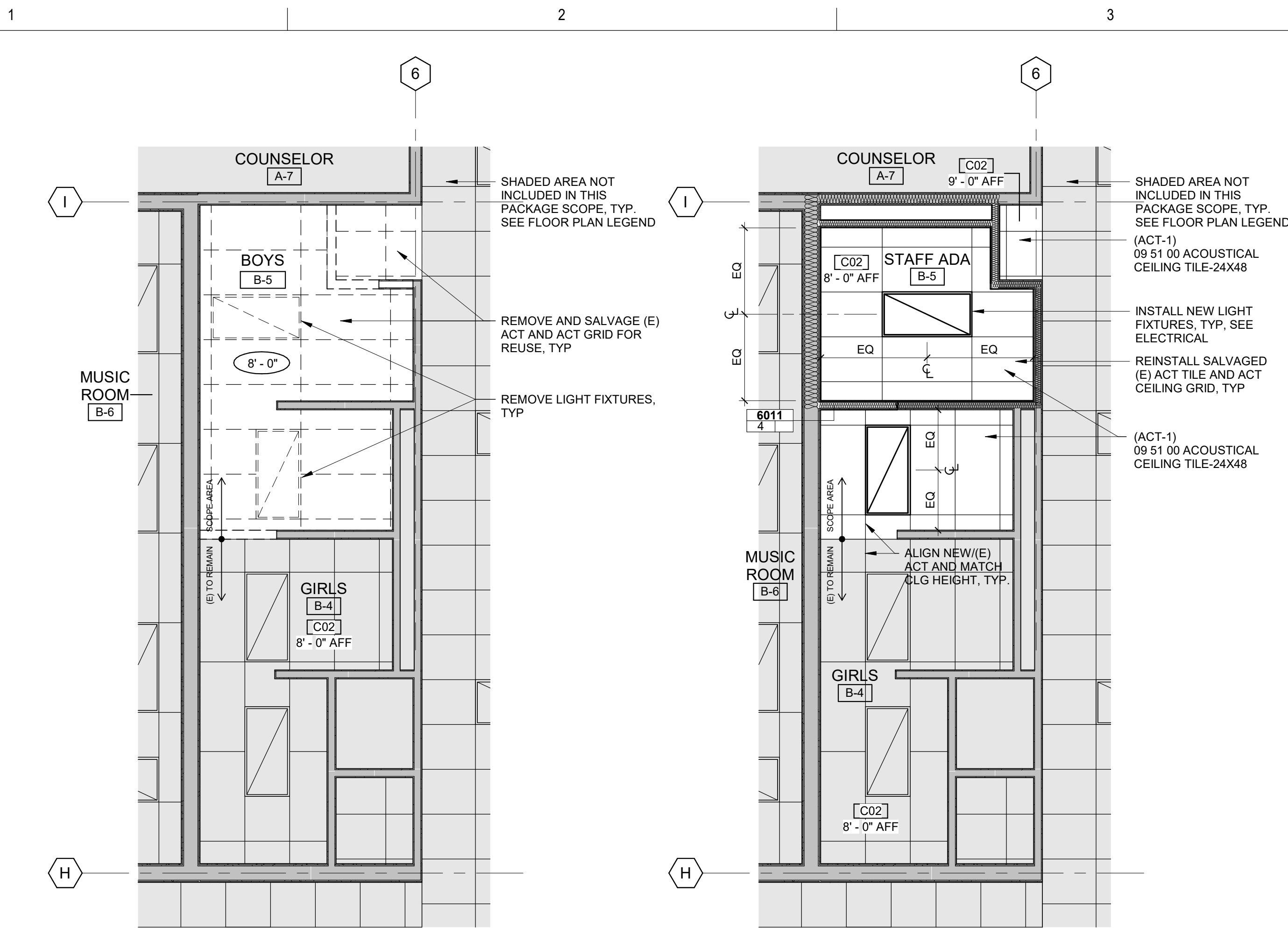
21260 SW ROCK ROAD,  
BEAVERTON, OR 97006

MARK	DATE	DESCRIPTION
ISSUE DATE:	1 NOVEMBER 2019	
ISSUE:	CONSTRUCTION DOCUMENTS/PERMIT SET	
PROJECT NO.:	2019904.60	
DRAWN BY:	RL	
CHECKED BY:	Checker	
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TYPICAL MOUNTING HEIGHTS  
AND ACCESSIBILITY DETAILS

A-251





## FLOOR PLAN GENERAL NOTES

- CONTRACTOR TO VERIFY ALL CONDITIONS AND DIMENSIONS AND NOTIFY ARCHITECT OF ANY DISCREPANCIES PRIOR TO ANY WORK.
- UNLESS OTHERWISE NOTED, PLAN DIMENSIONS SHOWN ARE:
  - AT INTERIOR PARTITIONS: TO THE FACE OF STUD
  - AT COLUMNS: TO THE CENTERLINE OF COLUMNS, IF WALL AT COLUMN CENTER WALL ON COLUMN
  - AT CONCRETE: TO THE FACE OF CONCRETE
  - AT EXTERIOR WALLS: TO THE FACE OF STUD
  - SEE SLAB PLANS FOR LOCATION OF CMU WALLS
  - CLR = CLEAR DIMENSIONS ARE TO FACE OF FINISHED MATERIAL FOR WALLS AT GRIDLINES, CENTERLINE OF STUDS ARE AT CENTERLINE OF GRID / COLUMN UNLESS DIMENSIONED OTHERWISE.
- REFER TO ENLARGED PLANS OR DETAILS FOR ANY DIMENSIONS NOT INDICATED ON THESE PLANS.
- EXTERIOR DOOR AND WINDOW OPENING DIMENSIONS ARE TO FOM OR FACE OF STUD FRAMING (EDGE OF OPENING - NOT INCLUDING SEALANT JOINTS) UNLESS OTHERWISE NOTED.
- PROVIDE BACKING AS REQUIRED TO SUPPORT WALL AND CEILING MOUNTED CASEWORK, GRAB BARS, HANDRAILS, MIRRORS, EQUIPMENT AND OTHER ACCESSORIES THAT REQUIRE SUPPORT. VERIFY LOCATIONS PRIOR TO INSTALLATION OF GYPSUM BOARD. COORDINATE REQUIREMENTS FOR INCREASED STUD SIZES.
- SEE SHEET A-601 FOR WALL ASSEMBLIES AND HORIZONTAL ASSEMBLIES.
- MULTIPLE LAYERS GWB WALLS TO HAVE MULTIPLE LAYERS ON SAME FACE AS WALL TAG UNLESS OTHERWISE NOTED. ALIGN FACE OF FINISHES AT ALL ADJACENT WALL TYPES U.N.O.
- ALL DOORS SHALL BE 6" FROM FACE OF STUD TO EDGE OF DOOR OPENING UNLESS OTHERWISE NOTED.
- MAINTAIN FIRE RESISTANCE RATING FOR ALL CONSTRUCTION INDICATED AT THROUGH-WALL PENETRATIONS, BUILT-IN WALL FIXTURES, ACCESSORIES, AND BEHIND MAILBOXES, FIRE EXTINGUISHER CABINETS, PLUMBING FIXTURES, ELECTRIC PANELS AND SIMILAR ITEMS, IN COMPLIANCE WITH REQUIREMENTS OF APPLICABLE CODES. COORDINATE CONSTRUCTION OF FIRE-RATED ASSEMBLIES WITH DESIGNATED DESIGN NUMBER.
- COMPLETELY SEAL AROUND PENETRATIONS THROUGH ACOUSTICAL WALLS. FILL DEPTH OF GAPS AROUND CUT-OUTS FOR ELECTRICAL BOXES, PIPES AND PLUMBING, AND OTHER PENETRATIONS. PROVIDE INSULATION BETWEEN THE CONCEALED FACE OF FINISH MATERIALS (WITHIN THE STUD OR JOIST CAVITY) AND PIPES, PLUMBING, THE BACK OF BOXES, OR OTHER RECESSED FIXTURES.
- REFER TO DOOR SCHEDULE FOR PAINT AT DOORS

## FLOOR PLAN LEGEND

- AREA NOT INCLUDED IN THIS PACKAGE SCOPE
- EXISTING WALL CONSTRUCTION
- NON RATED WALL
- 1-HOUR RATED WALL

## DEMOLITION RCP NOTES

- REMOVE PORTIONS OF CEILING TILES / SUSPENDED CEILING GRIDS AND SALVAGE FOR REINSTALLATION FOR ACCESS WHERE STRUCTURAL, MECHANICAL, ELECTRICAL, PLUMBING OR TECHNOLOGY WORK OCCURS, TYP.
- REMOVE LIMITED PORTIONS OF HARD LID CEILINGS FOR ACCESS WHERE MECHANICAL, ELECTRICAL, PLUMBING OR TECHNOLOGY WORK OCCURS, TYP.
- DEMOLITION RELATED TO STRUCTURAL WORK AND KEY MECHANICAL COMPONENTS ARE REPRESENTED BUT NOT LIMITED TO AREAS INDICATED ON THIS SHEET. REFER TO MECHANICAL, ELECTRICAL, PLUMBING, TECHNOLOGY AND SECURITY CONSTRUCTION DRAWINGS TO DETERMINE ADDITIONAL AREAS WHERE REMOVAL OF FINISHES IS REQUIRED.
- NOTIFY OWNER A MINIMUM OF 14 DAYS IN ADVANCE OF ANY WORK WHICH REQUIRES REMOVAL OF PROJECTORS, WIRELESS ACCESS POINTS, OR CLASSROOM VOICE AMPLIFICATION SPEAKERS. THESE SHALL BE REMOVED, STORED, AND RE-INSTALLED BY THE OWNER. OTHER DEVICES SHALL BE REMOVED, STORED, AND RE-INSTALLED BY THE CONTRACTOR.

## RCP LEGEND

- (E) SUSPENDED ACOUSTICAL CEILING TILE, 30" X 60" CHANNEL GRID TO REMAIN
- (E) GLUED ON CEILING TILE, 12" X 12" TO REMAIN
- (E) WOOD FRAMED GYPSUM BOARD CEILING TO REMAIN
- DEMOLITION AREA, REFER TO KEYNOTE FOR DESCRIPTION.
- EXISTING CONSTRUCTION TO REMAIN
- EXISTING CONSTRUCTION TO BE REMOVED

## RCP SYMBOL LEGEND

- 8' - 6" EXISTING CEILING HEIGHT FROM FINISH FLOOR (VERIFY)
- ACCESS PANEL SEE PLAN FOR LOCATION AND SIZE
- SUPPLY - CEILING DIFFUSERS & GRILLES
- RETURN - CEILING DIFFUSERS & GRILLES

## DEMOLITION GENERAL NOTES

- SEE GENERAL NOTES ON SHEET G-001.
- SEE SHEET A-251 FOR TYPICAL MOUNTING HEIGHTS AND ACCESSIBILITY DETAILS.
- ITEMS NOTED FOR REMOVAL ARE INDICATED TO ESTABLISH GENERAL SCOPE OF DEMOLITION. CONTRACTOR SHALL VERIFY EXISTING CONDITIONS IN FIELD AND PROVIDE ADDITIONAL DEMOLITION AS NECESSARY TO COMPLETE AND COORDINATE THE WORK.
- REFER TO STRUCTURAL, MECHANICAL, AND ELECTRICAL DRAWINGS AND SPECIFICATIONS FOR ADDITIONAL DEMOLITION REQUIREMENTS.
- PLANS HEREIN ILLUSTRATE EXISTING AS-BUILT CONDITIONS AND ARE REPLICATED FROM OWNER-FURNISHED AS-BUILT DRAWINGS. CONTRACTOR SHALL FIELD VERIFY LIMITS OF DEMOLITION.
- ALL DEMOLITION IS TO BE PRECEDED BY HAZARDOUS MATERIALS REMOVAL. SEE HAZARDOUS MATERIALS SURVEY REPORT, IF PROVIDED BY THE OWNER. THE ABATEMENT OF ANY AND ALL HAZARDOUS MATERIAL DISCOVERED DURING THE COURSE OF WORK IS THE RESPONSIBILITY OF THE OWNER. THE CONTRACTOR SHALL MOVE AWAY FROM THE IMMEDIATE IDENTIFIED AREA AND INFORM THE OWNER OF VERBALLY (WITH WRITTEN FOLLOW-UP) WHEN KNOWN OR UNKNOWN MATERIALS SUSPECTED OF BEING HAZARDOUS ARE ENCOUNTERED.
- NOTIFY THE OWNER OF EXISTING FURNISHINGS, EQUIPMENT AND MISCELLANEOUS OBJECTS WHICH NEED REMOVAL PRIOR TO THE CONTRACTOR MOBILIZATION. COORDINATE WITH OWNER'S REMOVAL WORK.
- NOTIFY OWNER A MINIMUM OF 14 DAYS IN ADVANCE OF ANY WORK WHICH REQUIRES REMOVAL OF PROJECTORS, WIRELESS ACCESS POINTS, OR CLASSROOM VOICE AMPLIFICATION SPEAKERS. THESE SHALL BE REMOVED, STORED, AND RE-INSTALLED BY THE OWNER. OTHER DEVICES SHALL BE REMOVED, STORED, AND RE-INSTALLED BY THE CONTRACTOR.
- IMMEDIATELY PROVIDE TEMPORARY PROTECTIVE ENCLOSURES WHERE EXTERIOR BUILDING ENVELOPE ITEMS ARE REMOVED, INCLUDING BUT NOT LIMITED TO ROOF OPENINGS, WINDOWS AND DOORS, EXTERIOR WALL OPENINGS, ETC. CONTRACTOR MUST MAINTAIN A WEATHERTIGHT, HEATED BUILDING AT ALL TIMES. ANY ITEMS INDICATED TO REMAIN THAT ARE DAMAGED BY WEATHER SHALL BE REPLACED TO ORIGINAL CONDITION AT NO COST TO THE OWNER.
- PATCH ALL EXISTING FLOOR AND WALL PENETRATIONS WHERE PIPING, CONDUIT AND DUCTS ARE REMOVED TO MATCH EXISTING CONSTRUCTION AND FIRE RATING, INCLUDING REPLACING BRICK AND PORTIONS OF BRICK BY SAW CUTTING MORTAR JOINTS AND REMOVAL OF REMNANTS.
- PROVIDE TEMPORARY SHORING AND BRACING AS REQUIRED FOR SUPPORT DURING DEMOLITION AND CONSTRUCTION.
- CONFIRM ALL SAWCUT LOCATIONS WITH ARCHITECT PRIOR TO COMMENCING WORK.
- REPLACE AND REPAIR ANY INTERFACE AREAS DAMAGED DURING DEMOLITION.
- CONTRACTOR IS RESPONSIBLE FOR MAINTAINING DOMESTIC WATER, SPRINKLERS, POWER, FIRE ALARM AND TELE-DATA FOR ENTIRE EXISTING BUILDING. CONTRACTOR IS REQUIRED TO PROTECT EXISTING INFRASTRUCTURE THAT IS REQUIRED TO BE EXTENDED OR CONNECTED TO NEW WORK.
- LOCATE ALL WIRE, PIPES, UTILITIES, STRUCTURAL MEMBERS, ETC PRIOR TO ANY DEMOLITION. CUTTING OF ANY ITEM WHICH IS NOT A PART OF THIS PROJECT OR PROPER PHASING SHALL BE REPAIRED BY THE CONTRACTOR AT NO COST TO THE OWNER (INCLUDING ALL TESTING OR SPECIAL OBSERVATION TO CORRECT THE PROBLEM.)
- SEE DEMOLITION PLANS AND REFLECTED CEILING PLANS FOR SUPPLEMENTAL INFORMATION REGARDING LOCATION AND EXTENT OF WORK.
- WHERE ITEMS ARE REMOVED FROM MATERIALS TO REMAIN, PATCHING AND REFINISHING OF DAMAGED SURFACES IS REQUIRED PER ARCHITECTURAL DRAWINGS. WHERE FLOORING IS INDICATED TO BE REMOVED, REMOVE ADHESIVE AND PREPARE SUBSTRATE AS RECOMMENDED BY MANUFACTURER OR INSTALLER FOR THE FLOORING SCHEDULED. PREP SHALL INCLUDE FLOOR LEVELER AND/OR GRINDING AS REQUIRED.
- PROVIDE TEMPORARY ROOF DRAIN PATHS FOR ALL EXISTING ROOF AREAS TO REMAIN THAT WILL DISTURBED BY CONSTRUCTION.
- EXISTING EXTERIOR FINISHES, WALLS, AND OTHER STRUCTURAL ELEMENTS MAY BE FINISH SURFACES AND SHOULD BE PROTECTED DURING CONSTRUCTION AS SUCH. CONTRACTOR SHALL DOCUMENT ANY EXISTING DAMAGE NOT SHOWN ON DRAWINGS. ANY DAMAGE FROM CONSTRUCTION ACTIVITIES SHALL BE REPLACED TO ORIGINAL CONDITION AT NO COST TO THE OWNER.
- CONTRACTOR TO MAINTAIN EGRESS DURING CONSTRUCTION. CONTRACTOR TO COORDINATE EGRESS WITH SCHOOL. CONTRACTOR TO COORDINATE AND REVIEW SAFETY PLAN WITH BUILDING INSPECTOR.
- PROTECT EXISTING TREES TO REMAIN. COORDINATE WITH CIVIL AND LANDSCAPE REQUIREMENTS.
- CLEAN ALL ADJACENT AREAS OF WORK WHERE PENETRATIONS HAVE BEEN CAPPED OR REMOVED. THIS INCLUDES BUT IS NOT LIMITED TO CEILINGS OF SPACES BELOW. PATCH ALL EXISTING PENETRATIONS OF ABANDONED PIPING IN FLOORS, WALLS AND CEILINGS WHERE PIPING OR CONDUIT HAS BEEN REMOVED. PROVIDE REQUIRED FIRE RATED PATCH.

## DEMOLITION PLAN LEGEND

- DEMOLITION FLOOR AREA
- EXISTING CONSTRUCTION TO REMAIN
- EXISTING CONSTRUCTION TO BE REMOVED
- EXISTING DOOR AND FRAME TO REMAIN
- EXISTING DOOR AND FRAME TO BE SALVAGED FOR REUSE, UNLESS NOTED OTHERWISE.

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MAHLUM ARCHITECTS INC

REGISTERED ARCHITECT  
4107  
KURT HAAPALA  
PORTLAND, OR  
STATE OF OREGON

HILLSBORO SCHOOL DISTRICT

INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

21260 SW ROCK RD  
BEAVERTON, OR 97006

MARK DATE DESCRIPTION

ISSUE DATE: 1 NOVEMBER 2019

ISSUE: CONSTRUCTION DOCUMENTS/PERMIT SET

PROJECT NO: 2019904.40

DRAWN BY:

CHECKED BY:

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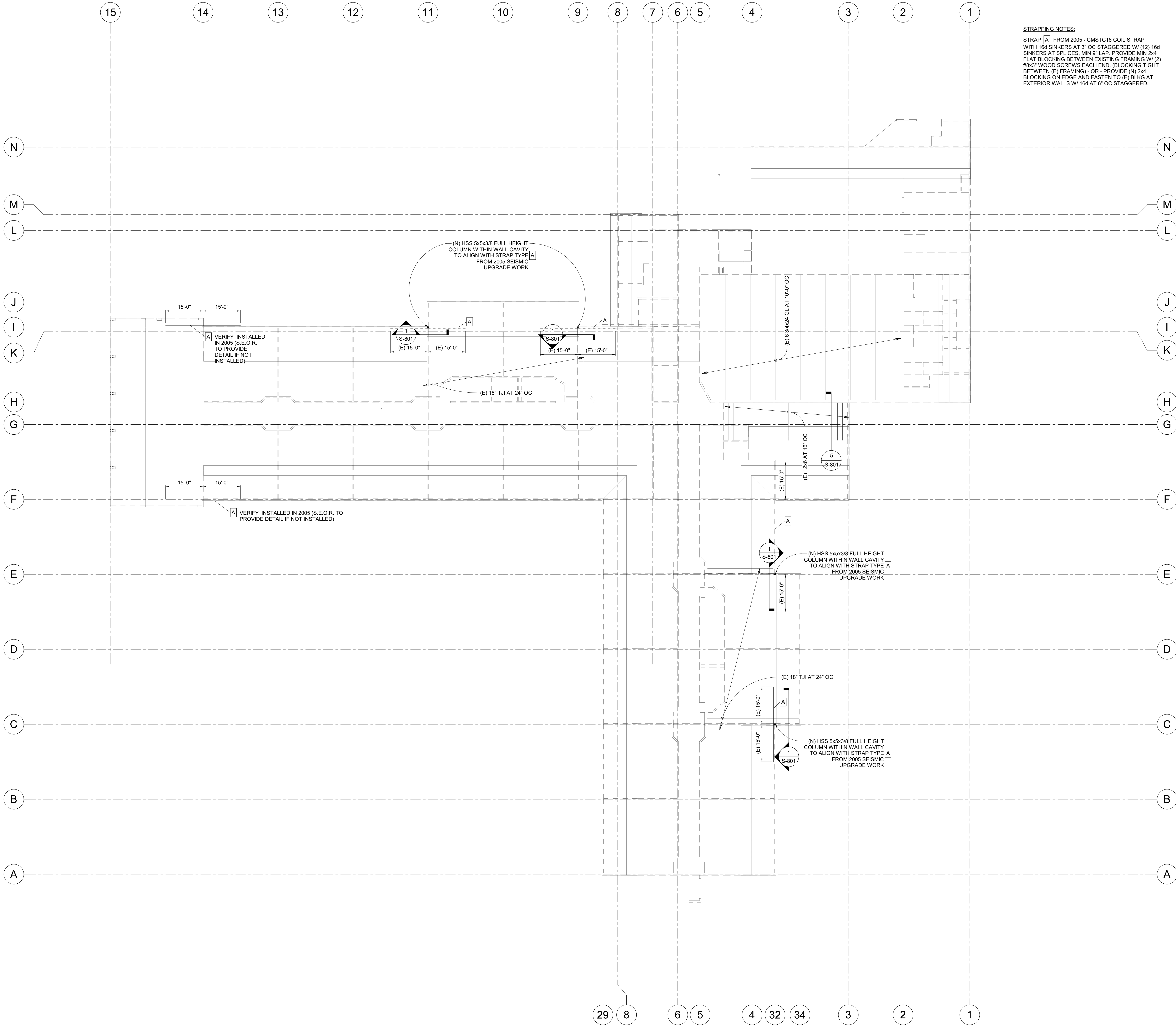
ENLARGED PLANS AND INTERIOR ELEVATIONS

A-411









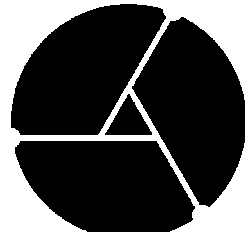
STRAPPING NOTES:  
STRAP (A) FROM 2005 - CMSTC16 COIL STRAP WITH 16d SINKERS AT 3" OC STAGGERED W/ (12) 16d SINKERS AT SPLICES, MIN 9" LAP. PROVIDE MIN 2x4 FLAT BLOCKING BETWEEN EXISTING FRAMING W/ (2) #8x3" WOOD SCREWS EACH END. (BLOCKING TIGHT BETWEEN (E) FRAMING) - OR - PROVIDE (N) 2x4 BLOCKING ON EDGE AND FASTEN TO (E) BLKG AT EXTERIOR WALLS W/ 16d AT 6" OC STAGGERED.

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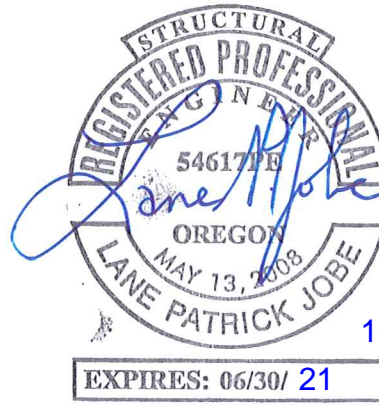
1231 NW HOYT | SUITE 102  
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MAHLUM ARCHITECTS INC



MILLER  
CONSULTING  
ENGINEERS

9570 SW Barber Blvd, Ste 100  
Portland, OR 97219  
503 346-1260  
www.miller-se.com



HILLSBORO SCHOOL DISTRICT

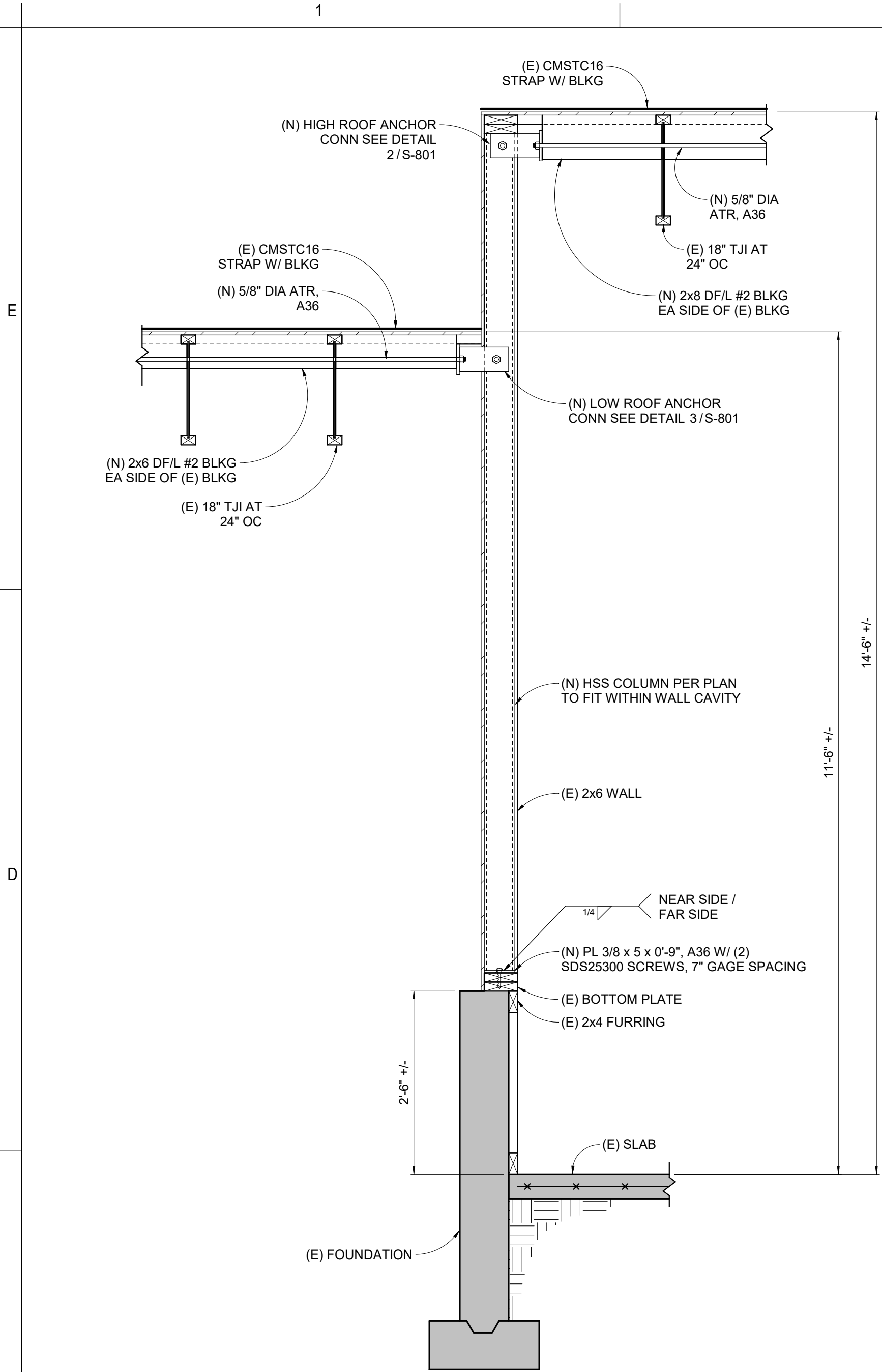
INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

21260 SW ROCK RD  
BEAVERTON, OR 97006

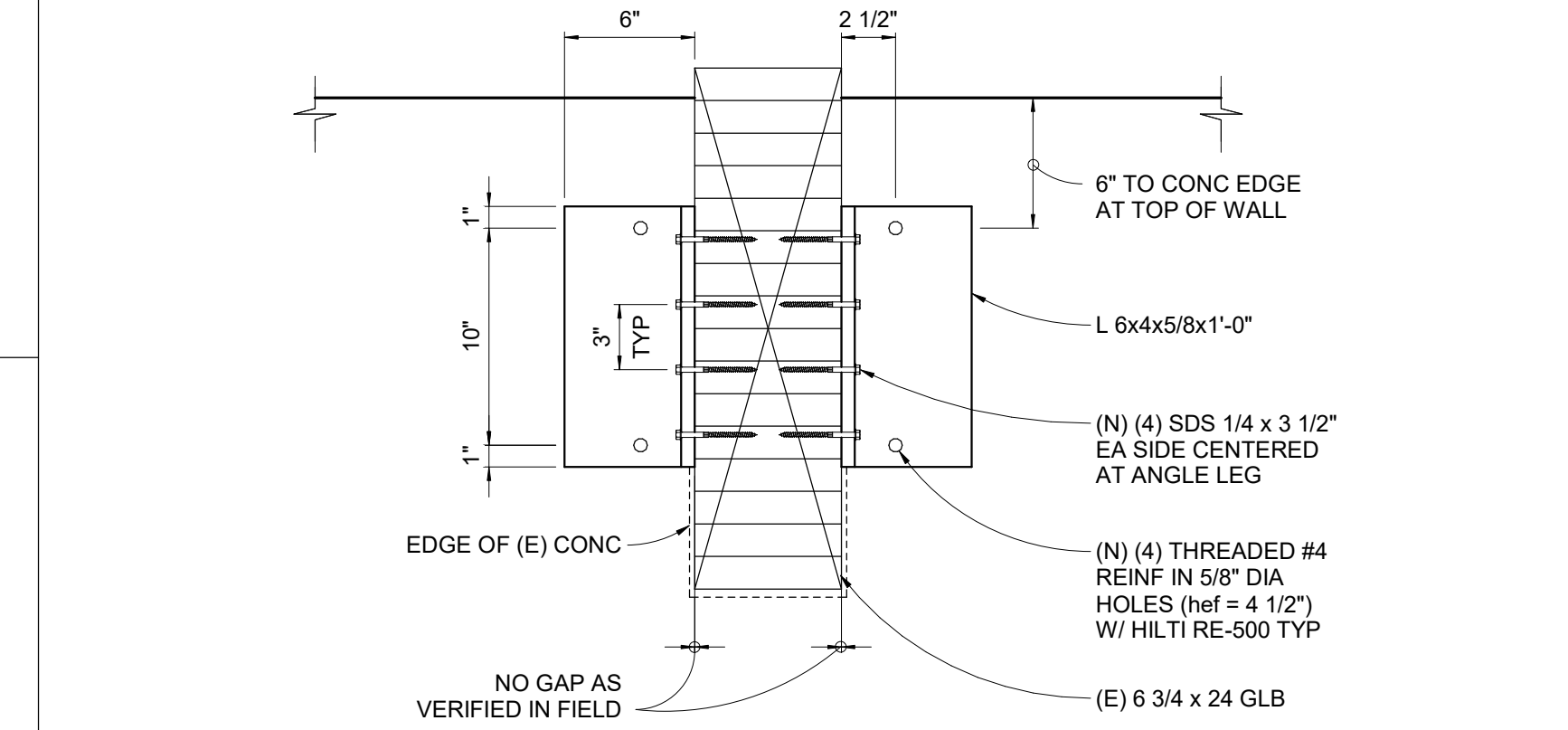
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ISSUE DATE:	1 NOVEMBER 2019	
ISSUE:	CONSTRUCTION DOCUMENTS/PERMIT SET	
PROJECT NO:	190369	
DRAWN BY:	E.A.	
CHECKED BY:	LJP	
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ROOF FRAMING PLAN		

S-112

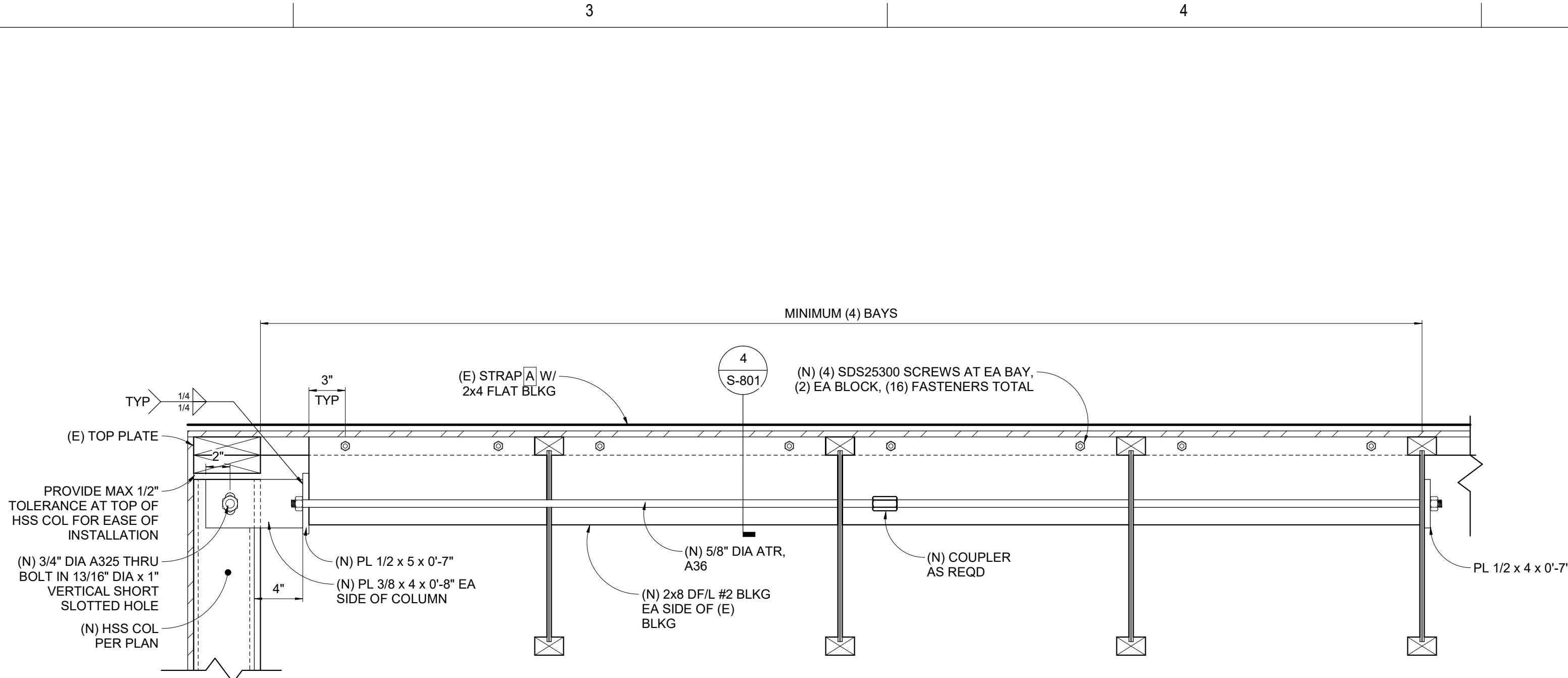
1 OVERALL ROOF PLAN  
S-112 | 1/16" = 1'-0"



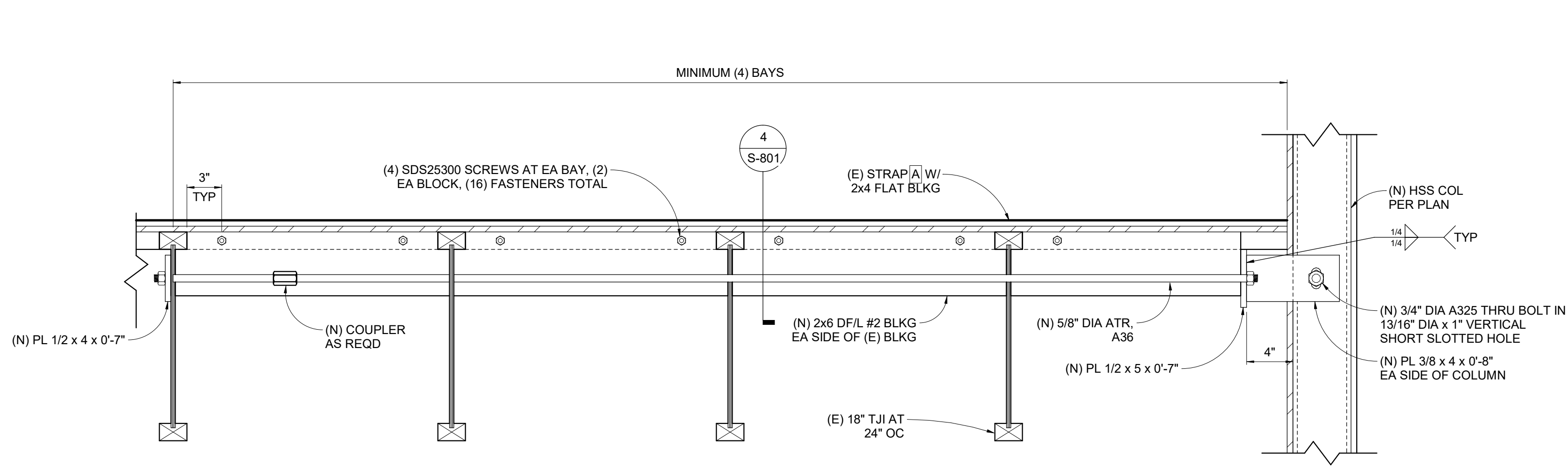
1 S801-01  
S-801 | 3/4\"/>



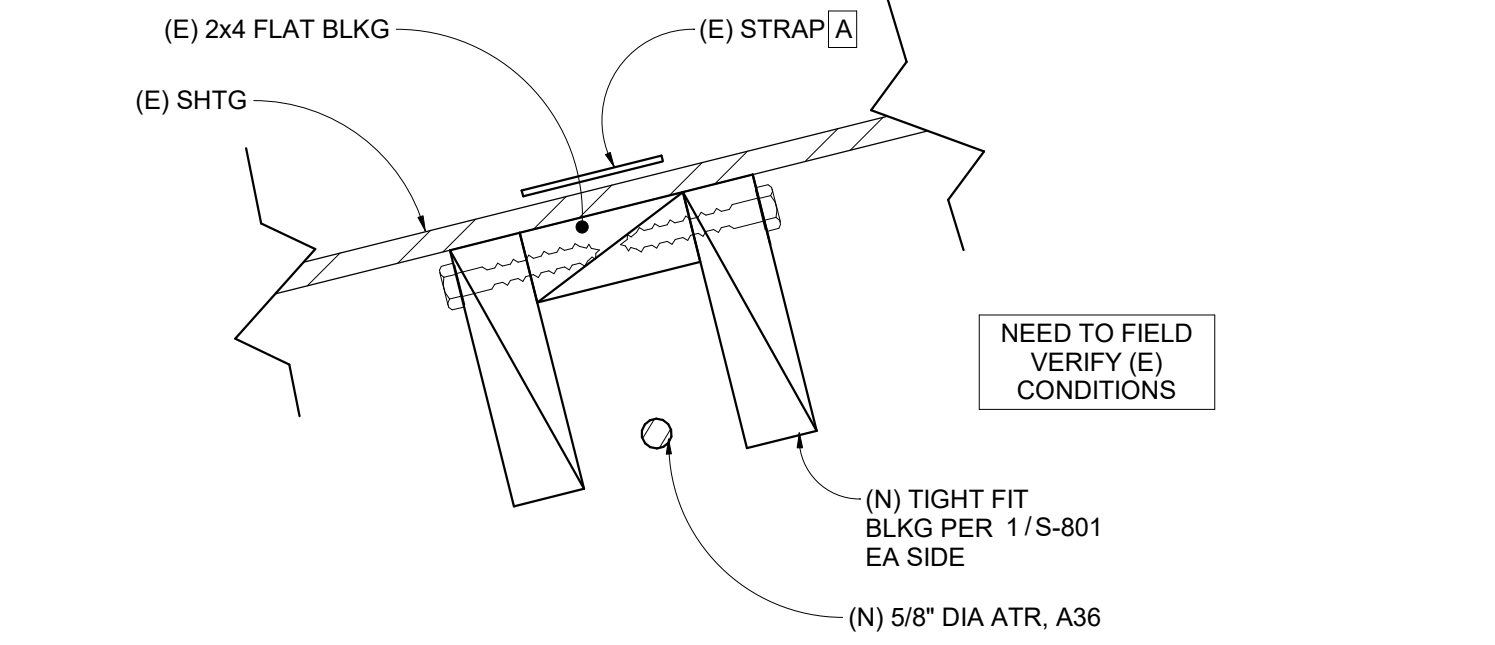
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S-801 | 1 1/2\"/>



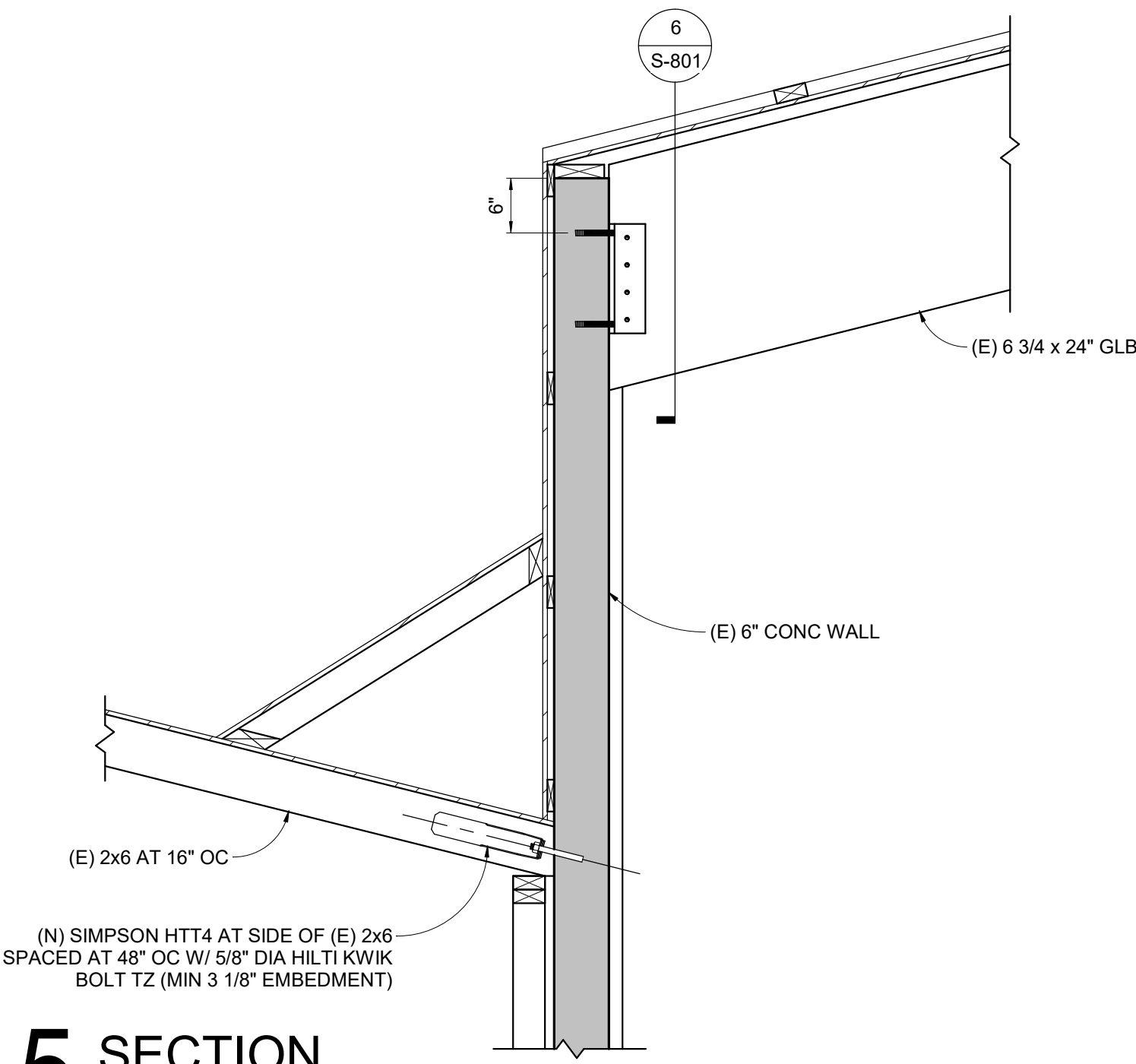
2 HIGH ROOF ANCHOR CONNECTION  
S-801 | 1 1/2\"/>



3 LOW ROOF ANCHOR CONNECTION  
S-801 | 1 1/2\"/>



4 SECTION  
S-801 | 3\"/>



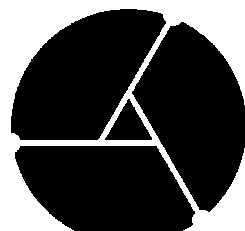
5 SECTION  
S-801 | 3/4\"/>

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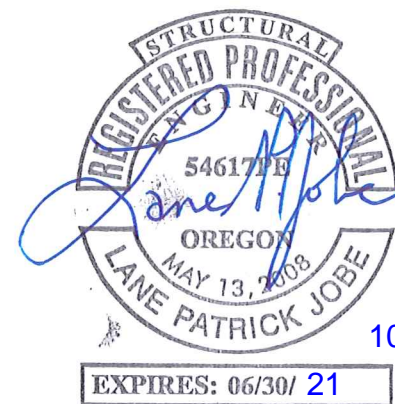
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ELEMENTARY SCHOOL  
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UPGRADES

21260 SW ROCK RD  
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MARK	DATE	DESCRIPTION
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ISSUE DATE:	1 NOVEMBER 2019
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ISSUE:	CONSTRUCTION DOCUMENTS/PERMIT SET
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PROJECT NO:	190369
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DRAWN BY:	EA
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CHECKED BY:	LPJ
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DETAILS

S-801



PLUMBING SYMBOL LIST

NOTE: This is a standard symbol list and not all items listed may be used.

Abbreviations

(A)	ABANDON IN PLACE
AFF	ABOVE FINISHED FLOOR
AP	ACCESS PANEL
&	AND
A	AQUASTAT, ARCHITECT, ANCHOR, AMPHERE
@	AT
BFP	BACKFLOW PREVENTER
BFF	BELOW FINISHED FLOOR
BTUH	BRITISH THERMAL UNITS PER HOUR
BLDG	BUILDING
CV	CHECK VALVE
CO	CLEANOUT
CW	COLD WATER
CD	CONDENSATE DRAIN
CONT	CONTINUATION
CFH	CUBIC FEET PER HOUR
CFS	CUBIC FEET PER SECOND
(X)	DEMOLISH
DW	DISHWASHER, DOMESTIC WATER
DET	DOMESTIC EXPANSION TANK
DCVA	DOUBLE CHECK VALVE ASSEMBLY
DN	DOWN
DS	DOWNSPOUT
DSN	DOWNSPOUT NOZZLE
D	DRAIN
DFU	DRAINAGE FIXTURE UNIT
DWV	DRAINAGE, WASTE AND VENT
DF	DRINKING FOUNTAIN
EWG	ELECTRIC WATER COOLER
EW	ELECTRIC WATER HEATER
(E)	EXISTING
FT	FEET
FFE	FINISHED FLOOR ELEVATION
F	FIRE, FAHRENHEIT
FL	FLOOR
FCO	FLOOR CLEANOUT
FD	FLOOR DRAIN
FV	FLUSH VALVE
FOOT	FOOT, FEET
(F)	FUTURE
GPM	GALLONS PER MINUTE
GWH	GAS WATER HEATER
HVAC	HEATING, VENTILATING AND AIR CONDITIONING
HZ	HERTZ
HB	HOSE BIBB
HW	HOT WATER
HWFU	HOT WATER FIXTURE UNIT
HW	HOT WATER RETURN
IN"	INCHES
INV	INVERT ELEVATION
L	LAVATORY
MIN	MINIMUM
MX	MIXING VALVE
MS	MOP SINK
(N)	NEW
N	NORTH
NIC	NOT IN CONTRACT
NTS	NOT TO SCALE
#	NUMBER
NO	NUMBER
OD	OVERFLOW DRAIN, OUTSIDE DIAMETER
OFI	OWNER FURNISHED, CONTRACTOR INSTALLED
OFI	OWNER FURNISHED, OWNER INSTALLED
PLBG	PLUMBING
P	PLUMBING, PUMP
POC	POINT OF CONNECTION
PSI	POUNDS PER SQUARE INCH
PD	PRESSURE DROP, PLUMBING DEMOLITION, PUMPED DISCHARGE
PRV	PRESSURE REDUCING VALVE
QTY	QUANTITY
RWL	RAINWATER LEADER
RPBP	REDUCED PRESSURE BACKFLOW PREVENTER
(R)	RELOCATE / RELOCATED LOCATION
RD	ROOF DRAIN
SAN	SANITARY
SB	SERVICE BOX
SHT	SHEET
SA	SHOCK ARRESTOR
SOV	SHUT OFF VALVE
S, SK	SINK
SF	SQUARE FEET
SD	STORM DRAIN
SP	SUMP PUMP, STATIC PRESSURE
TEMP	TEMPERATURE
TP	TRAP PRIMER, TOTAL PRESSURE
TYP	TYPICAL
U, UR	URINAL
V	VACUUM, VENT, VOLT
VTR	VENT THRU ROOF
WCO	WALL CLEANOUT
W	WASTE
WC	WATER COLUMN, WATER CLOSET
WHA	WATER HAMMER ARRESTOR
WH	WATER HEATER, WALL HYDRANT
WSFU	WATER SUPPLY FIXTURE UNIT
W/	WITH

General

	CONTINUATION
	EQUIPMENT IDENTIFICATION
	EXTENT OF DEMOLITION
	FIXTURE TAG (LEVEL BELOW FIXTURE)
	KEYED NOTE
	POINT OF CONNECTION
	DEMOLISH
	EXISTING WORK
	NEW WORK
	PIPE OR CONDUIT BELOW GRADE

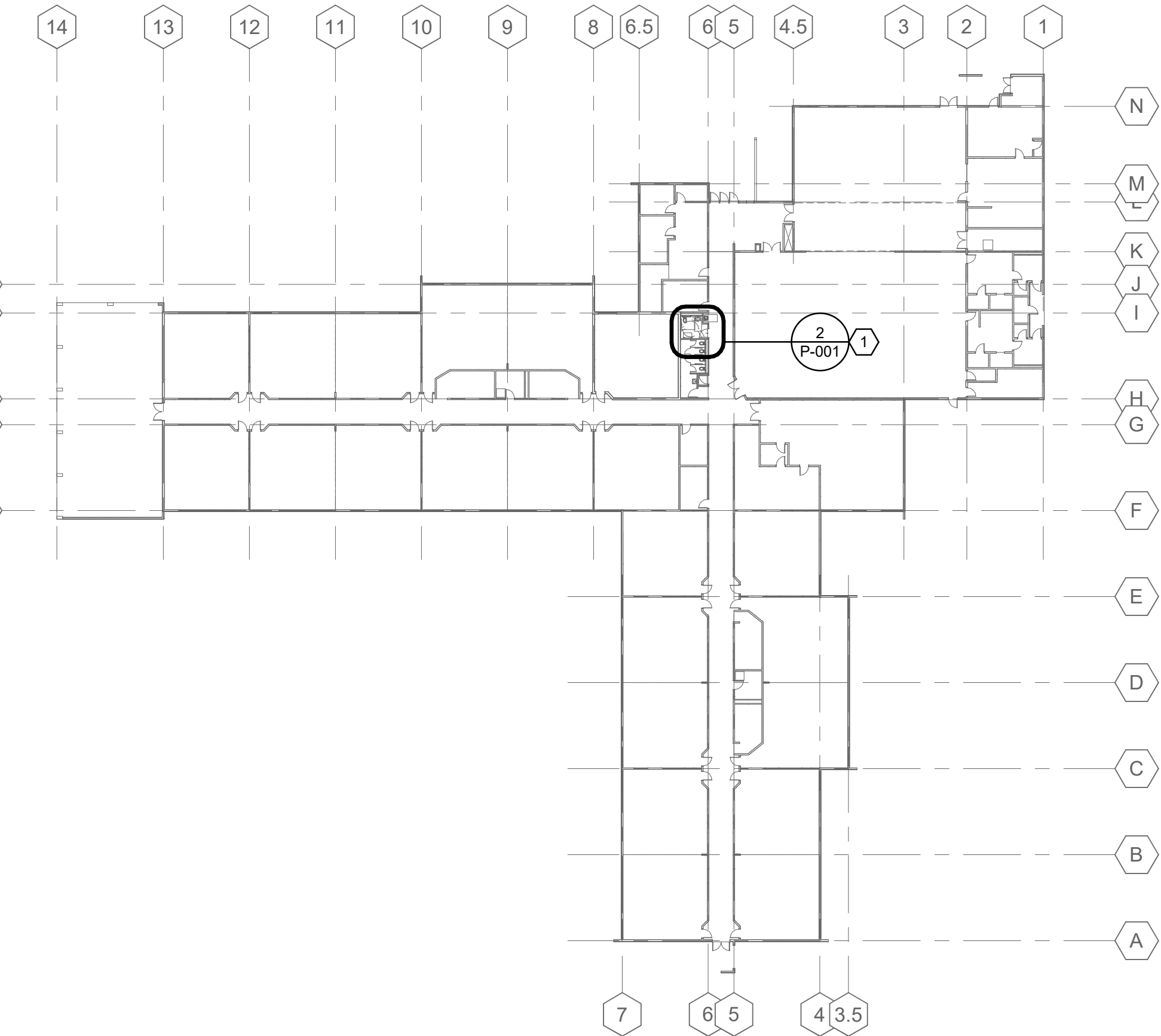
Piping Fittings

	ACCESS PANEL
	AQUASTAT
	BLIND FLANGE
	CAP
	CLEANOUT TO GRADE
	CONCENTRIC REDUCER
	DOWNSPOUT NOZZLE
	ECCENTRIC REDUCER
	FLOOR CLEANOUT
	FLOOR DRAIN
	FLOOR SINK
	FLOW DIRECTION
	HOSE BIBB / WALL HYDRANT
	OVERFLOW ROOF DRAIN
	PIPE DROP
	PIPE RISE
	PUMP
	ROOF DRAIN
	SHOCK ABSORBER / WATER HAMMER ARRESTOR
	STRAINER
	T&P RELIEF VALVE WITH PIPE TO DRAIN
	TEE DOWN ON PIPE
	TEE UP ON PIPE
	VENT THROUGH ROOF
	WALL CLEANOUT

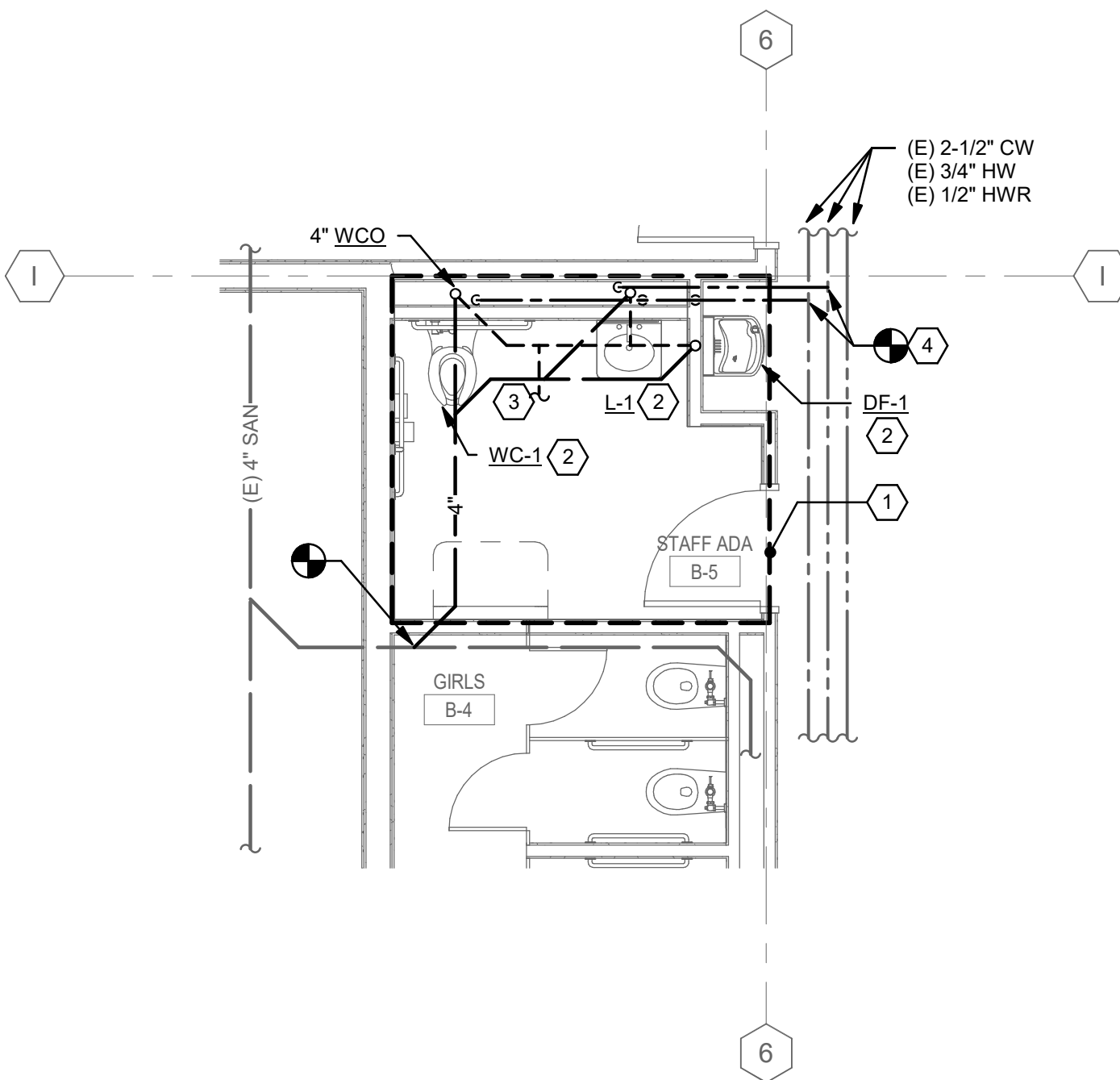
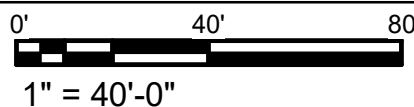
Piping Systems

	COLD WATER PIPING
	CONDENSATE / INDIRECT DRAIN PIPING
	HOT WATER PIPING
	HOT WATER RETURN PIPING
	NATURAL GAS PIPING, 2 LB
	NATURAL GAS PIPING, 7" CW PRESSURE
	OVERFLOW DRAIN PIPING ABOVE GRADE OR FINISHED FLOOR
	SANITARY VENT PIPING
	SANITARY WASTE OR SOIL PIPING ABOVE GRADE OR FINISHED FLOOR
	SANITARY WASTE OR SOIL PIPING BELOW GRADE OR FINISHED FLOOR
	STORM DRAIN PIPING ABOVE GRADE OR FINISHED FLOOR

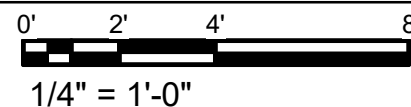
	STORM DRAIN PIPING BELOW GRADE OR FINISHED FLOOR
	TRAP PRIMER PIPING
	BACKFLOW PREVENTER
	CHECK VALVE
	SHUTOFF VALVE, GENERAL



1 LEVEL 01 PLUMBING PLAN - OVERALL



2 ENLARGED TOILET FLOOR PLAN - PLUMBING



PLUMBING FIXTURE SCHEDULE

SYMBOL	FIXTURE TYPE	DESCRIPTION	BASIS OF DESIGN		ACCESSORIES	CONNECTION				NOTES
			MFR	MODEL		W	V	CW	HW	
DF-1	DRINKING FOUNTAIN	WALL MOUNTED, SINGLE BOWL, STAINLESS STEEL, HIGH EFFICIENCY VANDAL RESISTANT BUBBLER AND COOLER, FRONT BUSHBUTTON, PROVIDE WITH WALL PLATE	ELKAY	LVRGCRN8WSK		1-1/2"	1-1/2"	1/2"	--	POWER: 115V, 5.5 AMPS, 280 WATTS
L-1	LAVATORY	WALL MOUNTED, VITREOUS CHINA, 3-HOLE PUNCH, 4-INCH CENTERS, FRONT OVERFLOW	AMERICAN STANDARD	355.012	FAUCET (DUAL TEMP METERING); CHICAGO 802-VE2805-336ABCP	1-1/2"	1-1/2"	1/2"	1/2"	
WC-1	WATER CLOSET	WALL MOUNTED, VITREOUS CHINA, TOP SPUD, FLUSHOMETER BARRIER FREE, MOUNTING HEIGHT	AMERICAN STANDARD	2257.001	FLUSH VALVE (MANUAL, 1.28 GPF, DIAPHRAGM); SLOAN 111-1.28 SEAT (BARRIER FREE, COMMERCIAL WEIGHT, EXTRA HEAVY-DUTY SOLID PLASTIC WITH STAINLESS STEEL CHECK HINGE); BEMIS 1655SSC-000	4"	2"	1"	--	
NOTES: 1 SEE ARCHITECTURAL DRAWINGS FOR ALL FIXTURE MOUNTING HEIGHTS AND LOCATIONS. * UNLESS NOTED OTHERWISE ON DRAWINGS										

GENERAL ELECTRICAL NOTES

- A. CONFIRM EXISTING PIPE SIZES AND LOCATIONS PRIOR TO CONSTRUCTION/INSTALLATION.

SHEET KEYNOTES

1. REMOVE EXISTING PLUMBING FIXTURES WITHIN EXTENTS OF CONSTRUCTION. REFER TO ARCHITECTURAL PLANS FOR SPECIFIC FIXTURE REMOVAL. CAP AND TERMINATE EXISTING SUPPLY AND WASTE LINES BEHIND FINISHED SURFACES.
2. INSTALL NEW PLUMBING FIXTURES PER PLUMBING FIXTURE SCHEDULE.
3. CONNECT NEW 2" VENT TO EXISTING 2" VENT IN CEILING SPACE.
4. EXTEND NEW 1-1/2" CW AND 3/4" HW PIPING FROM EXISTING PIPING IN HALLWAY CEILING SPACE FOR CONNECTION TO NEW FIXTURES. REFER TO THE PLUMBING FIXTURE SCHEDULE FOR CONNECTION SIZES.

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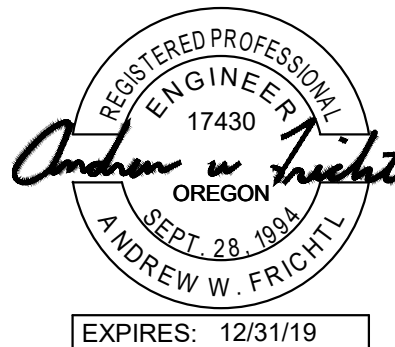
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HILLSBORO SCHOOL DISTRICT

INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

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SYMBOLS LIST, GENERAL NOTES, PLANS AND SCHEDULES - PLUMBING

P-001

MECHANICAL SYMBOL LIST

NOTE: This is a standard symbol list and not all items listed may be used.

Abbreviations

AFF ABOVE FINISHED FLOOR  
AD ACCESS DOOR  
AC AIR CONDITION(ED)  
AHU AIR HANDLING UNIT  
BDD BACKDRAFT DAMPER  
BFP BACKFLOW PREVENTER  
BFF BELOW FINISHED FLOOR  
B BOILER  
BHP BRAKE HORSEPOWER  
CD CEILING DIFFUSER  
CL CENTERLINE  
CV CHECK VALVE  
CH CHILLER  
COP COEFFICIENT OF PERFORMANCE  
CW COLD WATER  
CD CONDENSATE DRAIN  
CU CONDENSING UNIT  
CONT. CONTINUATION  
CT COOLING TOWER  
DB DECIBEL  
DP DEW POINT, DIFFERENTIAL PRESSURE  
DIA DIAMETER  
DX DIRECT EXPANSION  
DG DOOR GRILLE  
D DROP  
DB DRY BULB  
EFF EFFICIENT  
ELECT ELECTRICAL  
EL ELEVATION  
EER ENERGY EFFICIENCY RATING  
EAT ENTERING AIR TEMPERATURE  
EWIT ENTERING WATER TEMPERATURE  
EXH EXHAUST  
EF EXHAUST FAN  
(E) EXISTING  
FA FACE AREA  
F FAHRENHEIT  
FC FAN COIL  
FT FEET  
FPM FEET PER MINUTE  
FPS FEET PER SECOND  
FPI FINS PER INCH  
FD FIRE DAMPER  
FC FLEXIBLE CONNECTOR  
FLA FULL LOAD AMPS  
GAL GALLONS  
GPH GALLONS PER HOUR  
GPM GALLONS PER MINUTE  
HD HEAD  
HP HEAT PUMP  
HTR HEATER  
HTG HEATING  
HP HORSEPOWER  
HWC HOT WATER COIL  
IN INCHES  
ID INSIDE DIAMETER  
IE INVERT ELEVATION  
KW KILOWATT  
LH LATENT HEAT  
LAT LEAVING AIR TEMPERATURE  
LWT LEAVING WATER TEMPERATURE  
MW MAKE-UP WATER  
MAX MAXIMUM  
MIN MINIMUM  
MA MIXED AIR  
MS MOTOR STARTER  
MD MOTORIZED DAMPER  
MH MOUNTING HEIGHT  
(N) NEW  
NC NOISE CRITERIA  
N/A NOT APPLICABLE  
NIC NOT IN CONTRACT  
NTS NOT TO SCALE  
NO. NUMBER  
OC ON CENTER  
OBD OPPOSED BLADE DAMPER  
OA OUTSIDE AIR  
OD OUTSIDE DIAMETER  
PH PHASE  
LBS. POUNDS  
PSI POUNDS PER SQUARE INCH  
PD PRESSURE DROP  
PRV PRESSURE REDUCING VALVE  
P PUMP  
QTY QUANTITY  
REF REFRIGERANT  
RL REFRIGERANT LIQUID  
RS REFRIGERANT SUCTION  
RH RELATIVE HUMIDITY  
RLD RELIEF DAMPER  
(R) RELOCATE/RELOCATED LOCATION  
RET RETURN  
RA RETURN AIR  
RPM REVOLUTIONS PER MINUTE  
R RISE  
SEER SEASONAL ENERGY EFFICIENCY RATING  
SH SENSIBLE HEAT  
SOV SHUT OFF VALVE  
SF SQUARE FEET  
SP STATIC PRESSURE  
SA SUPPLY AIR  
T, TEMP TEMPERATURE  
TD TEMPERATURE DIFFERENCE  
MBH THOUSAND BTU/S PER HOUR  
TH TOTAL HEAT  
TP TOTAL PRESSURE  
UD UNDERCUT DOOR  
VAV VARIABLE AIR VOLUME  
VEL VELOCITY  
V VOLT  
VD VOLUME DAMPER (HAND OPERATOR)  
WC WATER COLUMN  
W WATT  
WB WET BULB  
WI WITH

Piping Systems

—— RL —— REFRIGERANT LIQUID  
  
—— RS —— REFRIGERANT SUCTION

GENERAL MECHANICAL NOTES


A. PROVIDE PRE-CONSTRUCTION BALANCING OF EXISTING AIR HANDLING SYSTEMS. PROVIDE REPORT OF AIRFLOWS PRIOR TO COMMENCING INSTALLATION OF COOLING COILS. UPON COMPLETION OF WORK, BALANCE EACH AIR HANDLER TO PRE-CONSTRUCTION AIRFLOWS. PROVIDE REPORT DOCUMENTING AIRFLOWS AND NOTE ANY DEFICIENCIES BETWEEN PRE-CONSTRUCTION AND POST-CONSTRUCTION AIRFLOWS.

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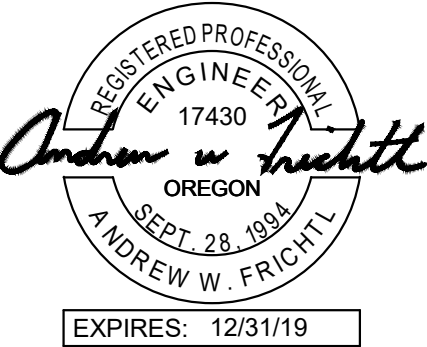
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MAHLUM ARCHITECTS INC

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SHEET INDEX

M-001	SYMBOLS LIST AND GENERAL NOTES - MECHANICAL
M-002	SCHEDULES AND DETAILS- MECHANICAL
M-201	FIRST FLOOR PLAN - MECHANICAL

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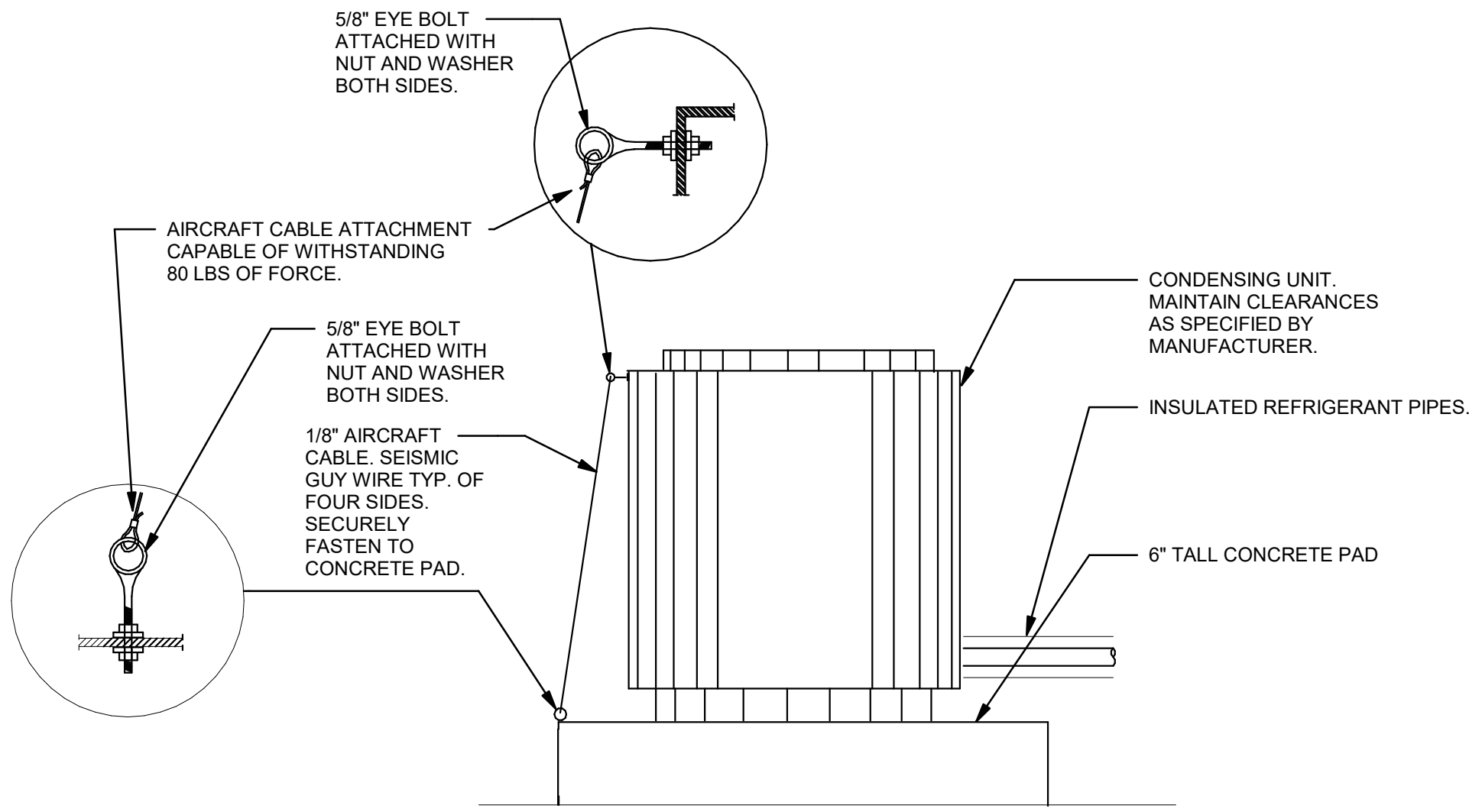
SYMBOLS LIST AND GENERAL  
NOTES - MECHANICAL

M-001



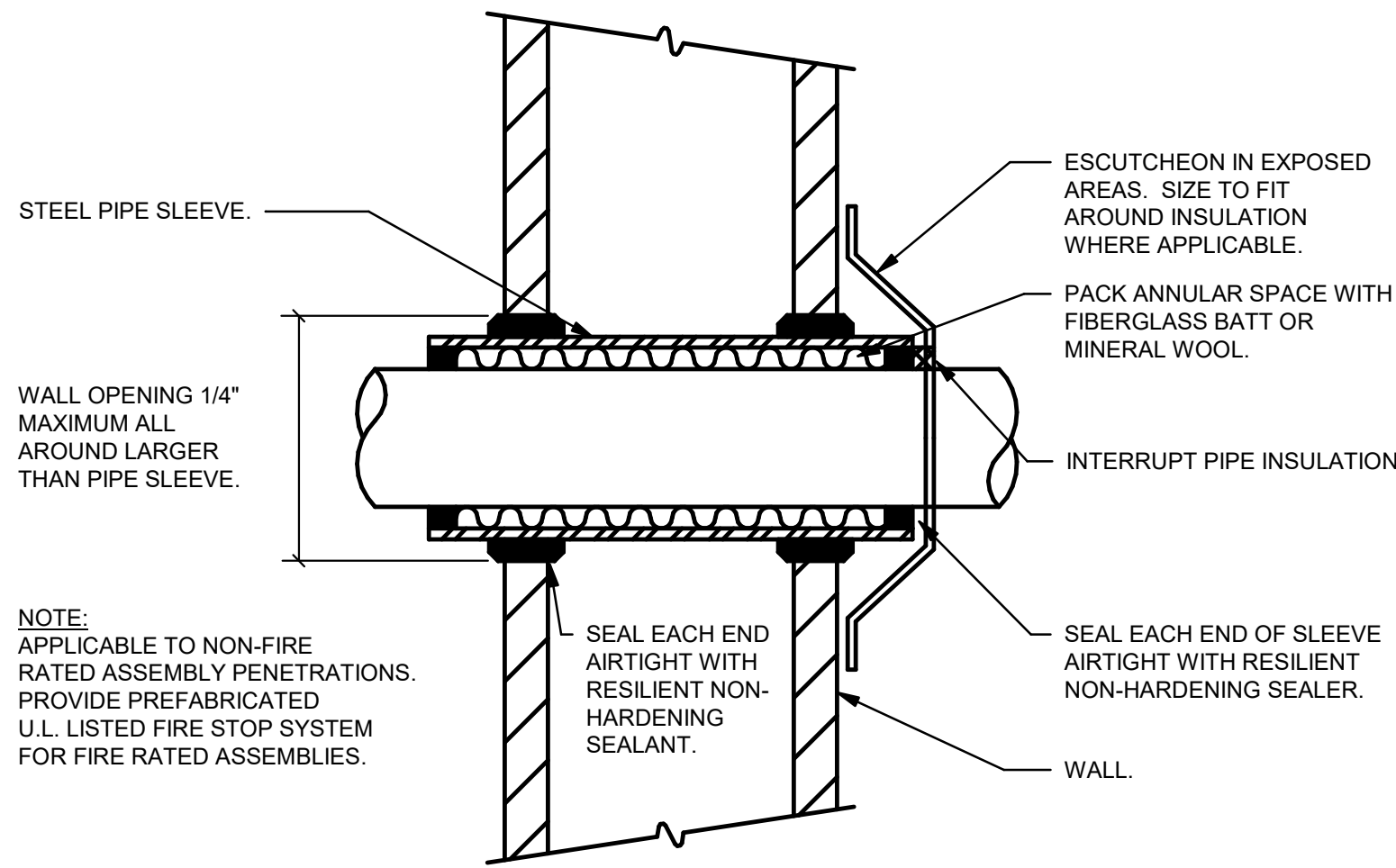
COOLING COIL SCHEDULE															
		BASIS OF DESIGN		COIL DATA					COOLING DATA						
SYMBOL	AREA SERVED	MFR	AIR FLOW (CFM)	WIDTH (IN)	HEIGHT (IN)	# ROWS	FPI	MAX APD (IN H2O)	TOTAL CAP (MBH)	SENS CAP (MBH)	EDB (°F)	EWB (°F)	LDB (°F)	LWB (°F)	NOTES
CC-A-1	CAFETERIA	JCI	5500	44	36	4	14	0.59	185	145	81.0	64.9	56.2	53.1	1
CC-A-2	GYMNASIUM	JCI	6450	53	36	4	12	0.47	205	169	81.0	64.9	56.2	53.8	1
CC-A-3	KITCHEN	JCI	1030	26	12	4	14	0.55	36	28	81.0	64.9	55.6	52.7	1
CC-A-4	ADMIN	JCI	1750	25	20	6	10	0.61	58	42	77.0	63.6	54.6	51.8	1
CC-B-1	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-2	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-3	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-4	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-B-5	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-B-6	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-7	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-8	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-9	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-B-10	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-B-11	MUSIC ROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-12	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-B-13	LIBRARY	JCI	2450	39	18	6	12	0.7	77	57	77.0	63.6	55.1	52.5	1, 2
CC-C-1	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-C-2	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-C-3	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-C-4	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-C-5	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-C-6	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1
CC-C-7	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-C-8	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-C-9	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
CC-C-10	CLASSROOM	JCI	1200	30	12	6	14	0.85	47	31	77.0	63.6	52.8	49.2	1, 2
NOTES: 1. PROVIDE DRAIN PAN WITH 3/4" PIPING CONNECTION. SEE DETAIL 4/M-002. 2. PROVIDE LITTLE GIANT VCMX-20ULST CONDENSATE PUMP WITH OVERFLOW SWITCH AND TUBING. SEE DETAIL 4/M-002.															

CONDENSING UNIT SCHEDULE															
		BASIS OF DESIGN		AIR SOURCE CONDENSER					ELECTRICAL				MAX WT (LBS)	NOTES	
SYMBOL	AREA SERVED	MFR	ASSOC COIL	NOM TONS	QTY OF COMPRESSORS	COMPRESSOR TYPE	CAP (MBH)	AMBIENT DB (°F)	EER OR SEER	VOLTS	PH	MCA			MOCPP
CU-A-1	CAFETERIA	AAON	CC-A-1	15	2	SCROLL	186	92	12.9	460	3	32	40	1143	1, 2
CU-A-2	GYMNASIUM	AAON	CC-A-2	18	2	SCROLL	204	92	13.3	460	3	33	45	1334	1, 2
CU-A-3	KITCHEN	AAON	CC-A-3	3	1	SCROLL	35.3	92	13.8	230	1	22	35	237	1, 2
CU-A-4	ADMIN	AAON	CC-A-4	5	1	SCROLL	57.6	92	13.1	230	1	35	60	281	1
CU-B-1	CLASSROOM	AAON	CC-B-1	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-2	CLASSROOM	AAON	CC-B-2	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-3	CLASSROOM	AAON	CC-B-3	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-4	CLASSROOM	AAON	CC-B-4	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-5	CLASSROOM	AAON	CC-B-5	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-6	CLASSROOM	AAON	CC-B-6	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-7	CLASSROOM	AAON	CC-B-7	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-8	CLASSROOM	AAON	CC-B-8	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-9	CLASSROOM	AAON	CC-B-9	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-10	CLASSROOM	AAON	CC-B-10	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-11	MUSIC ROOM	AAON	CC-B-11	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-12	CLASSROOM	AAON	CC-B-12	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-B-13	LIBRARY	AAON	CC-B-13	7	1	SCROLL	76.2	92	13.4	460	3	14	20	474	1
CU-C-1	CLASSROOM	AAON	CC-C-1	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-2	CLASSROOM	AAON	CC-C-2	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-3	CLASSROOM	AAON	CC-C-3	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-4	CLASSROOM	AAON	CC-C-4	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-5	CLASSROOM	AAON	CC-C-5	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-6	CLASSROOM	AAON	CC-C-6	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-7	CLASSROOM	AAON	CC-C-7	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-8	CLASSROOM	AAON	CC-C-8	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-9	CLASSROOM	AAON	CC-C-9	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
CU-C-10	CLASSROOM	AAON	CC-C-10	4	1	SCROLL	46.7	92	13.8	230	1	29	50	260	1
NOTES: 1. SEE DETAIL 1/M-002 FOR INSTALLATION OF OUTDOOR CONDENSING UNIT 2. PROVIDE SOUND ATTENUATING OPTIONS ON CONDENSING UNIT INCLUDING EC CONDENSER FAN MOTORS AND QUIET FAN BLADES															



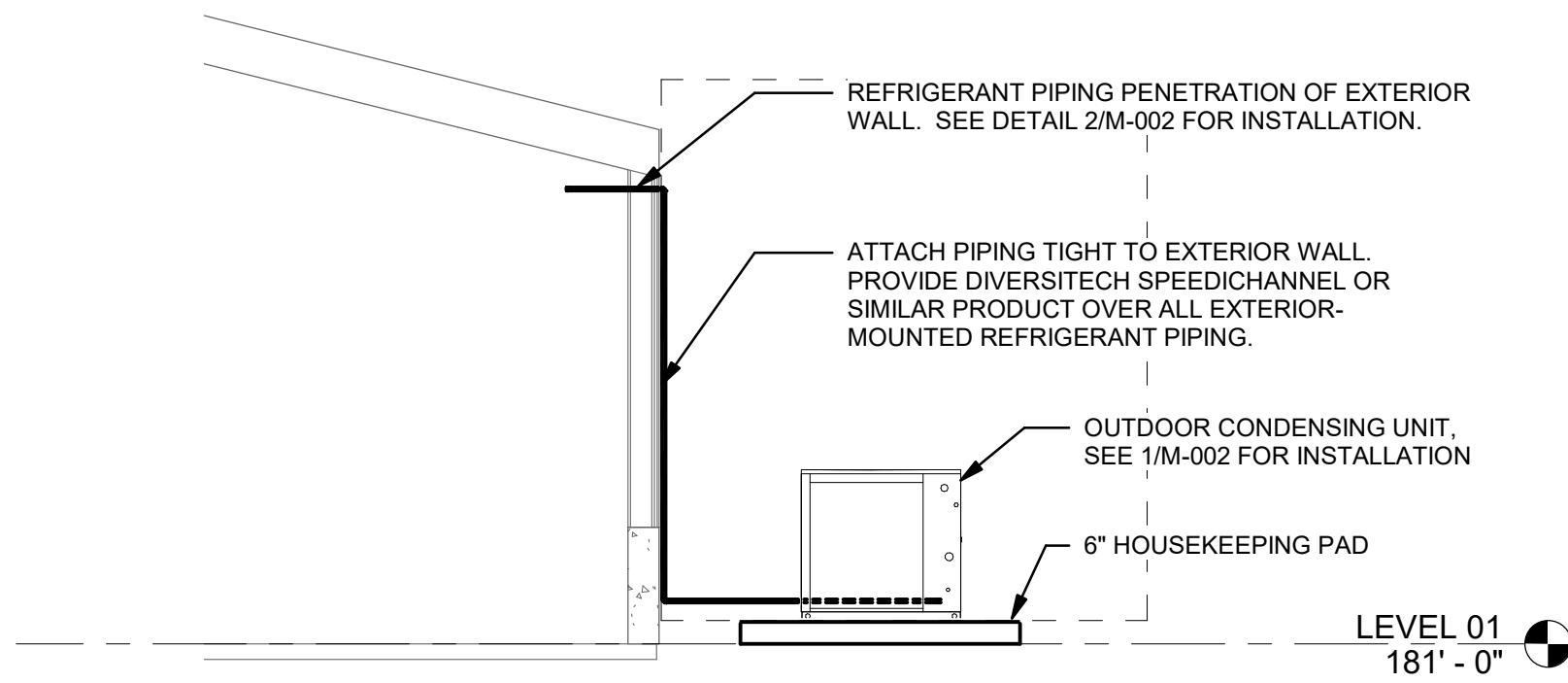
## 1 CONDENSING UNIT INSTALLATION

NO SCALE



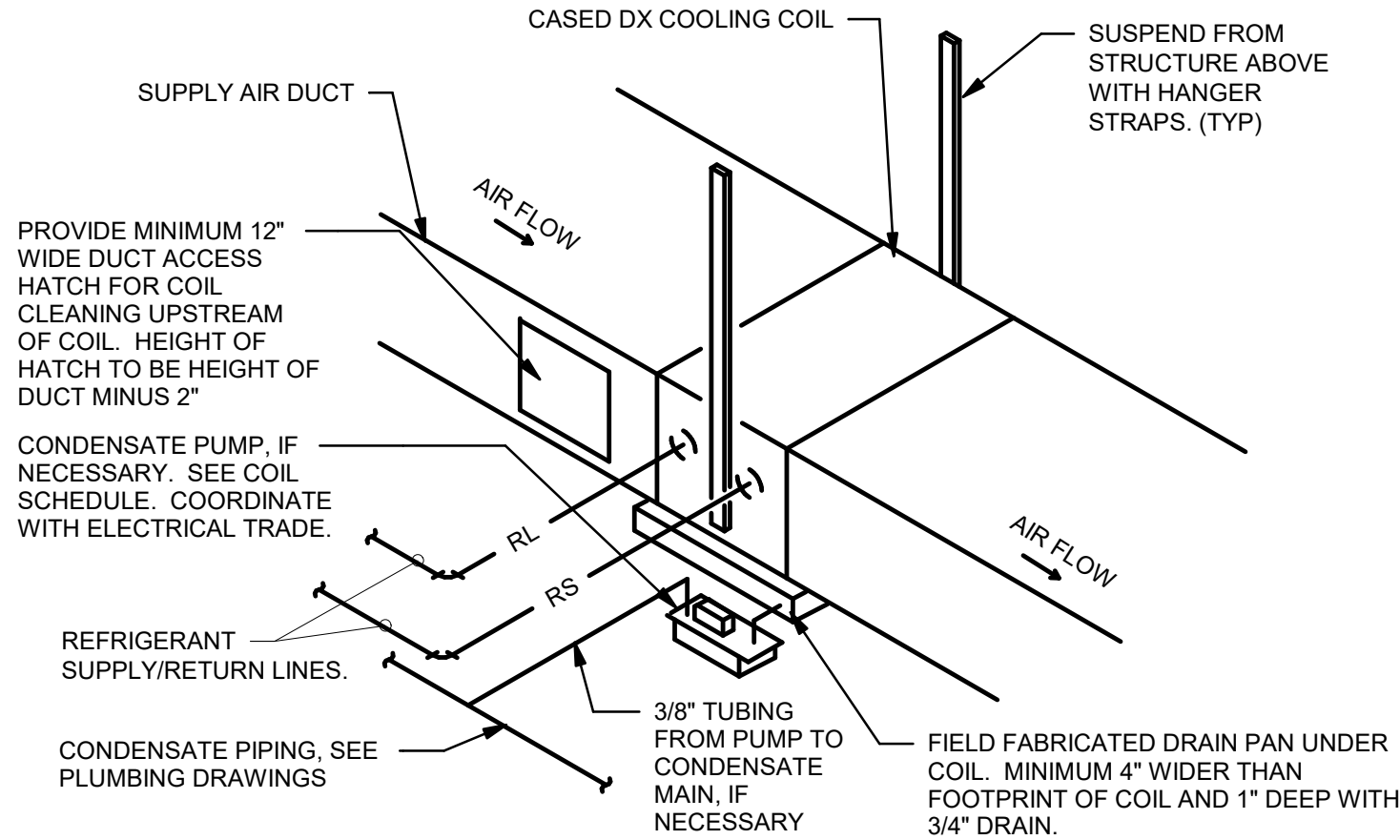
## 2 EXTERIOR WALL PIPE PENETRATION

NO SCALE



## 3 REFRIGERANT PIPING SECTION

NO SCALE



## 4 DX COOLING COIL INSTALLATION

NO SCALE

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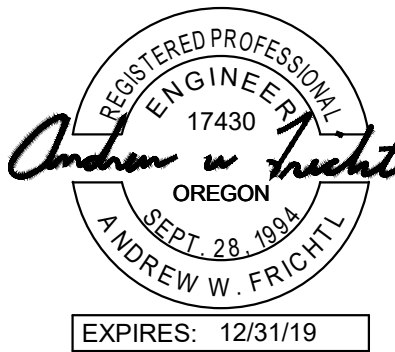
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M-002

SHEET KEYNOTES

- 1 PROVIDE LITTLE GIANT VCMX-20ULST CONDENSATE PUMP OR SIMILAR WITH OVERFLOW DETECTION SWITCH AND TUBING. 120 VOLT, 1.5 FLA, 93 WATTS, 1/30 HP ELECTRICAL CONNECTION. PROVIDE CONNECTION OF OVERFLOW SWITCH TO DDC SYSTEM TO SHUT OFF CONDENSING UNIT IF CONDENSATE PUMP FAILS.
- 2 ROUTE 3/4" GRAVITY SLOPED CONDENSATE PIPING IN CEILING SPACE TO NEAREST SINK TAILPIECE.
- 3 ROUTE PUMPED CONDENSATE PIPING HIGH IN CEILING SPACE AS SHOWN. CONNECT TO GRAVITY SLOPED CONDENSATE PIPING DOWNSTREAM IN MECHANICAL MEZZANINE CEILING SPACE.
- 4 ROUTE GRAVITY SLOPED CONDENSATE PIPING IN MECHANICAL MEZZANINE CEILING SPACE TO DISCHARGE ABOVE MOP SINK/SERVICE SINK IN JANITORS ROOM.

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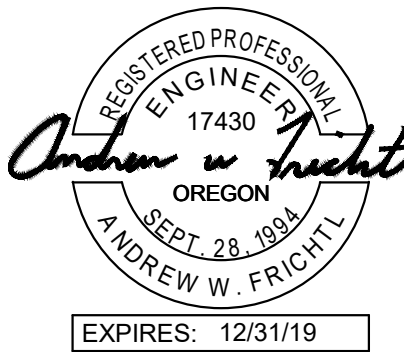
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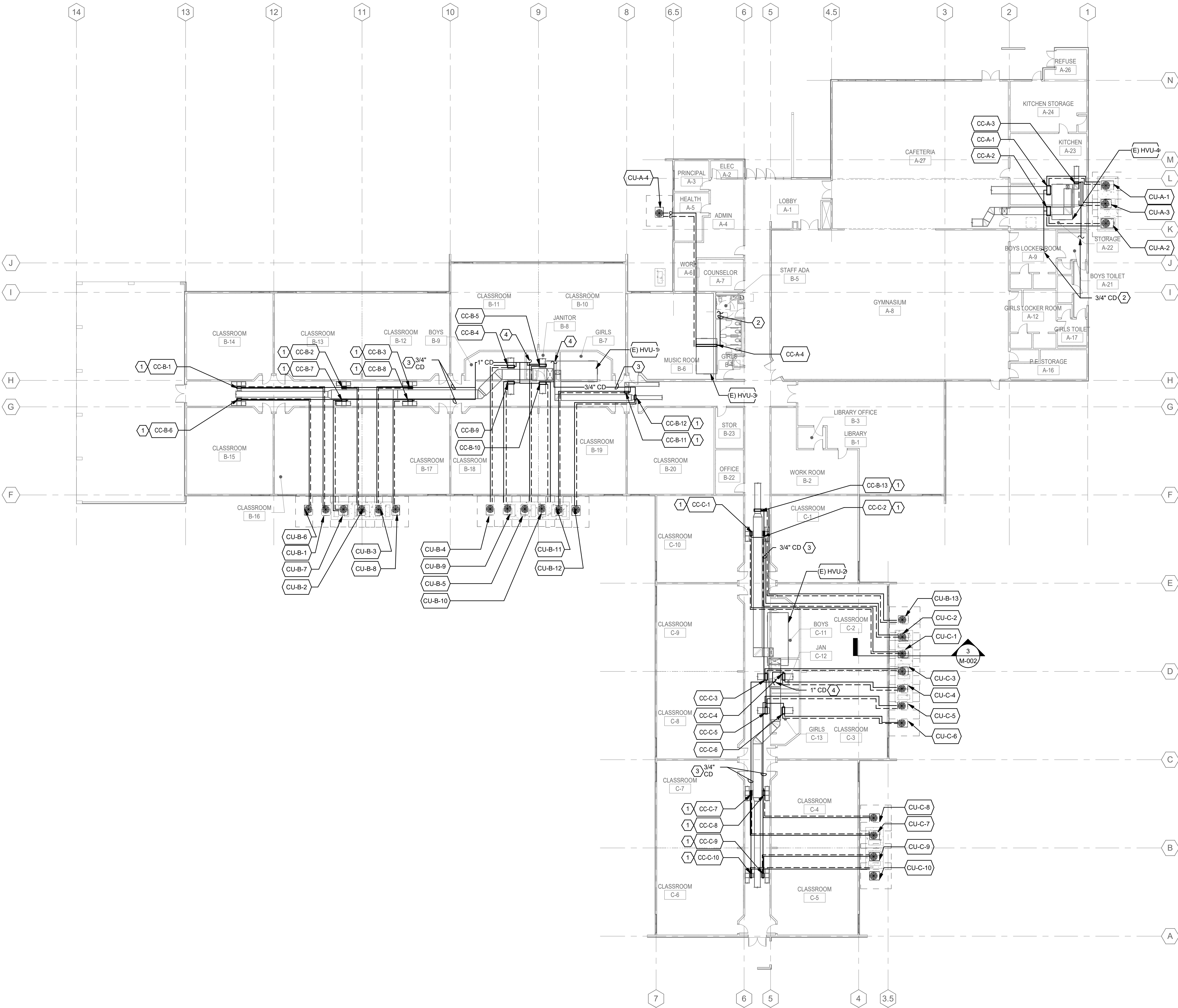
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FIRST FLOOR PLAN - MECHANICAL

M-201



1 LEVEL 01 MECHANICAL PLAN - OVERALL

0' 4' 8' 16'  
1/16" = 1'-0"

















ELECTRICAL SYMBOL LIST

NOTE: This is a standard symbol list and not all items listed may be used.





Abbreviations



AFC ABOVE FINISHED CEILING  
AFF ABOVE FINISHED FLOOR  
AFG ABOVE FINISHED GRADE  
AFH ABOVE RAISED FLOOR  
ANSI AMERICAN NATIONAL STANDARDS INSTITUTE  
AWG AMERICAN WIRE GAUGE  
A AMPERES, AMBER  
AV AUDIO VISUAL  
AHJ AUTHORITY HAVING JURISDICTION  
AIC AVAILABLE INTERRUPTING CAPACITY  
BAS BUILDING AUTOMATION SYSTEM  
CA CABLE  
CAT CATEGORY  
CLG CEILING  
CB CIRCUIT BREAKER  
C CONDUIT, CLOSE, CONTROL  
CFCI CONTRACTOR FURNISHED CONTRACTOR INSTALLED  
CFOI CONTRACTOR FURNISHED OWNER INSTALLED  
COORD COORDINATE  
CU COPPER  
dB DECIBEL  
(X) DEMOLISH  
DTL DETAIL  
DIA DIAMETER  
DIM DIMENSION  
DIV DIVISION  
DN DOWN  
DWG DRAWING  
EA EACH  
EMT ELECTRICAL METALLIC TUBING  
ENT ELECTRICAL NON-METALLIC TUBING  
ESD ELECTROSTATIC DISCHARGE  
EL ELEVATION  
E EMERGENCY  
EF EXHAUST FAN  
(E) EXISTING  
FMS FACILITY MANAGEMENT SYSTEMS  
FF FINISH FLOOR  
FA FIRE ALARM  
FACP FIRE ALARM CONTROL PANEL  
FMC FLEXIBLE METAL CONDUIT  
FT FOOT, FEET  
FBO FURNISHED BY OTHERS  
G, GND GROUND  
GFCI GROUND FAULT CIRCUIT INTERRUPTER  
GFI GROUND FAULT INTERRUPTER  
GFP GROUND FAULT PROTECTION  
GE GROUNDING EQUALIZER  
HH HANDHOLE  
HT HEIGHT  
HC HORIZONTAL CROSS CONNECT  
ID IDENTIFICATION  
IN INCH, INCHES  
IEEE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS  
IG ISOLATED GROUND  
KV KILOVOLT  
KVA KILOVOLT AMPERES  
KW KILOWATT  
LED LIGHT EMITTING DIODE  
LNC LIQUID TIGHT FLEXIBLE NONMETALLIC CONDUIT  
LFMC LIQUIDTIGHT FLEXIBLE METAL CONDUIT  
LV LOW VOLTAGE  
MOCP MAXIMUM OVERCURRENT PROTECTION  
MHZ MEGAHERTZ  
MIN MINIMUM  
MCA MINIMUM CIRCUIT AMPS  
MISC MISCELLANEOUS  
M MOTOR  
MCC MOTOR CONTROL CENTER  
MT, MTD MOUNT, MOUNTED  
MDU MULTI-DWELLING UNIT  
NEC NATIONAL ELECTRIC CODE  
NESC NATIONAL ELECTRIC SAFETY CODE  
NEMA NATIONAL ELECTRICAL MANUFACTURERS ASSOCIATION  
N NEUTRAL  
NC NORMALLY CLOSED  
NO NORMALLY OPEN  
N/A NOT APPLICABLE  
N.I.C. NOT IN CONTRACT  
NTS NOT TO SCALE  
OC ON CENTER  
OSP OUTSIDE PLANT  
OFCI OWNER FURNISHED, CONTRACTOR INSTALLED  
OFIO OWNER FURNISHED, OWNER INSTALLED  
PHL PANEL  
PH PHASE  
PVC POLY-VINYL-CHLORIDE  
PWR POWER  
QTY QUANTITY  
(R) RELOCATE  
RFI REQUEST FOR INFORMATION  
REQD REQUIRED  
RMC RIGID METAL CONDUIT  
RM ROOM  
SHT SHEET  
SPKR SPEAKER  
STD STANDARD  
SPD SURGE PROTECTION DEVICE  
SWBD SWITCHBOARD  
TBB TELECOMMUNICATIONS BONDING BACKBONE  
TGB TELECOMMUNICATIONS GROUNDING BUS BAR  
TTB TELEPHONE TERMINAL BOARD  
TBD TO BE DETERMINED  
XFMR TRANSFORMER  
TVSS TRANSIENT VOLTAGE SURGE SUPPRESSOR  
TP TRANSITION POINT  
TYP TYPICAL  
UL UNDERWRITERS LABORATORIES  
UPS UNINTERRUPTIBLE POWER SUPPLY  
UNLESS OTHERWISE NOTED  
VRFY VERIFY  
V VOLTS, VOLTAGE  
WP WEATHERPROOF  
W WIRE, WHITE  
W/ WITH  
W/O WITHOUT  
WAO WORK AREA OUTLET




Connections / Equipment

 COMBINATION ADJUSTABLE FREQUENCY DRIVE WITH SAFETY DISCONNECT SWITCH  
 COMBINATION MOTOR STARTER/FUSED DISCONNECT SWITCH  
 CONTACTOR COIL  
 HEAVY DUTY FUSED DISCONNECT SWITCH  
 MOTOR CONNECTION  
 NON-FUSED DISCONNECT SWITCH  
 RELAY  
 REMOTE DRIVER FOR LED LUMINAIRES  
 TRANSFORMER  
 FIRE SMOKE DAMPER  
 SMOKE DAMPER  
 CEILING MOUNTED JUNCTION BOX  
 FLOOR MOUNTED JUNCTION BOX  
 WALL-MOUNTED JUNCTION BOX
























General








 DETAIL NUMBER AND SHEET LOCATION  
 EQUIPMENT IDENTIFICATION  
 FOOD SERVICE EQUIPMENT / CALCULATION TAG  
 KEYED NOTE








 POINT OF CONNECTION  
 SECTION NUMBER AND SHEET LOCATION




 DEMOLISH  
 EXISTING WORK  
 NEW WORK


Lighting

 COMBINATION EXIT SIGN CEILING MOUNTED AND DUAL HEAD EMERGENCY EGRESS LIGHTING WITH BATTERY PACK. ARROW(S) INDICATES DIRECTION IF SHOWN  
 COMBINATION EXIT SIGN WALL MOUNTED AND DUAL HEAD EMERGENCY EGRESS LIGHTING WITH BATTERY PACK. ARROW(S) INDICATES DIRECTION IF SHOWN  
 EMERGENCY LUMINAIRE WITH BATTERY PACK  
 EXIT SIGN CEILING MOUNTED, ARROW(S) INDICATES DIRECTION IF SHOWN  
 EXIT SIGN WALL MOUNTED, ARROW(S) INDICATES DIRECTION IF SHOWN  
 RECESSED 1' X 4' LUMINAIRE  
 RECESSED 1' X 4' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 RECESSED 1' X 4' LUMINAIRE ON CRITICAL POWER  
 RECESSED 2' X 2' LUMINAIRE  
 RECESSED 2' X 2' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 RECESSED 2' X 2' LUMINAIRE ON CRITICAL POWER  
 RECESSED 2' X 4' LUMINAIRE  
 RECESSED 2' X 4' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 RECESSED 2' X 4' LUMINAIRE ON CRITICAL POWER  
 RECESSED 2' X 4' LUMINAIRE WITH CENTER LAMP CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 RECESSED LUMINAIRE  
 RECESSED LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT  
 RECESSED LUMINAIRE ON CRITICAL POWER  
 SURFACE MOUNTED 2' X 2' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 SURFACE MOUNTED 2' X 2' LUMINAIRE ON CRITICAL POWER  
 SURFACE MOUNTED 2' X 4' LUMINAIRE  
 SURFACE MOUNTED 2' X 4' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 SURFACE MOUNTED 2' X 4' LUMINAIRE ON CRITICAL POWER

















 SURFACE OR PENDANT MOUNTED 1' X 4' LUMINAIRE  
 SURFACE OR PENDANT MOUNTED 1' X 4' LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 SURFACE OR PENDANT MOUNTED 1' X 4' LUMINAIRE ON CRITICAL POWER  
 SURFACE OR PENDANT MOUNTED 1' X 8' LUMINAIRE  
 SURFACE OR PENDANT MOUNTED 6' X 8' LUMINAIRE  
 SURFACE OR PENDANT MOUNTED LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 SURFACE OR PENDANT MOUNTED LUMINAIRE ON CRITICAL POWER

 SURFACE OR PENDANT MOUNTED STRIPLIGHT  
 WALL MOUNTED 6' WIDE LUMINAIRE  
 WALL MOUNTED 6' WIDE LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 WALL MOUNTED 6' WIDE LUMINAIRE ON CRITICAL POWER  
 WALL MOUNTED 12' WIDE LUMINAIRE  
 WALL MOUNTED 12' WIDE LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 WALL MOUNTED 12' WIDE LUMINAIRE ON CRITICAL POWER









 WALL MOUNTED LUMINAIRE  
 WALL MOUNTED LUMINAIRE CONNECTED TO EMERGENCY/LIFE SAFETY CIRCUIT OR WITH INTEGRAL EMERGENCY BATTERY CONNECTED TO UNSWITCHED CIRCUIT  
 WALL MOUNTED LUMINAIRE ON CRITICAL POWER








 AREA LUMINAIRE ARM MOUNTED WITH POLE AND CONCRETE BASE, NUMBER OF HEADS AND CONFIGURATION INDICATED ON PLANS.

Miscellaneous















 BRANCH CIRCUIT WIRING. ARROW INDICATES HOME RUN TO PANEL WITH CIRCUITS AS NOTED. WIRE SIZE IS #12 AWG MINIMUM UNLESS NOTED OTHERWISE. SHORT TICK MARKS INDICATE PHASE CONDUCTORS. LONG TICK MARKS INDICATE NEUTRAL CONDUCTORS. A SINGLE CURVED TICK MARK INDICATES INSULATED GREEN GROUND CONDUCTOR. SECOND CURVED TICK MARK INDICATES "ISOLATED GROUND" (GREEN INSULATION WITH YELLOW STRIPE) CONDUCTOR.  
 BRANCH PANEL  
 CIRCUIT BREAKER  
 DRY TYPE TRANSFORMER  
 FLUSH MOUNT EQUIPMENT ENCLOSURE AS NOTED  
 FLUSH WALL MOUNTED BRANCH PANEL  
 GROUND BAR  
 GROUNDING POINT  
 MAIN DISTRIBUTION PANEL / SUB DISTRIBUTION PANEL  
 POWER UTILITY POLE  
 SUBGRADE VAULT CATV  
 SUBGRADE VAULT POWER  
 SUBGRADE VAULT TELEPHONE  
 SURFACE MOUNT EQUIPMENT ENCLOSURE AS NOTED  
 TELEPHONE UTILITY POLE  
 UTILITY TRANSFORMER PAD/VAULT

Raceways

 EXISTING CONDUIT CONCEALED IN WALL OR CEILING SPACE  
 EXISTING CONDUIT ROUTED BELOW FLOOR / GRADE  
 OVERHEAD PRIMARY SERVICE  
 OVERHEAD TELEPHONE SERVICE  
 UNDERGROUND CABLE TELEVISION SERVICE  
 UNDERGROUND PRIMARY SERVICE  
 UNDERGROUND SECONDARY SERVICE  
 UNDERGROUND TELEPHONE SERVICE

 CONDUIT CONCEALED IN WALL OR CEILING SPACE  
 CONDUIT ROUTED BELOW FLOOR / GRADE  
 CONDUIT ELLED DOWN  
 CONDUIT ELLED UP  
 CONDUIT/WIRING CONTINUATION  
 CONDUIT/WIRING STUBBED OUT WITH END CAP OR INSULATED PLASTIC BUSHING  
 FLEXIBLE CONDUIT

Switches and Receptacles

 COMBINATION COMMUNICATIONS OUTLET AND DOUBLE DUPLEX RECEPTACLE, FLUSH FLOOR  
 COMBINATION COMMUNICATIONS OUTLET AND DUPLEX RECEPTACLE, FLUSH FLOOR  
 DUPLEX RECEPTACLE (MULTIPLE LETTERS INDICATE MULTIPLE OPTIONS)  
A = ABOVE COUNTER  
B = CLOCK HANGER  
C = FLUSH CEILING MOUNTED  
E = EMERGENCY  
F = ARC FAULT PROTECTED BY BREAKER IN PANEL  
G = GROUND FAULT CIRCUIT INTERRUPTER  
H = HOSPITAL GRADE  
K = CHILD RESISTANT COVER  
L = ISOLATED GROUND  
P = PENDANT MOUNTED WITH CORD GRIPS. VERIFY PENDANT LENGTH  
R1 = HALF SWITCHED BY OCCUPANCY SENSOR RELAY  
R2 = FULLY SWITCHED BY OCCUPANCY SENSOR RELAY  
S = SPLIT WIRED  
T = TAMPER RESISTANT SHUTTERED RECEPTACLE  
U = USB PORT(S)  
W = WEATHERPROOF CONTINUOUS USE COVER, GFCI PROTECTED, WITH WEATHER-RESISTANT RECEPTACLE  
 DUPLEX RECEPTACLE, FLUSH FLOOR  
 DOUBLE DUPLEX RECEPTACLE, FLUSH FLOOR  
 DOUBLE DUPLEX RECEPTACLE. SEE LETTER CODE LIST AT DUPLEX RECEPTACLE FOR OPTIONS  
 SINGLE RECEPTACLE, FLUSH FLOOR  
 SINGLE RECEPTACLE. SEE LETTER CODE LIST AT DUPLEX RECEPTACLE FOR OPTIONS  
 EQUIPMENT ELECTRICAL CONNECTION  
 SPECIAL PURPOSE RECEPTACLE. LETTER CODE DENOTES RECEPTACLE CONFIGURATION  
LX-XXR = NEMA CONFIGURATION TWIST-LOCK RECEPTACLE  
X-XXR = NEMA CONFIGURATION STRAIGHT BLADE RECEPTACLE  
P = PENDANT MOUNT WITH CORD GRIPS. VERIFY PENDANT LENGTH  
X = COORDINATE RECEPTACLE CONFIGURATION WITH EQUIPMENT BEING SUPPLIED  
 PENDANT RECEPTACLE WITH CORD GRIPS. VERIFY PENDANT LENGTH. SEE LETTER CODE LIST AT DUPLEX RECEPTACLE FOR OPTIONS  
 CEILING MOUNTED OCCUPANCY SENSOR  
P = PASSIVE INFRARED  
D = DUAL TECHNOLOGY  
U = ULTRASONIC, 360 DEG RANGE  
H = ULTRASONIC, HALLWAY PATTERN  
V (LOWER CASE) = VACANCY CONTROL DESIGNATION  
WALL MOUNTED OCCUPANCY SENSOR  
P = PASSIVE INFRARED  
D = DUAL TECHNOLOGY  
V (LOWER CASE) = VACANCY CONTROL DESIGNATION  
WALL MOUNTED OCCUPANCY SENSOR/SWITCH  
S = PASSIVE INFRARED WITH INTEGRAL "OFF" SWITCH  
T = DUAL RELAY PASSIVE INFRARED WITH TWO INTEGRAL "OFF" SWITCHES  
D = PASSIVE INFRARED WITH INTEGRAL DIMMER TO OFF  
V (LOWER CASE) = VACANCY CONTROL DESIGNATION  
MULTIPLE CHANNEL SURFACE METAL RECEPTACLE RACEWAY WITH LOW VOLTAGE DIVIDERS, LENGTH AND RECEPTACLES AS INDICATED  
 SURFACE METAL RECEPTACLE RACEWAY  
 PHOTO ELECTRIC SWITCH  
D = CONTINUOUS DIMMING PHOTOCCELL  
S = SWITCHED PHOTOCCELL  
SINGLE POLE SWITCH  
2 = DOUBLE POLE SWITCH  
3 = THREE-WAY SWITCH  
4 = FOUR-WAY SWITCH  
a THRU z (LOWER CASE) = LUMINAIRE CONTROL DESIGNATION  
D = DIMMER  
F = FAN SPEED CONTROL  
K = KEY OPERATED SWITCH  
L = LIGHTED HANDLE  
M = MANUAL MOTOR STARTER WITH THERMAL OVERLOAD  
P = SWITCH WITH PILOT LIGHT  
S = SENTRY SWITCH  
T = INTERVAL TIMER  
W = WEATHERPROOF SWITCH  
V = LOW VOLTAGE SWITCH

GENERAL ELECTRICAL NOTES

- A. COORDINATE ALL FINAL MOUNTING HEIGHTS WITH ARCHITECTURAL DRAWINGS PRIOR TO ROUGH-IN.  
B. COORDINATE ALL FINAL MECHANICAL EQUIPMENT LOCATIONS AND REQUIREMENTS WITH MECHANICAL DRAWINGS PRIOR TO ROUGH-IN.

mahlum

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SEATTLE WA 98104  
(206) 441-4151 OFFICE  
(206) 441-0478 FAX

1231 NW HOYT | SUITE 102  
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(503) 224-4032 OFFICE  
(503) 224-0918 FAX

MAHLUM ARCHITECTS INC



PROJECT  
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Portland, OR 97204  
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HILLSBORO SCHOOL DISTRICT

INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

21260 SW ROCK RD  
BEAVERTON, OR 97006

SHEET INDEX

E-001 SYMBOLS LIST AND GENERAL NOTES - ELECTRICAL  
E-201 FIRST FLOOR PLAN - POWER  
E-501 ONE-LINE DIAGRAM - ELECTRICAL  
E-601 SCHEDULES - ELECTRICAL

MARK DATE DESCRIPTION

ISSUE DATE: 1 NOVEMBER 2019  
ISSUE: CONSTRUCTION DOCUMENTS/PERMIT SET

PROJECT NO.: 2019904.40  
DRAWN BY: MM  
CHECKED BY: JH  
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SYMBOLS LIST AND GENERAL NOTES - ELECTRICAL

E-001



1. DRINKING FOUNTAIN: PROVIDE DEDICATED 120-VOLT 20-AMP, 1-PHASE CONNECTION. PROVIDE GFCI TYPE BREAKER AT PANEL.
2. RECONNECT TO EXISTING CIRCUIT MADE AVAILABLE FROM DEMOLITION.
3. LOCATE RECEPTACLE IN ATTIC SPACE ADJACENT TO MECHANICAL UNIT.

71 COLUMBIA | FLOOR 4  
SEATTLE WA 98104  
(206) 441-4151 OFFICE  
(206) 441-0478 FAX

1231 NW HOYT | SUITE 102  
**PORTLAND** OR 97209  
 (503) 224-4032 OFFICE  
 (503) 224-0918 FAX

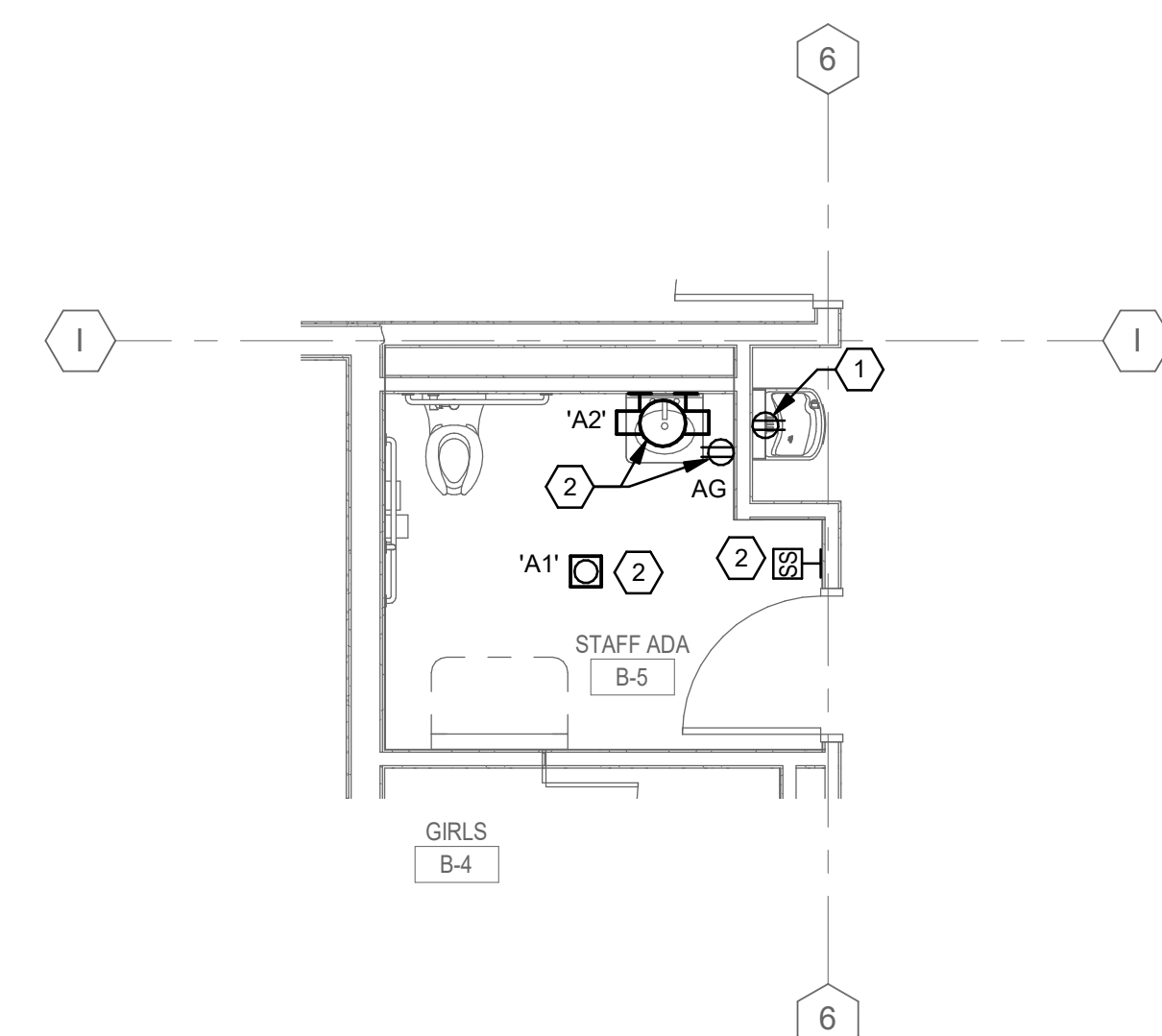
MAHLUM ARCHITECTS INC



HILLSBORO SCHOOL DISTRICT

INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

21260 SW ROCK RD  
BEAVERTON, OR 97006



0' 2' 4' 8'

1/4" = 1'-0"

**FIRST FLOOR PLAN - POWER**

# E-201

E

D

C

B

A

C:\Users\mason\Documents\HSD\HES\HES\Drawings\15\_Mahlum\HSD-01.dwg

10/31/2019 1:32:24 PM

AVAILABLE FAULT CURRENT REPORT				
3 PHASE Fault	Total Fault Currents		Total Fault Currents	SCCR
Bus Name	Bus KV	Sym Amps	Asym Amps	Amps
(E) MDP	0.48	30845	32155.3	EXISTING
2SDP	0.208	15419	15419	22000
PNL 2B2	0.208	12734.9	12734.9	22000
PNL 2C2	0.208	10002.2	10002.2	22000

FEEDER SCHEDULE

A,C,S,X A=Aluminum  
C=Conduit only  
S=Service secondary  
X=Separately derived system

1254 4 #1 CU, 1 #6 CU GND., IN 1 1/2" C.  
1754 4 #2/0 CU, 1 #6 CU GND., IN 2" C.  
4004 2 SETS OF (4 #3/0 CU, 1 #2 CU GND., IN 2" C.)  
4503 2 SETS OF (3 #4/0 CU, 1 #2 CU GND., IN 2" C.)  
10004X 3 SETS OF (4 - 400 kcmil CU, 1 #3/0 CU GND., IN 3" C.)

SHEET KEYNOTES

1. INSTALL FEEDER FROM TRANSFORMER SECONDARY TO MAIN BREAKER IN SWITCHBOARD / PANEL, NOT TO EXCEED 25 FEET PER NEC 240.21(C)(6).
2. PROVIDE 3-1/2-INCH-HIGH CONCRETE HOUSEKEEPING PAD.
3. PROVIDE 35 KAIC RATED BREAKER IN EXISTING SPACE IN MDP.

mahlum

71 COLUMBIA | FLOOR 4  
SEATTLE WA 98104  
(206) 441-4151 OFFICE  
(206) 441-0478 FAX

1231 NW HOYT | SUITE 102  
PORTLAND OR 97209  
(503) 224-4032 OFFICE  
(503) 224-0918 FAX

MAHLUM ARCHITECTS INC



PROJECT  
CONTACT: Jeff Harrison  
100 SW Main Street, Suite 1600  
Portland, OR 97204  
TEL 503.382.2266  
www.interfaceengineering.com



HILLSBORO SCHOOL DISTRICT

INDIAN HILLS  
ELEMENTARY SCHOOL  
EXISTING BUILDING  
UPGRADES

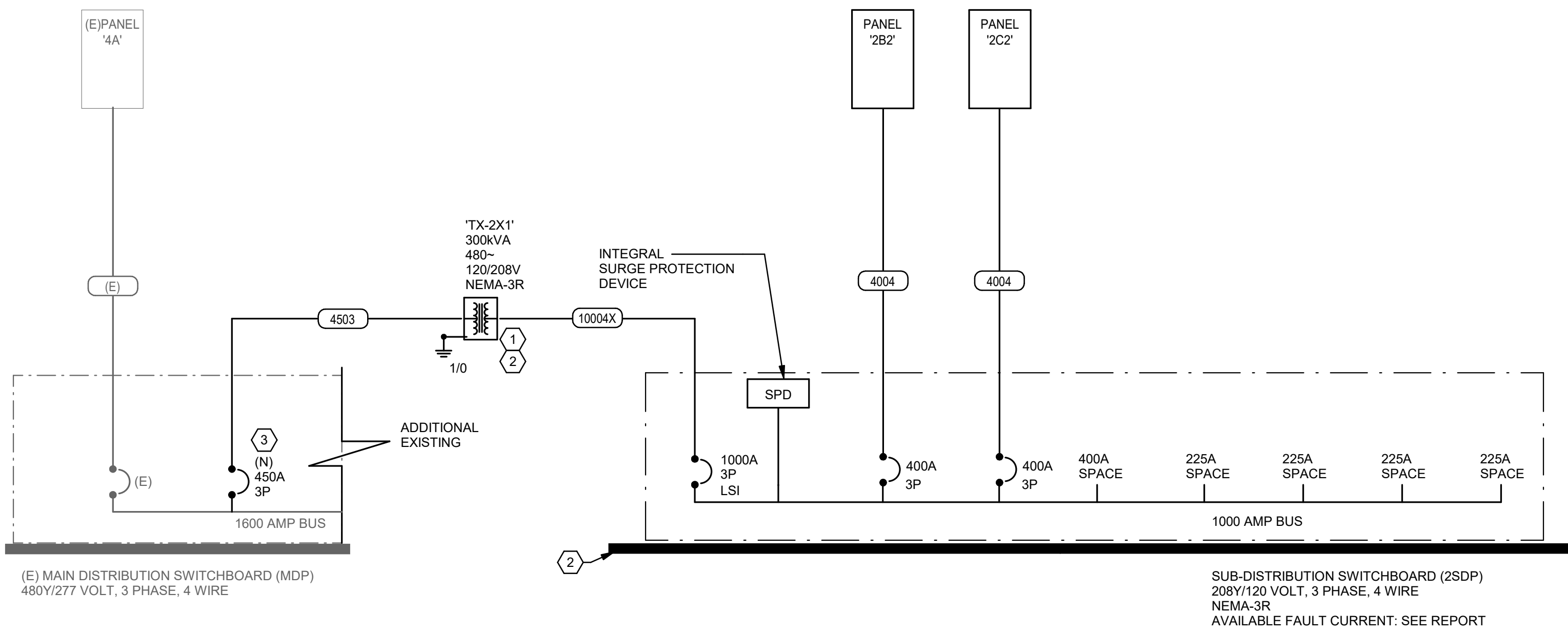
21280 SW ROCK RD  
BEAVERTON, OR 97006

MARK	DATE	DESCRIPTION
ISSUE DATE:	1 NOVEMBER 2019	
ISSUE:	CONSTRUCTION DOCUMENTS/PERMIT SET	
PROJECT NO.:	2019904.40	
DRAWN BY:	MM	
CHECKED BY:	JH	
COPYRIGHT MAHLUM ARCHITECTS, INC. 2011 ORIGINAL SHEET SIZE: 87x47		
ONE-LINE DIAGRAM - ELECTRICAL		

E-501

1 ONE-LINE POWER DISTRIBUTION DIAGRAM

NO SCALE



PANELBOARD: 4A

MAIN LUGS ONLY										MOUNTING: RECESSED										Accessories:									
BUS AMPACITY: 400 A										ENCLOSURE: TYPE 1										LOCATION: Space 41									
EQUIPMENT RATING: 480/277 V, 3PH, 4 WIRE										SUPPLIED FROM:																			
AIC RATING:																													
										Load (VA)																			
CKT	Description/Location	Type	C.B.	Pole	Note	A	B	C	A	B	C	Note	Pole	C.B.	Type	Description/Location	CKT												
1	EXISTING LOAD	--	20 A	1		0	0		0				1	20 A	--	EXISTING LOAD	2												
3	EXISTING LOAD	--	20 A	1									1	20 A	--	EXISTING LOAD	4												
5	EXISTING LOAD	--	20 A	1				0			0		1	20 A	--	EXISTING LOAD	6												
7	EXISTING LOAD	--	20 A	1					0				1	20 A	--	EXISTING LOAD	8												
9	EXISTING LOAD	--	20 A	1				0			0		1	20 A	--	EXISTING LOAD	10												
11	EXISTING LOAD	--	20 A	1					0			0	1	20 A	--	EXISTING LOAD	12												
13	EXISTING LOAD	--	20 A	1		0			0				1	20 A	--	EXISTING LOAD	14												
15	EXISTING LOAD	--	20 A	1			0			0		--	--	--	--	BUSSED SPACE	16												
17	CU-A-1	Motor	40 A	3	1			7,094			7,094	0	--	--	--	--	BUSSED SPACE	18											
19	--	--	--	--	--			7,094				0	--	--	--	--	BUSSED SPACE	20											
21	--	--	--	--	--						7,094	0	--	--	--	--	BUSSED SPACE	22											
23	CU-A-2	Motor	45 A	3	1			7,316			7,316	0	--	--	--	--	BUSSED SPACE	24											
25	--	--	--	--	--						7,316	0	--	--	--	--	BUSSED SPACE	26											
27	--	--	--	--	--						7,316	0	--	--	--	--	BUSSED SPACE	28											
29	CU-B-13	Motor	20 A	3	1						3,104	0	--	--	--	--	BUSSED SPACE	30											
31	--	--	--	--	--			3,104				0	--	--	--	--	BUSSED SPACE	32											
33	--	--	--	--	--						3,104	0	--	--	--	--	BUSSED SPACE	34											
35	BUSSED SPACE	--	--	--	--					0		0	--	--	--	--	BUSSED SPACE	36											
37	BUSSED SPACE	--	--	--	--					0		0	--	--	--	--	BUSSED SPACE	38											
39	BUSSED SPACE	--	--	--	--					0		0	--	--	--	--	BUSSED SPACE	40											
41	BUSSED SPACE	--	--	--	--					0		0	--	--	--	--	BUSSED SPACE	42											
Total Connected load Ph. A						63 A			Panel Connected Load: 52.5 kVA						63.2 A														
Total Connected load Ph. B						63 A			Total Demand Load: 58.0 kVA						69.8 A														
Total Connected load Ph. C						63 A																							
Notes:																													
1. NEW BREAKER																													
Load Type Definitions:																													
Motor (125% largest Motor + 100% remaining motors) K = Kitchen (Demand as per NEC Table 220.56) C = Continuous Load (125%) X = X-Rays (Demand per NEC 660.6)																													
R = Receptacles (to 10kVA 100%, over 10kVA...) G = General Load (Non-continuous) (100%) L = Lighting (125%) H = Heating (100%)																													
E = Existing Load 30-day metered (125%) EL = Elevator (Demand as per NEC Table 620.14) W = Water Heater (125%)																													
Load Type		Connected Load		NEC Demand Factor		NEC Demand Load		Panel Totals																					
Motor		52543.4		110.44%		58030.5																							

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**ACCEPT GIFTS AND DONATIONS**  
**(as of December 31, 2019)**

**SITUATION**

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

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

- Donation of \$5,000.00 from OEA Choice Trust to the Hillsboro School District to be used for Employee Wellness Program.

**RECOMMENDATION**

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

*I move that the Board of Directors accept the donation of \$5000.00 from OEA Choice Trust.*

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**AWARD BID FOR THE PURCHASE OF SCHOOL BUSES**

**SITUATION**

Each month, as part of the State School Fund (SSF) formula, the Hillsboro School District receives funds designated for the replacement of its school buses. These funds are accounted for in a separate Transportation Equipment Fund (Fund 299) in the District budget, not in the General Fund. These funds are currently used for debt service on equipment leases for new buses, both full sized and smaller special needs buses.

Current pricing is based on a Request for Proposal (RFP 12-18) for the purchase of Type D Rear Engine Transit buses was published in the *Daily Journal of Commerce* and *Hillsboro Tribune* on December 19, 2018. Bids were received from three vendors and following the proposal evaluation process, Western Bus Sales and Schetky Northwest were selected pending Board approval of the purchases.

Purchase

Western Bus Sales	(4) Propane Buses for Special Education Transportation
	\$136,161 x 4 = \$544,644
Western Bus Sales	(8) Full-size, clean diesel transit buses
	\$128,438 x 8 = \$1,027,504
Schetky Northwest	(3) Full-size, clean diesel conventional buses (1 with lift)
	\$117,636 + (2 x \$110,188) = \$338,102
Total Purchase	\$1,910,160

Financing\*

VW Rebate	\$ 673,082
Equipment Lease	\$1,237,078

\*Financing will be in the form of an equipment lease estimated at \$1,237,078 and a Volkswagen mitigation rebate for (5) of the (15) buses. The Board will be asked to approve a resolution to authorize the lease in May 2020, as applicable interest rates are not yet available.

**RECOMMENDATION**

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

*I move that the Board of Directors award the bid for school bus purchases to Western Bus Sales and Schetky Northwest, and approve the purchase of (4) propane and (11) clean diesel school buses, at a total cost not to exceed \$1,910,160.*



**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**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**  
**January 28, 2020**  
**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 34: Evolution of the Vendor Maintenance and Independent Contractor Process*

The central office services are designed to anticipate and proactively meet the needs of each school. Central office staff members are empowered to innovate services to better support principals as instructional leaders through collaboration with “like-work” colleagues in other Districts. In an effort to streamline services related to vendor access, security, and set-up, a group of finance staff visited a nearby school district to share and compare internal processes. One outcome is that the district is evolving forms and workflows to improve services to school and department level staff, indirectly impacting the Administrator’s ability to focus on instruction in a positive way.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Jennifer Zavatsky is offering small group training sessions to Office and Department Managers on navigation within the purchasing module of Infinite Visions, the District’s financial software. Ms. Zavatsky continues to provide support and leads a monthly Professional Learning Community for the secondary student body accounting funds controllers. This is a critical part of purchasing at the school level and gives the opportunity for small group support and sharing of best practices.

Finance Team – Financial Reporting and Grants. Manager of Business Services Jeff Jones is facilitating a third party audit of the 2017 Bond Fund. The Bond Fund is currently audited by Grove, Mueller, & Swank PC during the Comprehensive Annual Financial Report development. In order to provide an additional voluntary layer of assurance of compliance with the original ballot title authorization, Moss Adams LLC is conducting a focused review on the activities within that fund. Mr. Jones also assists in the development of Measure 98 and Student Investment Act budgets and applications.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and her team have closed the 2019 tax year in reporting. W2’s are available to staff on the iVisions Employee Self-Service Portal and will be mailed home as well. Although forms are not required to be available until January 31, the payroll team works hard to provide them as part of the regular January payroll. Mrs. Grannis has been a key communicator in regards to the new W4 forms required by the IRS and ensuring compliance with the 2020 tax tables for both state and federal contributions.

Benefits Supervisor Lynette Coffman has developed and provided visual workflow charts to administrators and other staff regarding Employee/Family Medical Leaves and Worker's Compensation processes. The workflows align with current practices, OFLA/FMLA regulations and current bargaining agreements.

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 November 2019.

The District received 10 workers' compensation claims in August. As of November 30, 2019, there were 33 open claims; 19 were for medical costs only, and 14 included time loss. There were 2 employees on modified work plans during November.

<b>Workers' Compensation Reports</b>			
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
July	3	1	3
August	2	2	2
September	6	11	15
October	18	14	15
November	13	5	10
December	11	13	
January	4	7	
February	10	8	
March	11	13	
April	8	11	
May	18	15	
June	8	11	
<b>Yearly Total:</b>	<b>112</b>	<b>111</b>	<b>45</b>

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 77 student incidents reported in November.

<b>Student Incident Reports</b>						
	<b>2018-19 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>	<b>2019-20 Total Incidents</b>	<b>Average Incidents Per School Day</b>	<b>Serious Injuries With 911 Transport</b>
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	77	4.8	1
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			
<b>Yearly Total:</b>	<b>3,782</b>		<b>27</b>	<b>365</b>		<b>5</b>

Vehicle Accidents. There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were 4 bus accidents in November.

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**MONTHLY FINANCIAL REPORT - as of December 31, 2019**

	July	August	September	1st Quarter	October	November	December	2nd Quarter	Fiscal YTD	Budget	% of Budget	Fiscal YTD	% of Budget
<b>Revenues</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>		<b>2018-19</b>	<b>% of Budget</b>
Taxes	\$0.00	\$214,696.12	\$128,268.73	\$342,964.85	\$87,054.16	\$57,127,940.75	\$16,000,262.94	\$73,215,257.85	\$73,558,222.70	\$75,807,061.00	97.03%	\$70,499,209	94.80%
Interest	\$47,965.09	\$59,084.40	\$54,429.95	\$161,479.44	\$37,749.12	\$49,208.26	\$144,099.14	\$231,056.52	\$392,535.96	\$1,308,101.00	30.01%	\$426,077	98.41%
Local Sources	\$18,182.89	\$144,543.72	\$22,728.53	\$185,455.14	\$64,741.42	\$86,516.76	\$142,906.04	\$294,164.22	\$479,619.36	\$1,945,785.00	24.65%	\$350,794	17.59%
<b>Total Local</b>	<b>\$66,147.98</b>	<b>\$418,324.24</b>	<b>\$205,427.21</b>	<b>\$689,899.43</b>	<b>\$189,544.70</b>	<b>\$57,263,665.77</b>	<b>\$16,287,268.12</b>	<b>\$73,740,478.59</b>	<b>\$74,430,378.02</b>	<b>\$79,060,947.00</b>	<b>94.14%</b>	<b>\$71,276,079.61</b>	<b>92.82%</b>
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$252,375.14	\$1,393,764.00	\$232,294.00	\$1,878,433.14	\$1,878,433.14	\$3,679,721.00	51.05%	\$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	\$11,355,310.26	\$34,256,122.49	\$80,057,562.70	\$140,165,278.00	57.12%	\$75,402,766	58.38%
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	0.00%
Other Sources	\$0.00	\$11.24	\$30.00	\$41.24	\$0.00	\$0.00	\$0.00	\$0.00	\$41.24	\$0.00	0.00%	\$1,042,369	104.24%
Beginning Balance	\$10,090,542.29	\$0.00	\$0.00	\$10,090,542.29	\$0.00	\$0.00	\$0.00	\$0.00	\$10,090,542.29	\$8,999,197.00	112.13%	\$12,487,099.66	93.24%
<b>Total Revenue</b>	<b>\$32,788,660.69</b>	<b>\$12,247,648.27</b>	<b>\$11,545,614.21</b>	<b>\$56,581,923.17</b>	<b>\$11,782,076.84</b>	<b>\$70,218,085.00</b>	<b>\$27,874,872.38</b>	<b>\$109,875,034.22</b>	<b>\$166,456,957.39</b>	<b>\$231,905,143.00</b>	<b>71.78%</b>	<b>\$160,296,435.99</b>	<b>71.59%</b>
<b>Expenditures</b>													
<b>Instruction</b>													
Salaries	\$34,621.61	\$88,629.28	\$7,018,019.96	\$7,141,270.85	\$6,988,800.41	\$7,015,009.51	\$7,000,385.68	\$21,004,195.60	\$28,145,466.45	\$77,899,979.00	36.13%	\$27,532,079.95	37.42%
Benefits	\$16,071.29	\$35,755.48	\$3,844,162.36	\$3,895,989.13	\$3,984,120.02	\$3,953,783.19	\$3,945,273.75	\$11,883,176.96	\$15,779,166.09	\$44,181,206.00	35.71%	\$14,212,160.89	36.05%
Purchased Service	\$317,643.03	\$178,138.88	\$551,411.88	\$1,047,193.79	\$692,720.88	\$528,958.73	\$217,999.63	\$1,439,679.24	\$2,486,873.03	\$11,645,045.00	21.36%	\$3,476,270.74	28.96%
Supplies/Materials	\$172,658.73	\$134,316.47	\$226,311.21	\$533,286.41	\$163,131.31	\$144,222.92	\$80,774.31	\$388,128.54	\$921,414.95	\$3,061,627.00	30.10%	\$1,019,480.77	39.64%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,837.00	\$5,522.00	\$11,359.00	\$11,359.00	\$0.00	0.00%	\$26,838.40	53.68%
Other	\$82,832.00	\$19,886.14	\$120,621.72	\$223,339.86	\$61,295.54	\$4,550.68	\$11,303.44	\$77,149.66	\$300,489.52	\$1,026,996.00	29.26%	\$175,543.28	58.57%
<b>Total Instruction</b>	<b>\$623,826.66</b>	<b>\$456,726.25</b>	<b>\$11,760,527.13</b>	<b>\$12,841,080.04</b>	<b>\$11,890,068.16</b>	<b>\$11,652,362.03</b>	<b>\$11,261,258.81</b>	<b>\$34,803,689.00</b>	<b>\$47,644,769.04</b>	<b>\$137,814,853.00</b>	<b>34.57%</b>	<b>\$46,442,374.03</b>	<b>36.30%</b>
<b>Support Services</b>													
Salaries	\$1,718,785.06	\$1,847,208.80	\$3,498,400.44	\$7,064,394.30	\$3,374,826.95	\$3,440,981.70	\$3,378,624.74	\$10,194,433.39	\$17,258,827.69	\$47,551,692.00	36.29%	\$16,585,718.98	34.28%
Benefits	\$1,026,002.32	\$1,091,862.76	\$2,088,091.56	\$4,205,956.64	\$2,121,903.56	\$2,094,864.15	\$2,054,803.58	\$6,271,571.29	\$10,477,527.93	\$26,969,090.00	38.85%	\$9,460,486.54	36.50%
Purchased Service	\$2,041,087.88	\$1,110,809.52	\$824,147.00	\$3,976,044.40	\$1,115,383.40	\$956,536.90	\$1,664,607.26	\$3,736,527.56	\$7,712,571.96	\$7,108,365.00	108.50%	\$5,881,014.52	73.31%
Supplies/Materials	\$615,556.75	\$311,196.81	\$676,575.13	\$1,603,328.69	\$633,434.36	\$390,466.12	\$365,799.43	\$1,389,699.91	\$2,993,028.60	\$1,868,881.00	160.15%	\$2,531,781.23	100.49%
Capital Purchases	\$13,130.74	\$8,502.00	\$7,278.89	\$28,911.63	\$0.00	\$0.00	\$21,040.00	\$21,040.00	\$49,951.63	\$0.00	0.00%	\$147,157.12	98.10%
Other	\$156,371.14	\$1,206,404.66	\$169,930.24	\$1,532,706.04	\$80,132.96	\$12,412.40	\$5,736.95	\$98,282.31	\$1,630,988.35	\$626,897.00	260.17%	\$1,320,667.35	91.70%
<b>Total Support</b>	<b>\$5,570,933.89</b>	<b>\$5,575,984.55</b>	<b>\$7,264,423.26</b>	<b>\$18,411,341.70</b>	<b>\$7,325,681.23</b>	<b>\$6,895,261.27</b>	<b>\$7,490,611.96</b>	<b>\$21,711,554.46</b>	<b>\$40,122,896.16</b>	<b>\$84,124,925.00</b>	<b>47.69%</b>	<b>\$35,926,825.74</b>	<b>41.57%</b>
<b>Community Services</b>													
Salaries	\$15,249.95	\$15,249.95	\$27,542.38	\$58,042.28	\$28,093.62	\$31,757.16	\$26,248.09	\$86,098.87	\$144,141.15	\$310,265.99	46.46%	\$146,743.26	47.30%
Benefits	\$8,037.89	\$8,039.35	\$18,215.60	\$34,292.84	\$18,596.28	\$19,339.12	\$17,264.27	\$55,199.67	\$89,492.51	\$166,238.84	53.83%	\$77,144.66	46.41%
Purchased Service	\$5.04	\$0.00	\$420.79	\$425.83	\$16,144.31	\$624.73	\$6,027.55	\$22,796.59	\$23,222.42	\$51,451.16	45.13%	\$33,771.71	65.64%
Supplies/Materials	\$0.00	\$0.00	\$35.74	\$35.74	\$2,387.07	\$124.70	\$18.97	\$2,530.74	\$2,566.48	\$12,951.80	19.82%	\$3,712.96	28.67%
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	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,426.21	0.00%	\$0.00	0.00%
<b>Total Community Services</b>	<b>\$23,292.88</b>	<b>\$23,289.30</b>	<b>\$46,214.51</b>	<b>\$92,796.69</b>	<b>\$65,221.28</b>	<b>\$51,845.71</b>	<b>\$49,558.88</b>	<b>\$166,625.87</b>	<b>\$259,422.56</b>	<b>\$545,334.00</b>	<b>47.57%</b>	<b>\$261,372.59</b>	<b>47.93%</b>
<b>Capital Projects</b>													
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	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	0.00%
<b>Total Capital Projects</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>
Debt Service Payment	\$0.00	\$0.00	-\$71.34	-\$71.34	\$0.00	-\$2,602.51	\$0.00	-\$2,602.51	-\$2,673.85	\$0.00	0.00%	\$0.00	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	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	\$0.00	\$9,276,202.00	\$9,276,202.00	100.00%	\$8,999,197.00	100.00%
<b>Total Expenditures</b>	<b>\$15,494,255.43</b>	<b>\$6,056,000.10</b>	<b>\$19,071,093.56</b>	<b>\$40,621,349.09</b>	<b>\$19,280,970.67</b>	<b>\$18,596,866.50</b>	<b>\$18,801,429.65</b>	<b>\$56,679,266.82</b>	<b>\$97,300,615.91</b>	<b>\$231,761,314.00</b>	<b>41.98%</b>	<b>\$91,629,769.36</b>	<b>40.92%</b>

<b>Actual thru December 31 For January Board Packet</b>	<b>July Actual</b>	<b>August Actual</b>	<b>September Actual</b>	<b>1st Quarter Actual</b>	<b>October Actual</b>	<b>November Actual</b>	<b>December Actual</b>	<b>2nd Quarter Actual</b>	<b>Fiscal YTD 2019-20</b>	<b>Budget 2019-20</b>	<b>% of Budget</b>	<b>Fiscal YTD 2018-19</b>	<b>% of Budget</b>
General Fund	\$47,965.09	\$59,084.40	\$54,429.95	\$161,479.44	\$37,749.12	\$49,208.26	\$144,099.14	\$231,056.52	\$392,535.96	\$1,200,323.00	32.70%	\$426,076.81	98.41%
Debt Service Fund	\$1,791.26	\$1,909.12	\$1,963.21	\$5,663.59	\$2,044.66	\$12,664.49	\$47,993.92	\$62,703.07	\$68,366.66	\$300,000.00	22.79%	\$66,774.13	95.39%
Capital Projects Fund	\$403,622.44	\$502,860.61	\$454,406.72	\$1,360,889.77	\$382,469.90	\$269,949.68	\$350,665.81	\$1,003,085.39	\$2,363,975.16	\$2,775,000.00	85.19%	\$3,917,507.81	130.58%
<b>Total Interest Earnings</b>	<b>\$453,378.79</b>	<b>\$563,854.13</b>	<b>\$510,799.88</b>	<b>\$1,528,032.80</b>	<b>\$422,263.68</b>	<b>\$331,822.43</b>	<b>\$542,758.87</b>	<b>\$1,296,844.98</b>	<b>\$2,824,877.78</b>	<b>\$4,275,323.00</b>	<b>66.07%</b>	<b>\$4,410,358.75</b>	<b>125.90%</b>

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**ANNUAL RISK MANAGEMENT REPORT**

The Risk Management department handles the management and administration of the District's workers' compensation, liability, property, and auto insurance programs. This includes administering claims, developing policies and procedures, evaluating contractual risk, preventing loss, and supporting schools with safety programs. The risk management data for 2018-19 shows a reasonable number of incidents, claims, and costs to the District.

Liability Claims. The District had a total of 43 claims during the 2018-19 school year. In the area of property and liability, the following occurred:

TYPE OF CLAIM	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Number of Student Incident Reports	3782	2481	2148	1467	839	943
Number of Automobile Incident Claims	33	38	42	56	40	23
Number of General Liability Claims	9	3	5	4	9	6
Number of Property Claims	1	2	0	0	2	4
Total Claims Paid as of 12/1/2017	\$191,381	\$252,724	\$90,124	\$207,802	\$54,260	\$1,043,267

Premium Costs	2018-19	2017-18	2016-17
PACE premium for the school year	\$1,053,664	\$999,179	\$937,147
Excess earthquake coverage	\$78,809	\$78,252	\$74,000
Brown and Brown Northwest's broker fee	\$52,919	\$51,378	\$49,882
Total premium, including coverages and broker fees	\$1,185,392	\$1,128,809	\$1,061,029

Workers' Compensation. The District had a total of 117 workers' compensation claims. The cost of the 117 claims to date is \$291,265. The workers' compensation claims are summarized below:

TYPES OF CLAIMS	NUMBER OF CLAIMS	PERCENTAGE OF TOTAL
Medical	97	83%
Time Loss	20	17%
<b>TOTAL</b>	<b>117</b>	<b>100%</b>
Denied	19	16%
Deferred	1	1%
Open Claims	5	4%
Closed Claims	92	79%
<b>TOTAL</b>	<b>117</b>	<b>100%</b>

The number of claims and percentage by work classification are shown below. The work classification is the primary determining factor in premium calculations. The majority of the injuries were lower back area strains, knee strains, and contusions.

INJURY BY WORK CLASSIFICATION	NUMBER OF CLAIMS	PERCENTAGE
Drivers	7	6%
Teachers / Professionals	96	82%
Kitchen / Cafeteria	11	10%
All Others	3	2%
<b>TOTAL</b>	<b>117</b>	<b>100%</b>

The chart below shows the time of year when employee accidents occurred:

Month	Jul y	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>WC Claims</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>14</b>	<b>11</b>	<b>15</b>	<b>11</b>
Accidents	4	9	34	66	33	42	28	34	47	37	52	30

The District continues to make every effort to maintain a successful modified / light duty program for employees who are injured on the job. In 2018/19, the District actively placed workers on modified duty, reducing the District's costs for these incidents. The District was able to recover \$19,949 for these modified workers through the state Employer-at-Injury Program (EAIP).

The District's workers' compensation premium expense for the 2018-19 school year was \$730,840. For the 2017-18 school year the premium was \$718,493. For the 2016-17

school year the premium was \$807,821.

The workers' compensation premium is based on the District's payroll and experience rating. There was a slight decrease in the experience rating for the 2018-19 school year. The District has workers' compensation coverage through SAIF Corporation. The following chart shows the District's experience rating, payroll history, and premium history:

Year	Experience Rating	Payroll	Premium	Carrier
2018-19	.96	\$121,410,368	\$730,840	SAIF
2017-18	.97	\$121,410,368	\$718,493	SAIF
2016-17	.85	\$115,848,517	\$807,821	SDIS
2015-16	.80	\$115,848,517	\$672,045	SDIS
2014-15	.88	\$109,399,940	\$780,820	SDIS
2013-14	.87	\$99,377,245	\$623,007	SDIS
2012-13	.78	\$96,868,753	\$576,869	SDIS
2011-12	.86	\$87,182,904	\$611,135	LNW
2010-11	.95	\$90,766,351	\$633,928	LNW
2009-10	1.12	\$92,202,106	\$801,238	LNW

#### Workplace Possibilities Program

The Standard is the insurance carrier for the District's group disability coverage plan. Part of this coverage includes on-site ergonomic disability consultation and reasonable accommodation expense benefits. In the 2018-19 school year the District submitted 28 claims to this program. The result was \$46,630 in equipment purchased by The Standard for District employees.

#### **RECOMMENDATION**

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



**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**FIRST READING - NEW COURSE APPROVALS:**  
**TOPICS AND ISSUES IN LITERATURE; IB DP MUSIC SL**

**SITUATION**

Tonight the Board of Directors will hear presentations for two new high school courses. The courses have come forward from Glencoe High School and Hillsboro High School. The Community Curriculum Advisory Committee (CCAC) has provided feedback to the teachers proposing these courses and will recommend that the Board consider these courses for consideration. "Topics and Issues in Literature" will be presented by Dr. Bob Bizjak, English language arts teacher at Glencoe High School. "IB DP Music SL" will be presented by Ashley Clemens and Ben Noyes from Hillsboro High School. These presentations will be supported by Coordinator of Secondary Teaching and Learning, Becky Kingsmith. CCAC Chair, Rebecca Nelson, will share notes from the December CCAC meeting regarding these courses. If approved, these courses would be available to be offered in the 2020-2021 school year.

**RECOMMENDATION**

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

# “Topics and Issues in Literature”

**Proposed by**  
**Academic Program Area**  
**Title of Proposed Course**

Robert J. Bizjak, Ed.D.  
English Language Arts  
Topics and Issues in Literature  
(2020-2021 academic year)

**Proposed Course Credit**  
**School**  
School District  
**Grade Level(s)**

0.5 (elective)  
Glencoe High School at Hill  
10, 11, 12

# What will this course do for students?

This course will invite students

- to survey a broad range of poets, novelists, playwrights, and essayists;
- to familiarize themselves with the significant characteristics of the influential literary-historical periods (Romantic, Victorian, Harlem Renaissance, etc.), as well as with their respective literary luminaries (Alvarez, Achebe, Hawthorne, Hurston, Marquez, Morrison, and Woolf, etc.);
- to build an analytic and critical vocabulary for the activity of writing about and discussing literature; and
- to unpack great works of literature, bearing in mind such literary elements as *central idea, theme, character, conflict, point of view, setting, syntax, diction, mood, and tone*.

# Why should we adopt “Topics and Issues in Literature”?

This course will expect students

- ★ to manipulate language,
- ★ to improve their writing techniques, and
- ★ to develop and refine their writing craft.

This course will dedicate itself

- 12
- ★ to preparing all learners for the rigors of upper-division English coursework,
  - ★ to inviting students to study fewer texts, and
  - ★ to challenging all students through projects, discussions, Socratic seminars, and essays.

All learners in this course will be asked

- ★ to imaginatively and concretely connect in- and out-of-class readings to their lives and
- ★ to reach beyond the CCSS to prepare themselves for post-secondary coursework in its various manifestations, including potential dual credit options.

## Topic/Author Based:

### **Mythology:**

Gods, Goddesses, and Other Legendary Characters throughout Antiquity

### **From Oscar Wilde to William Golding:**

British Literature's (Be)deviled Bodies

### **Literary Damnation:**

Post-Apocalyptic Visions in Young Adult Literature

### **The Colonized Body:**

The Influence and Existence of Western Enslavement in Shakespeare's *The Tempest*

### **De-Bordering the Canon:**

Mexican and Mexican-American Authors

### **Exploding the Literary Canon:**

War, Trauma, and PTSD in Literature

### **Our Literary Cross to Bear:**

Shame and Guilt as Visual Spectacle in Nathaniel Hawthorne's *The Scarlet Letter*

### **(En)gendering the Female Canon:**

Minority Authors and the Birth of Creativity

### **Hitchcock's Leading Ladies:**

Filmic Representations of Race, Class, and Gender in *Rear Window* and *Psycho*

### **The Problem of Evil in Literature:**

The Rhetoric and Politics of Evil in the Public Sphere

## Character/Text Based

### **Hauntings and Supernatural Visions:**

Paranormal Paralysis in Emily Brontë's  
*Wuthering Heights*

### **Unearthed, Undead, & Uninvited:**

Inside the Vampyric World  
of Bram Stoker's *Dracula*

### **Character as Thought(ful) Criminal:**

Winston Smith as Condemned  
Counteragent in Orwell's *1984*

### **Monstrous Transformations:**

From Kafka's *The Metamorphosis* to  
Shelley's *Frankenstein*

### **Natural Endeavors:**

Ecocriticism and  
John Steinbeck's *The Grapes of Wrath*

### **“O, full of scorpions is my mind”:**

Mental Illness and Its Effects in  
Shakespeare's *Macbeth* and *King Lear*

### **Hath Not a Jew Eyes?:**

Shakespeare's (Mis)treatment of Shylock  
in *The Merchant of Venice*

### **(In)visibility of the Literary (Anti)hero:**

Ralph Ellison's *Invisible Man*

### **Literary Criminology:**

Truman Capote's *In Cold Blood* and the  
Birth of the True Crime Novel

## A sample of the Reading and Writing standards embedded within the course

<p>Rather than a traditional English survey course where 4 or more texts are studied, the course will</p> <ul style="list-style-type: none"> <li>★ focus on one or two (at most) central texts;</li> <li>★ provide well-rounded learning opportunities for students in direct writing instruction;</li> <li>★ allow for students to dig deeper into a text;</li> <li>★ and offer legitimate college-level work in terms of writing, discussions, critical thinking, and researching.</li> </ul>	<p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p> <p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p>
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<b>Projected Costs</b>	Due to the thematic nature of this proposed English language arts course, textbooks will not need to be purchased; instead, the design, scope, and sequence of this proposed course will utilize texts already purchased.
<b>Topics of the Course</b>	Topics for this course will be based on student interest and text availability. Ideally, three course topics will be presented to students during forecasting, and they will select which topic interests them most; the two most popular topics will serve as each semester's topic.
<b>Advertising of the Course</b>	Students will learn about the course during academic forecasting.
<b>Evaluation of the Course</b>	A student-evaluation form will be given to students at the end of the academic semester.



### **Preliminary Survey of Student Interest**

#### **The top-three choices:**

Unearthed, Undead, & Uninvited: Inside the Vampyric World of Bram Stoker's *Dracula*

Literary Criminology: Truman Capote's *In Cold Blood* and the Birth of the True-Crime Novel

(In)visibility of the Literary (Anti)hero: An Examination of Ralph Ellison's *Invisible Man*

**Thank you to the following:**

Claudia Ruf, Principal at Glencoe High School

The Community Curriculum Committee at Hillsboro School District

Becky Kingsmith, Coordinator of Secondary Teaching and Learning at Hillsboro School District

Travis Reiman, Assistant Superintendent at Hillsboro School District

To my English department support system at Glencoe High School

My students at Glencoe High School, upon whose urging and support I purposed this course



# IB DP MUSIC SL

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## Course Proposal

Ashley Clemens - IB Coordinator

Ben Noyes - Choir Director

# The IB Mission Statement

The International Baccalaureate aims to develop **inquiring knowledgeable** and **caring** young people who help to create better and more peaceful world through **intercultural understanding and respect**.

To this end the organization works with schools, governments and international organizations to develop *challenging programmes of international education and rigorous assessment*.

These programmes encourage students across the world to become *active, compassionate and lifelong learners* who understand that other people, with their differences, can also be right.

## IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

### Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

### Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

### Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

### Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

### Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

### Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

### Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



# Current Hlhi IB Curriculum Model

Group 1- English A  
Language & Literature SL/HL

## *Access to IB:*

1. Diploma Programme
  - Six courses
  - TOK, CAS, + EE
  - Score 24 points
2. Honors CCP
  - Any three courses
  - TOK + CAS
3. Course Enrollment
  - Any course(s)

Group 3 - History HL; Global  
Politics SL; Business  
Management SL

The Core

Group 5 - Mathematics SL;  
Mathematical Studies SL;  
Math: Analysis and Approaches SL/HL

Group 6 - Visual Arts SL/HL;  
Theatre Arts SL/HL;

**Music SL**

Group 2 - French SL; Spanish  
SL/HL

Group 4 - Physics  
SL; Biology SL/HL;  
Sports, Exercise,  
Health Science SL

# Music SL Compliments Our Existing Music + IB Programs

- 250 Hilhi students engage in music performance courses
  - Band
  - Choir
  - Mariachi
- Focus here: group performance
- IB DP Music SL will add a focus on music theory, ear training, and musical ethnography.

- 58 of current music performance students are also taking IB courses
- Interest survey of 11th grade IB Honors + Diploma students showed 38% (17/45) interested in IB Music
- Gives pathway to full IB Diploma for students who previously haven't met the Arts (Visual and Theatre) pre-reqs

# Rationale

- Equitable access to advanced music education for Hilhi students
  - Expanded access to IB Diploma
  - Parity with AP Music Theory offerings across district
  - Access to music education for student musicians not attracted to group musical performance
- Genre-free way of learning for those interested in:
  - how music works
  - how to create their own compositions
  - importance of analyzing cultural and historical implications of style
- Complimentary improvement of existing performance programs
  - Increase in understanding of high-level musical concepts
  - Increase in musical literacy
    - Less time spent on learning parts and more time to delve deeper into the nuances of composition
  - Increase in student leadership
    - Lead sectionals
    - Discuss compositional structure with peers
    - Pose questions about the music

# Course Overview

The one-year IB DP Music SL course provides:

- an appropriate foundation for further study in music at university level or in music career pathways
- provides an enriching and valuable course of study for students who may pursue other careers
- all students with the opportunity to engage in the world of music as lifelong participants

Students will:

- study musical perception
- submit a musical links investigation (*externally assessed*)
- respond to a listening examination paper (*externally assessed*)
- pursue an independent project (*internally assessed; externally moderated*)
  - creating,
  - solo performing, *or*
  - group performing
    - performance component can be met during concurrent participation in another performance course or program



Students will be able to sit the IB exam for this course with the possibility of earning college credit. Four - six credits in Music is the HECC agreed-upon standard for Oregon state colleges + universities for scores of four or higher in Music SL.



# Learning Outcomes



Assessment objective	Which component addresses this assessment objective?
1. Demonstrate knowledge, understanding and perception of music in relation to time, place and cultures	Listening paper
	Musical links investigation
2. Demonstrate appropriate musical terminology to describe and reflect their critical understanding of music	Listening paper
	Musical links investigation
3. Demonstrate comparative analysis of music in relation to time, place and cultures	Listening paper (HL)
	Musical links investigation
4. Demonstrate creative skills through exploration, control and development of musical elements (SLC, HL)	Creating
5. Demonstrate performance skills through solo music making (SLS, HL) or group music making (SLG)	Performing
6. Demonstrate critical-thinking skills through reflective thought	Listening paper
	Musical links investigation
	Creating

With the vastness of IB Music, nearly all National Educational Standards of Music are met.

## As an example, here are NESM standards covered in the *composition* unit of the course:

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create an initial expressive statement of selected sonic events, memories, images, concepts, texts, or storylines.

MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of the selected work(s) relate to the style, function, and context, and explain the implications for rehearsal and performance.

MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works, the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re8.1.C.IIIa Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

# Implementation Impact + Cost

Item	Cost	Duration
Teacher training	\$2,500	Every 5-7 years; or with turnover
Materials (books, copy budget, tech equipment for production, software, etc.)	\$4,000	One time, rolling purchases

# Data Collection

## What data will be collected?

- Enrollment data
  - # of students enrolled in IB Music and an existing ensemble class
  - # of students enrolled in IB Music with no other performing arts class
- IB exam results
  - # of students earning a mark of 4 or higher (earning college credit)

## When and how will data be collected?

- Enrollment data
  - Spring forecasting
  - Semester 1 start + end
  - Semester 2 start + end
- IB exam results
  - July of the testing year (2021)

# Thank you!



**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**DIVISION 22, STANDARDS FOR PUBLIC**  
**ELEMENTARY AND SECONDARY SCHOOLS**  
**2018-19 ASSURANCE FORM**

**SITUATION**

Each year, the Oregon Department of Education requires that all school district superintendents report to their communities their district's standing regarding compliance with the Division 22 Standards for Public Elementary and Secondary Schools.

Following the internal monitoring and report, districts must complete and return to the Oregon Department of Education the annual Division 22 Assurance Form. This form provides an opportunity to:

1. Assure the district's compliance with Division 22 standards
2. Assure that the district's status regarding Division 22 has been reported publicly
3. Identify any areas found to be out of compliance, and provide a plan for bringing those areas into compliance

After a review of Division 22 standards by the appropriate personnel, the Hillsboro School District assures compliance with all associated laws and regulations, with the exception of aligning the District's curriculum adoption process with the State's seven-year cycle in all content areas.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**FIRST READING – POLICIES IN SECTIONS**  
**A-B: BOARD GOVERNANCE AND OPERATIONS; J: STUDENTS; I: INSTRUCTION**

**SITUATION**

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

Policy language must meet the following criteria:

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

The Superintendent and Cabinet members have reviewed the policies listed below, and are presenting them to the Board for first reading:

- Policies in Section A-B: Board Governance and Operations
  - BCF: Advisory Committees to the Board
- Policies in Section J: Students
  - JECE: Student Withdrawal from School
  - JFI: Student Demonstrations and Petitions
- Policies in Section I: Instruction
  - IA: Instructional Goals
  - IBDJA/LBD: Home-Schooled Students
  - IC/ICA: School Year/School Calendar
  - ID: School Day
  - IE: Organization of Instruction
  - IFA: Instructional Research
  - IFCA: Site Councils
  - IFD: Course Adoption
  - IFE: Curriculum Guides and Course Outlines
  - IGAC: Teaching About Religion and Schools
  - IGACA: Recognition of Cultural Diversity and Customs
  - IGAEC: Anabolic Steroids and Performance-Enhancing Substances
  - IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Disease, Health Education
  - IGBA: Students with Disabilities - Child Identification Procedures
  - IGBA-AR: Students with Disabilities - Child Identification Procedures
  - IGBAC: Special Education - Personnel Development

- IGBAE: Special Education - Participation in Regular Education Programs
- IGBAE-AR: Special Education - Participation in Regular Education Programs
- IGBAF: Special Education - Individualized Education Program (IEP)
- IGBAF-AR: Special Education - Individualized Education Program (IEP)
- IGBAH: Special Education - Evaluation Procedures
- IGBAH-AR: Special Education - Evaluation and Eligibility Procedures
- IGBAI: Special Education - Private Schools
- IGBAI-AR: Special Education - Private Schools
- IGBAJ: Special Education - Free Appropriate Public Education (FAPE)
- IGBAJ-AR: Special Education - Free Appropriate Public Education (FAPE)
- IGBAK: Special Education - Public Availability of State Application
- IGBAL: Special Education - Services for Home-Schooled Students with Disabilities
- IGBAL-AR: Special Education - Services for Home-Schooled Students with Disabilities
- IGBB: Talented and Gifted Program
- IGBBA: Identification - Talented and Gifted Students - Identification
- IGBBD: Talented and Gifted - Parent Notification and Participation
- IGBC: Title IA/Parental and Family Involvement
- IGBGA: Home Tutoring Services
- IGBHA: Alternative Education Programs
- IGBHB: Establishment of Alternative Education Programs
- IGBHC: Alternative Education Notification
- IGBHD: Program Exemptions
- IGBHE: Expanded Options Program
- IGBI: Bilingual Education
- IGD: Cocurricular / Extracurricular Activities
- IGDB: Student Publications
- IGDD: Student Performances
- IGDE: Student Fees
- IGDF: Student Fund-Raising Activities
- IGDG: Student Activity Funds
- IGDJ: Interscholastic Athletics Activities
- IGDK: Nonschool-Sponsored Study and Athletic Tours/Trips/Competitions
- IHB: Class Size
- IHGA: Alternative Instructional Arrangements
- IIAC: Media Center Materials Selection
- IIAD: Special Interest Material
- IIBGB: Web Pages
- IICA: Field Trips and Special Events
- IJ: Guidance Program
- IJA: Confidentiality in Counseling
- IK: Academic Achievement
- IKAB: Student Progress Reports to Parents

- IKAC: High School Classes/Courses for Eight Graders Pre-Grade 9 Students
- IKE: Student Retention and Promotion
- IKF: Graduation Requirements
- IKFA: Early Graduation
- IKFB: Graduation Exercises
- IL: Assessment Program
- IM: Instructional Program Renewal
- INB: Studying Controversial Issues
- INC: Controversial Speakers
- INCA: Political Figures in the School
- INDB: Flag Displays and Salutes
- INI: Animal Dissection

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors review the first reading of these policies in sections A-B, J, and I of the District's policy manual.





Code: **IA**  
Adopted: 6/24/14  
Orig. Code(s): IA

## **Instructional Goals**

The preservation of democracy in our country demands we acknowledge everyone's capacity to be a learner. The degree to which intellectual development of our students can be ascertained is by providing them with the skills to question, reason, evaluate, and apply their learning to new situations throughout their lives.

As a provider of public education to our community, we embrace the differences among families and students with regard to their beliefs, values, and customs. We want to provide our students with opportunities to develop an understanding of these differences, and an appreciation of individual worth and dignity.

In establishing an effective educational program as part of the students' total education, the District recognizes the importance of developing a partnership that promotes the involvement of staff, parents, and the community, through such means as site councils, local school committees, and advisory committees.

The District is committed to a continual process of collaborative decision making and goal setting that supports the physical and cognitive growth and development of students around the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, **gender**, capability, or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations, and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education, and other specialized programs to all students who need those services;
4. Provides students with a solid foundation in the skills of reading, writing, problem solving, and communication;
5. Provides opportunities for students to learn, think, reason, retrieve information, use technology, and work effectively alone and in groups;
6. Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts, and world languages;

7. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy, and a multicultural nation and world;
8. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families, and as ~~citizens~~ community members;
9. Provides students with the knowledge, ~~and~~ skills, ~~and positive attitude~~ that lead to an active, healthy lifestyle;
10. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
11. Provides opportunities for students to learn through a variety of teaching strategies;
12. Emphasizes involvement of parents and community in the total education of students;
13. Transports students safely to and from school, if transportation is required by law;
14. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
15. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;
16. Provides for a safe, educational environment;
17. Provides increased learning time;
18. Supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of ~~challenging and aspirational~~ individual goals; and
19. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation, and school improvement.

We believe it is possible for learners of all abilities and backgrounds to achieve school success. Educational excellence becomes possible only when schools set high expectations and instructional goals for all students, and provide them with the necessary support to achieve these goals.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.025](#)  
[ORS 329.125](#)

[ORS 336.067](#)

[OAR 581-022-2030](#)  
[OAR 581-022-2315](#)

Corrected 8/21/19



Code: **IBDJA/LBD**  
Adopted: 2/28/12  
Orig. Code: IBDJA/LBD

## **Home-Schooled Students\*\***

The Board recognizes that parents may choose to teach their children at home according to state law, which includes the education service district's role in registering and monitoring test results for students who are being taught at home.

The District may allow access to District programs by registered home-school students. The District reserves the right to limit the number of instruction hours allocated to each registered home-school student, and the number of registered home-school students admitted for instruction. The District reaffirms its prerogative not to accept home instruction course credit toward graduation requirements. Transcripts will be evaluated to determine the credit for prior courses and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Parents of high school students who elect home schooling options are encouraged to explore GED or community college alternatives. The District provides diplomas to those students who enroll and complete the course work required to graduate.

Home-schooled students may participate in **available** interscholastic activities if the following **criteria requirements** are met:

1. The student is in compliance with all rules governing home schooling and can provide acceptable documentation of compliance to the District;
2. The student can meet the District eligibility requirements, except the District or class attendance requirements;
3. Students need not meet class requirements of the voluntary association administering the interscholastic activities;

4. **The student must meet one of the following:**

- a. ~~4-~~The student ~~can~~ **must** achieve the minimum score on an examination from the list adopted by the State Board of Education. ~~(Students may participate while awaiting test results.); that places the student at or above the 23<sup>rd</sup> percentile based on national norms. The examination shall be taken at the end of the each school year.~~ **5-**The parent shall submit the examination results to the District; **The student may participate while awaiting test results;** or
- b. ~~†~~The District may adopt alternative requirements, in consultation with the parent **or guardian**, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the District for review to determine whether a student is eligible to participate in interscholastic activities;

5. The student must fulfill the same responsibilities and standards of behavior and performance, including related class or practice requirements of other students participating in the interscholastic activity. The students must meet the same standards of acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;
6. The student must reside in the attendance boundaries of the school for which the student participates.

“Interscholastic activities” means athletics, music, speech, and other similar or related activities.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 339.030](#)  
[ORS 339.035](#)

[ORS 339.450 to -339.460](#)  
[OAR 581-021-0026 to -0029](#)  
[OAR 581-021-0033](#)

[OAR 581-021-0071](#)  
[OAR 581-021-0210](#)  
[OAR 581-022-2505](#)

Corrected 8/21/19



Code: **IC/ICA**  
Adopted: 12/16/08  
Orig. Code: IC

## School Year/School Calendar

The Board will approve the school year calendar for the following year no later than at its April meeting. After Board approval, any modification of the calendar will require Board action.

The Superintendent or designee will develop a school calendar that satisfies the requirements of Oregon Administrative Rule (OAR) 581-022-2320. The calendar will include the number of student days/hours, and number of work days for staff and holidays. The calendar will meet or exceed state requirements. The starting and ending times for the school day will be established annually by the Superintendent or designee.

The work year for licensed employees shall include each school day as shown on the current school calendar, paid holidays recognized in the contract, in-service days, and noncontract days.

The Board shall determine vacation periods for the school year and holidays that will be granted other than those required by Oregon law.

When necessary to close school due to weather or emergency, time may be made up. The Board and Superintendent will consider available options and the time will be made up by addition to the calendar.

END OF POLICY

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### Legal Reference(s):

[ORS 187.010](#)

[ORS 243.650](#)

[ORS 332.075\(1\)\(a\)](#)

[ORS 332.107](#)

[ORS 336.010](#)

[OAR 581-022-2320](#)

Corrected 8/21/19



Code: ID  
Adopted: 12/16/08  
Orig. Code: ID

## School Day

*(Incorporated into policy IC/ICA)*

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities, requirements of state law, teacher negotiated contract and state regulation.

The number of days of instruction and number of hours of instruction will be determined by the Superintendent with final approval by the Board. The District may exceed state requirements. Starting and ending times for the school day will be established annually by the Superintendent.

END OF POLICY

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### Legal Reference(s):

[ORS 332.075](#)

[ORS 332.107](#)

[OAR 581-022-1620](#)

Corrected 8/21/19



Code: **IE**  
Adopted: 4/28/15  
Orig. Code: IE

## Organization of Instruction

The grouping and housing of instructional levels in school facilities throughout the District will be according to plans developed by the Superintendent and staff, and approved by the Board.

Multiple-level offerings may be established to meet the needs of students' continuous progress and individualized instruction. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

It should be noted that it may be desirable to modify the existing organizational pattern because of increases or decreases in student enrollment, to achieve maximum utilization of facilities, to economize on capital outlay costs, or to strengthen the District's academic program. Flexibility in organization is desirable in order to provide an optimum instructional program, and to achieve the most effective and economical utilization of District resources.

END OF POLICY

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### Legal Reference(s):

[ORS 329.025](#)  
[ORS 329.585](#)  
[ORS 332.075](#)  
[ORS 336.067](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-0606](#)  
[OAR 581-022-0807](#)  
[OAR 581-022-1020](#)

[OAR 581-022-1130](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1340](#)  
[OAR 581-022-1610](#)

Corrected 8/21/19



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

## Instructional Research

The District has the responsibility to engages in long-range educational planning in order to advise the Board regarding policy and effective decision making. The District is committed to the position that planning must be supported by appropriate research and evaluation.

The Superintendent will establish formal procedures through which District personnel can submit educational research proposals. A major purpose of such research is to contribute to the quality of educational programming and advance the general welfare of students.

Objectives include:

1. Inducing change in the curriculum and techniques under conditions which are conducive to the growth of the educational program;
2. Encouraging and coordinating creative efforts so that duplication, conflict and waste of time may be avoided;
3. Facilitating the teacher-learning process and developing greater effectiveness in teaching;
4. Creating a climate for professional growth through creativity and innovation;
5. Establishing criteria for change in educational practices through innovative development and creativity.

Proposals to involve the District in research originating from sources other than District personnel require prior approval from the Superintendent. The basic premise for involving the District in research is the ability of the District to use results.

END OF POLICY

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### Legal Reference(s):

[ORS 329.704](#)

[ORS 332.107](#)

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).  
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).

Corrected 8/21/19





Code: IFCA  
Adopted: 10/26/10  
Orig. Code: IFC

## Site Councils

The District requires a Site Council at each school.

Site councils encourage new school-based initiatives toward educational excellence. Through the councils, the Board intends to promote school-community collaboration, to encourage the establishment of lofty goals for student achievement, and to assign responsibility and accountability at the school level for the attainment of those goals. Further, the councils are encouraged to invite more collaborative participation, to advocate enhancement of the educational program, to support change where necessary, and to become advisors in policy making. The Board further endorses expanded career opportunities and professional development for educators through the initiative of site councils.

### Operating Philosophy

All positions and recommendations developed by the councils shall be consistent with the District mission and objectives and with effective schooling tenets. Recommendations shall be designed to improve the instructional program and enhance student achievement.

### Membership

The site council shall be composed of teachers, parents, community members, classified employees, and the principals, or principal's designee, as follows:

1. Not more than half of the members shall be teachers;
2. Not more than half of the members shall be parents of students attending that school;
3. At least one member shall be a classified employee;
4. One member shall be the principal of the school or the principal's designee;
5. In addition, other members may be included as the District and shall be designated by the District, including, but not limited to, from local school committee members, business leaders, students, and members of the community at large.

Members of the site council shall be selected as follows:

1. Teachers shall be licensed teachers elected by licensed teachers at the school site;
2. Classified employees shall be elected by classified employees at the school site;

3. Parents shall be selected by parents of students attending the school. Parent representatives may be selected through the recognized parent organization of the school, such as the PTA/PTO, Parent Advisory Committee, or through an election process open to all parents of the students attending the school;
4. Every effort will be made by the District to identify a community member who shall be selected by the council.

### **Membership Election and Qualifications**

Election of teachers and classified employees shall occur in the spring of each year and at the year of service for an elected employee shall be one school year.

### **Council Structure**

Each council shall constitute itself in compliance with the guidelines established by the Oregon Educational Act for the 21st Century as stated in ORS 329.704.

### **Council Duties**

To the extent practicable and within parameters established by ORS 329.704 and herein, Site Councils shall be delegated responsibility for involving staff and initiating leadership in the following:

1. Development of plans to improve the professional growth of the school's staff;
2. Improvement of the school's instructional program;
3. Development and coordination of plans for the implementation of programs defined in ORS 329.704 at the school; and
4. Application for and administration of grants-in-aid for professional development of teachers and classified staff employees.

### **Grant Writing by Councils**

Any grant request must be reviewed by appropriate program director(s), signed by the principal or designee, approved by Superintendent's executive council, and, when required, approved by the Board prior to submission. Also when required, the site council will be notified and site council support indicated.

### **Direction for Councils Collaboration**

The Board directs the administration to develop, in collaboration with the elected bargaining representatives, the structures, processes, and guidelines to review the site councils' work.

### **Limitation of Council Authority**

Implementation of the councils' plans will be limited by available funding.

No council shall have the authority to override an administrative rule, regulation, decision, contractual provision or Board policy without the approval of the principal, the Superintendent, the elected bargaining representative, or the Board, respectively. All aforementioned parties must approve prior to submitting any request for waiver of state law or rule.

### **Public Meetings Law**

All site council meetings shall be subject to the open Public Meetings Law pursuant to ORS 192.610 to -192.690.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 192.660](#) to -192.690  
[ORS 243.650](#)  
[ORS 243.782](#)

[ORS 329.125](#)  
[ORS 329.704](#)

[OAR 581-020-0100](#) to -0115  
[OAR 581-020-0125](#)  
[OAR 581-020-0130](#)

Corrected 8/21/19



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

## Course Adoption

No course shall be eliminated or new courses added without approval of the Board nor shall any basic alteration or reduction of a course of study be made without such approval.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)  
[ORS 332.075](#)

[ORS 332.107](#)  
[ORS 336.035](#)

[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)

Corrected 8/21/19



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

## Curriculum Guides and Course Outlines

Curriculum guides will be available for each subject offered in the District. The guides will include the appropriate academic content standards, essential skills, and best practices. Information regarding content area goals and objectives will be available to all students and interested District patrons.

Planned course statements for each secondary course in the District will be on file in each secondary school office and the District office.

Parents will be informed of the availability of planned course statements.

END OF POLICY

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### Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Corrected 8/21/19



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

## **Teaching about Religion and Schools**

~~The Board recognizes that the public schools, as agents of government, must remain neutral toward religion and must be careful not to advocate one religion above another.~~

~~The Board does, therefore, resolve that the schools shall conduct their curricular and cocurricular programs and provide ancillary services in accordance with accompanying procedures.~~

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

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### **Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

Corrected 8/21/19



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

## **Recognition of Cultural Diversity and Customs**

The District fosters understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs.

The District recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that cultural diversity plays in the social, cultural and historical development of civilization.

END OF POLICY

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### **Legal Reference(s):**

[ORS 336.067](#)  
[ORS 339.420](#)

Corrected 8/21/19



Code: IGAEC

Adopted:

## **Anabolic Steroids and Performance-Enhancing Substances**

The district will not tolerate the possession, selling or use of unlawful drugs or hormonal substances chemically or pharmacologically related to testosterone. In addition, the district will utilize an evidence based instructional grade K-12 health education program that shall prevent the use of anabolic steroids and performance-enhancing substances. The program will meet additional minimum requirements as defined by law.

### **Definitions**

“Anabolic steroid” includes any drug or hormonal substance chemically or pharmacologically related to testosterone, all prohormones, including dehydroepiandrosterone and all substances listed in the Anabolic Steroid Control Act of 2004. Anabolic steroid does not include estrogens, progestins, corticosteroids and mineralocorticoids.

“Performance-enhancing substance” means a manufactured product for oral ingestion, intranasal application or inhalation containing compounds that contain a stimulant, amino acid, hormone precursor, herb or other botanical or any other substance other than an essential vitamin or mineral; and are intended to increase athletic performance, promote muscle growth, induce weight loss or increase an individual’s endurance or capacity for exercise.

“School district employee” means an administrator, teacher or other person employed by a school district; a person who volunteers for a school district; and a person who is performing services on behalf of a school district pursuant to a contract.

The Board directs the superintendent to ensure that anabolic steroid and performance-enhancing substance abuse by students is addressed and may be a part of the district’s Prevention Program (OAR 581-022-2045).

The program shall include training for staff who are athletic directors and/or coaches, including volunteers, at least once every four years.

Each year students and parents shall receive a code of conduct explaining expected behaviors and related consequences for violations of the code of conduct which may include discipline up to and including expulsion. Students violating the code of conduct prohibiting substance abuse, possessing, selling and/or using unlawful drugs or alcohol or other prohibited substances may be subject to an assessment and, if appropriate, referred to law enforcement officials. When considering disciplinary action for a student with



disabilities, the district must follow the requirements of Board policy JGDA – Discipline of Students with Disabilities, including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 332.107](#)  
[ORS 342.721](#)  
[ORS 342.723](#)

[ORS 342.726](#)  
[OAR 581-022-2045](#)  
[OAR 581-022-2210](#)  
[OAR 581-022-2400](#)

[OAR 581-022-2405](#)  
[OAR 581-022-2415](#)  
[OAR 581-022-2420](#)

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Corrected 8/21/19



Code: **IGAI**  
Adopted: 12/16/14  
Orig. Code: IGAI

## **Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The District shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide minimally, the equivalent of four instructional sessions annually. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually for all students in Ggrades 6- through 8, and at least twice during Ggrades 9- through 12.

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her/their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2). The Superintendent or designee will ensure that a parent notification process is in place. Parent notification processes, access to curriculum for review, and the process for exempting students from specific instructional activities will be made public on the District's website.

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;

4. Provides balanced and accurate information on risks and benefits of contraceptives, condoms, and other disease-reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices that may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical, and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;
9. Stresses that HIV/STDs and Hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of the consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement, and helps students learn to make responsible, respectful, and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and not to make unwanted physical and verbal sexual advances that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage students who witness or learn about a peer's harmful behavior or attitudes to intervene when it is safe to do so;
15. Teaches students how to identify and respond to attitudes and behaviors that contribute to sexual violence;
16. Validates the importance of honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognize different sexual orientations, gender identities, and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction<sup>1</sup> that:

1. Assists students to develop and practice effective communication skills, development of self-esteem, and the ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based, or utilizes best practices; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection, and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection, and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence, while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not in any way use shame or fear-based tactics.

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<sup>1</sup> Per OAR 581-022-1440~~2050~~, "skills-based" is defined as "means instructional strategy that has students practice the desired skill." Skills-based instructional activities regarding effective communication, development of self-esteem, resisting peer and partner pressure, and accessing valid health information are available for review.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.107](#)  
[ORS 336.455 to -336.475](#)

[ORS 339.370 to -339.400](#)  
[OAR 581-022-1910](#)

[OAR 581-022-2030](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2220](#)

Corrected 8/21/19



Code: **IGBA**  
Adopted: 6/26/18  
Orig. Code: IGBA

## **Students with Disabilities – Child Identification Procedures**

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

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

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

The eDistrict shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located, evaluated and are receiving special education and related services. The eDistrict conducts an annual count of the total number of private school children attending private schools located within the boundaries of the eDistrict, and a count of all children with disabilities attending private schools located within the boundaries of the eDistrict, in accordance with OAR 581-015-2465. The eDistrict reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.075](#)  
[ORS 338.165](#)  
[ORS 339.115 - 339.137](#)  
[ORS 343.151](#)  
[ORS 343.157](#)  
[ORS 343.193](#)  
[ORS 343.221](#)

[ORS 343.517](#)  
[ORS 343.533](#)  
  
[OAR 581-015-2040](#)  
[OAR 581-015-2045](#)  
[OAR 581-015-2080](#)  
[OAR 581-015-2085](#)

[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2315](#)  
[OAR 581-015-2480](#)  
[OAR 581-021-0029](#)  
[OAR 581-022-2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).  
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Corrected 8/21/19



Code: **IGBA-AR**  
Adopted: 11/27/12  
Orig. Code: IGBA-AR

## **Students with Disabilities – Child Identification Procedures**

### **The District's Child Find Efforts Include:**

1. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies, or advocacy organizations.
  - a. The District provides information about special education services in the District and the District's special education referral process to public and private facilities and public charter schools located in the District, including day care centers, homeless shelters, group homes, county jails, hospitals, medical officers, and other facilities that serve children birth to 21 years old.
  - b. The District provides information about special education services and how to make a referral to any migrant education programs operating in the District.
2. Notice of confidentiality. Before any major child find activity, the District publishes notice in newspapers or other media, or both, informing parents that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents within the District's jurisdiction.
3. Staff awareness. The District ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
4. Communication to parents. District staff shall inform parents about the availability of special education services in the District and provide them with information about initiating referral for special education evaluation, including the information about early intervention/early childhood special education services (EI/ECSE) and the designated referral and evaluation agencies with which the District collaborates.

### **Private School Children with Disabilities**

1. The District's child find system applies to children, including those children who are residents of another state, enrolled by their parents in private schools, located within the boundaries of the District.
2. The District's child find activities for private school students enrolled by their parents in private schools are similar to, and completed within a comparable time period, as child find activities for students in District public schools.



3. The District does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal IDEA funds on parentally-placed school students with disabilities.
4. The District consults with private school representatives and parents of private school students with disabilities about how to carry out these child-find activities, including:
  - a. How private school children suspected of having a disability can participate equitably; and
  - b. How parents, teachers, and private school officials will be informed of the process.
5. The District child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate count of such children.

### **Home-Schooled Students with Disabilities**

1. The District collaborates with the ESD that serves the District to ensure that the District responds promptly to information about home-schooled students with suspected disabilities.
2. The District collaborates with home schooling organizations in the District's jurisdiction and provides information about special education services in the District and how to make a referral.
3. If the District has reason to suspect that a home-schooled student has a disability, the District will obtain parent consent for initial evaluation.

Corrected 8/21/19



Code: **IGBAC**  
Adopted: 10/24/17  
Orig. Code: IGBAC

## Special Education – Personnel Development

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, District personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The District takes measurable steps to recruit, hire, train, and retain ~~highly qualified~~ personnel who are appropriately licensed and endorsed by TSPC **or their appropriate licensing body**, to provide special education and related services to children with disabilities.

The District's plan for providing personnel development programs in the District is found in Board policy GCL/GDL – Staff Development.

END OF POLICY

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### Legal Reference(s):

[OAR 584-220-0180](#)

[OAR 584-220-0185](#)

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3) (2012).

Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207 (2017).

Corrected 8/21/19



Code: **IGBAE**  
Adopted: 3/18/08  
Orig. Code: IGBAE

## Special Education – Participation in Regular Education Programs

The District ensures that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students ~~who are~~ **non-disabled** without disabilities.

Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

END OF POLICY

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### Legal Reference(s):

[ORS 343.223](#)

[OAR 581-015-2040](#)

[OAR 581-015-2045](#)

[OAR 581-015-2050](#)

[OAR 581-015-2055](#)

[OAR 581-015-2060](#)

[OAR 581-015-2065](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.114 to -330.118 (2006).

Corrected 8/21/19



Code: **IGBAE-AR**  
Adopted: 4/22/08  
Orig. Code: IGBAE-AR

## **Special Education – Participation in Regular Education Programs\*\***

### **1. Placement Decisions of the Student**

- a. The placement decision for each eligible student is:
  - (1) Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
  - (2) Made in conformity with the requirements of least restrictive environment;
  - (3) Determined at least annually, every 365 days;
  - (4) Based on the student's individualized education program (IEP); and
  - (5) As close as possible to the student's home.
- b. The student is educated in the school that he/she/they would attend if nondisabled unless the services identified in the IEP cannot feasible be provided in this setting.
- c. The District ensures that:
  - (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
  - (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
  - (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.
- d. Placement teams, including the parent, select the least restrictive environment for each student, using the following decision-making process:
  - (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the regular class;
  - (2) If all IEP services cannot be provided in the regular class, identifying those that must be provided outside the regular class; however, the District will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum;

- (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;
- (4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
- (5) In selecting the student's placement, the placement team considers and documents:
  - (a) All placement options considered, including placement options requested by the parent;
  - (b) Potential benefits of placement options that are considered;
  - (c) Any potential harmful effects on the student or on the quality of services that he or she needs; and
  - (d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.
- (6) The placement team documents the placement selected, and provides a copy of the determination to the parent;
- (7) If the selected placement is a change from previous placement, the District provides the parent with prior written notice of the change in placement; and
- (8) If the parent requests a specific placement that the team rejects, the District provides a prior written notice of refusal.

## 2. Youth Incarcerated in Adult Correctional Facilities

For students otherwise entitled to FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

## 3. Nonacademic Settings

- a. The District takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
- b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:
  - (1) Counseling services;
  - (2) Athletics;
  - (3) Transportation;
  - (4) Health services;
  - (5) Recreational activities;
  - (6) Special interest groups or clubs;
  - (7) Referrals to agencies that provide assistance to individuals with disabilities; and
  - (8) Employment of students.

Corrected 8/21/19



Code: **IGBAF**  
Adopted: 1/22/13  
Orig. Code: IGBAF

## **Special Education – Individualized Education Program (IEP)\*\***

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the District, kindergarten through age 21, including those who attend a public charter school located in the District, are placed in or referred to a private school or facility by the District, or receive related services from the District. The District is responsible for initiating and conducting the meetings to develop, review, and revise the IEP for a student with disabilities. The District will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate, and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter, and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility, or attends a private or parochial school, the District will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the District shall use other methods to ensure participation including, but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

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### **Legal Reference(s):**

[ORS 343.151](#)  
[ORS 343.155](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)

[OAR 581-015-2200](#)  
[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)

[OAR 581-015-2230](#)  
[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Corrected 8/21/19



Code: **IGBAF-AR**  
Adopted: 10/01/16  
Orig. Code: IGBAF-AR

## **Special Education - Individualized Education Program (IEP)\*\***

### **1. General IEP Information**

- a. The District ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
  - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The District uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s), the student's related services provider(s), and other service provider(s).
- e. The District takes steps to ensure that parent(s)/guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The District ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications, and/or supports that must be provided for, or on behalf of, the student; and
  - (2) Their responsibility to fully implement the IEP, including any amendments the District and parent(s)/guardian(s) agreed to make between annual reviews.
  - (3) The District takes whatever action is necessary to ensure that parent(s)/guardian(s) understand the proceedings of the IEP team meeting, including arranging for an interpreter for parent(s)/guardian(s) with deafness or whose native language is other than English.
- g. The District provides a copy of the IEP to the parent(s)/guardian(s) at no cost.

### **2. IEP Meetings**

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s)/guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s)/guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s)/guardian(s) request a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

### 3. IEP Team Members

- a. The District's IEP team members include the following:
  - (1) The student's parent(s)/guardian(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the District will determine which teacher or teachers will participate;
  - (5) A representative of the District (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about District resources. The representative of the District will have the authority to commit District resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent(s)/guardian(s) or District, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the District includes the student in the IEP team meeting.
  - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the District will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
  - (1) With parent/guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for



- providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

#### 4. Agreement for Nonattendance and Excusal

- a. The District and the parent/guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The District designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the District ensures:
  - (1) The parent/guardian and the District consent in writing to the excusal;
  - (2) The team member submits written input to the parent(s)/guardian(s) and other members of the IEP team before the meeting; and
  - (3) The parent/guardian is informed of all information related to the excusal in the parent's/guardian's native language or other mode of communication according to consent requirements.

#### 5. IEP Content

- a. In developing the IEP, the District considers the student's strengths, the parent's/guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental, and functional needs of the student.
- b. The District ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents/guardians;
    - (d) Is clearly linked to each annual goal statement;
    - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
  - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standards, statements of measurable goals, and short-term objectives. The goals and, if appropriate, objectives:
    - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
    - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and

- (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids, and services that the District provides to the student:
  - (a) The District bases special education and related services, modifications, and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum, and participating with other students (including those without disabilities), in academic, nonacademic, and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications, or supports includes a description of the inclusive dates, amount or frequency, location, and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic, and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or Districtwide assessments of student achievement.
  - (a) A student will not be exempt from participation in state or Districtwide assessment because of a disability unless the parent/guardian requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a Districtwide assessment, a statement of why the student cannot participate in the regular assessment, and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the District will measure the student's progress toward completion of the annual goals, and when periodic reports on the student's progress toward the annual goals will be provided.

#### 6. Agreement to Amend or Modify IEP

- a. Between annual IEP meetings, the District and the parent/guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the parent/guardian.
- b. The District and the parent/guardian record any amendments, revisions, or modifications on the student's current IEP. If additional IEP pages are required, these pages must be attached to the existing IEP.
- c. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- d. The District provides the parent/guardian prior written notice of any changes in the IEP and, upon request, provides the parent/guardian with a reserved copy of the IEP with the changes incorporated.

#### 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing, and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent/guardian for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
  - (4) The academic, developmental, and functional needs of the child.

- b. In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
  - (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
  - (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

## 8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and Districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

## 9. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE; and
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent/guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for ESY services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 10. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services, or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of District-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a FAPE. In these situations, District policy will govern liability and transfer of the device when the student ceases to attend the District.

## 11. Transfer Students

- a. In state:
  - (1) If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:
  - (2) Adopts the student's IEP from the previous district; or
  - (3) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of State:

- (1) If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s)/guardian(s), will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the District:
- (2) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent/guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (3) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (4) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s)/guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Corrected 8/21/19



Code: **IGBAH**  
Adopted: 6/26/18  
Orig. Code: IGBAH

## Special Education – Evaluation Procedures

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

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

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

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

The District is responsible for evaluating and determining eligibility for special education services for school-age children. The District is responsible for evaluating children who may be eligible for EI/ECSE services. The District's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the District:

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

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

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

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

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

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

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

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

The dDistrict conducts re-evaluations:

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

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 343.155](#)  
[ORS 343.157](#)

[ORS 343.164](#)  
[OAR 581-015](#)-2000

[OAR 581-015](#)-2095  
[OAR 581-015](#)-2105 - 2190

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

Corrected 8/21/19





Code: **IGBAH-AR**  
Adopted: 4/22/08  
Orig. Code: IGBAH-AR

## **Special Education – Evaluation and Eligibility Procedures\*\***

### **1. Request for Initial Evaluation**

- a. Consistent with its child find and parent consent obligations, the ~~district~~District responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
- b. Upon receiving a request from a parent or public agency for an initial evaluation, the ~~district~~District designates a team to determine whether an initial evaluation will be conducted.
  - (1) The ~~district~~District team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
    - (a) The team may make the decision to evaluate with or without a meeting.
    - (b) The ~~district~~District documents team members' input, including parents, whether or not the ~~district~~District convenes a meeting.
- c. If a meeting is held, the ~~district~~District invites parents to participate.
- d. If the ~~district~~District agency refuses an evaluation requested by the parent, the ~~district~~District provides the parent with prior written notice of its refusal to conduct an evaluation.
- e. The ~~district~~District acknowledges the parent's rights to challenge its refusal to conduct an evaluation.

### **2. The initial evaluation consists of procedures:**

- a. To determine if the child has a disability; and
- b. To identify the child's educational needs.

### **3. The ~~district~~District conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:**

- a. The ~~district~~District and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
- b. The child moves from another district during the evaluation, the ~~district~~District is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the ~~district~~District agree in writing to a specific time when the evaluation will be completed;
- c. The parent repeatedly fails or refuses to produce the child for evaluation.

#### 4. Reevaluation

- a. The ~~district~~District conducts reevaluations:
  - (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
  - (2) When the child's parents or teacher request a reevaluation; and
  - (3) At least every three years, unless that parent and the ~~district~~District agree that a reevaluation is unnecessary.
- b. The ~~district~~District does not conduct reevaluation more than once a year, unless the parent and ~~district~~District agree otherwise.

#### 5. Evaluation Planning

- a. The ~~district~~District, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child's ~~individualized education program (IEP)~~ or ~~individualized family service plan (IFSP)~~ team, including the parents and other qualified professionals, as appropriate, review and document their review of existing evaluation data on the child including:
  - (1) Evaluations and information provided by the child's parents;
  - (2) Current classroom-based, local or state assessments and classroom-based observations; and
  - (3) Observations by teachers and related service providers.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
  - (1) Whether the child has a disability;
  - (2) The child's present levels of academic achievement and related development needs;
  - (3) Whether the child needs or continues to need ~~early intervention/early childhood special education (EI/ECSE)~~ or special education and related services; and
  - (4) For reevaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
    - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
    - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

#### 6. Evaluation Procedures

- a. The ~~district~~District assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.

- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
  - (1) Whether the child has a disability; and
  - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The ~~district~~District ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
  - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
  - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
  - (4) Are administered by trained and knowledgeable personnel; and
  - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The ~~district~~District selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The ~~district~~District uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The ~~district~~District does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

#### 7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed whether the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the ~~district~~District provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the ~~district~~District does not conduct an assessment of the child unless requested to do so by the parents.

#### 8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the ~~district~~District coordinates with the previous district to complete any pending assessment as quickly as possible.

## 9. Eligibility Determination

- a. Once evaluation is completed, the ~~district~~District designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
  - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
  - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the ~~district~~District eligibility team includes:
  - (1) A group of qualified professionals and the parent;
  - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
  - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each ~~district~~District team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
  - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
  - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
  - (3) A determination of whether the primary basis for the suspected disability is:
    - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
    - (b) Limited English proficiency.
  - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
  - (5) A determination of whether, as a result of the disability, the child needs special education services;
  - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
  - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
  - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or

- (2) Limited English proficiency; and
- (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.

- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities to more than one disability category, but the team needs to find the child eligible under only one category. However, the ~~district~~District evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Corrected 8/21/19



Code: **IGBAI**  
Adopted: 3/18/08  
Orig. Code: IGBAI

## Special Education – Private Schools

Individuals with Disabilities Education Act (IDEA) requires special education services for two different groups of private school students: those referred or placed by the District and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the District to implement differentiated procedures and services for these districts.

The District shall ensure that a student with a disability who is placed in or referred to a private school or facility by the District is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the District and has all of the rights of a student with a disability who is served by the District.

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the District is not required to pay the cost of the student's education, including special education and related services, at the private school.

All parentally-placed private school students attending a private school within the District's boundaries will be included in the District's special education private school student count and the private school students for whom the District may provide services

END OF POLICY

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### Legal Reference(s):

[ORS 343.155](#)

[OAR 581-015-2080](#)

[OAR 581-015-2085](#)

[OAR 581-015-2265](#)

[OAR 581-015-2270](#)

[OAR 581-015-2280](#)

[OAR 581-015-2450](#)

[OAR 581-015-2455](#)

[OAR 581-015-2460](#)

[OAR 581-015-2470](#)

[OAR 581-015-2480](#)

[OAR 581-015-2515](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.221, 300.380 - 300.382 (2006).

Corrected 8/21/19



Code: IGBAI-AR  
Adopted: 4/22/08  
Orig. Code: IGBAI-AR

## Special Education – Private Schools

### Approved Private Schools

#### 1. Obligations of the District:

- a. The District ensures that parents are included in any decision about their child's evaluation, eligibility, placement, or provision of services.
- b. If the District refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the District ensures that the student receives an education that meets the standards of the state in a private preschool, school, or facility approved by the Oregon Department of Education (ODE) to provide such education in conformance with an individualized education program (IEP), and at no cost to the parents, and has all the rights of a student with a disability who is served by the District.
- c. Before placing a student with a disability in an approved private school or preschool, the District ensures that the program has current ODE approval to provide special education and related services.
- d. The District or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/~~or individualized family service plan (IFSP)~~ development and placement when determining whether to place the child in an approved private preschool or school for special education services.
- e. For each student age 3 through 21, the District's or public agency's placement team, including the parent, determines whether placement in an approved private school constitutes a free appropriate public education (FAPE) in the least restrictive environment.
  - (1) When proposing to place a child with a disability in an approved private school or preschool, the District ensures that school-age students are District residents or preschool-age children are eligible to receive early intervention/early childhood special education (EI/ECSE) or special education services.
  - (2) The District initiates and conducts an individualized education program (IEP) team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the District and the parent may agree to use alternative means of meeting participation such as individual or conference telephone calls, or video conferences.
  - (3) After the District initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the District or public agency, unless the District or public agency requests by written

agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.

- (4) The District may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement, the District remains responsible for ensuring the private school or preschool meets:
  - (a) All federal and state requirements related to these meetings; and
  - (b) Ensures the participation of parents and the District or public agency representative.
- (5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents and the District or public agency representative.
- (6) The District in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
- (7) The District or public agency terminates the placement of students in a private school or preschool if ODE suspends, revokes, or refuses to renew the approval of a private school or preschool.
  - (a) The District ensures that every student with a disability who is placed in or referred to a private school or facility by the District as a means of providing special education and related services:
    - (i) Receives education and services that constitute a FAPE in the least restrictive environment at no cost to the parents;
    - (ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
    - (iii) Has all of the rights of a student with a disability who is served by the public agency.
  - (b) The District ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement, and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
  - (c) The District initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

## 2. Out-of-State Placements for Special Education

- a. The District ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
- b. The District maintains documentation of such approval and makes it available to ODE upon request.



- c. The District makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the District has:
    - (1) Developed an IEP;
    - (2) The placement team has determined that no appropriate in-state placement options are available.
3. District Responsibility for Students Enrolled by their Parents in Private Schools
- a. The District provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents in private schools located within District boundaries. Nonresident students include children who are residents of another state.
  - b. The District consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations, and eligibility determinations comparable to those provided for the District's public schools.
  - c. The District maintains in its records and provides annually to ODE a count of the number of parentally-enrolled private school students evaluated, the number found eligible, and the number to whom it provides services.
4. Consultation with Representatives of Private School Students with Disabilities
- a. The District consults, in a timely and meaningful way with representatives of private schools and parents of parentally placed private school students with disabilities enrolled in private schools located within the District's boundaries.
  - b. Consultation includes:
    - (1) The child find process, including:
      - (a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents, teachers, and private school officials will be informed of the process;
      - (b) How parents, teachers, and private school officials will be informed of the process;
      - (c) How, where, and by whom the special education and related services will be provided;
      - (d) The determination of the proportionate amount of federal funds available, including how the amount is calculated, the proportionate share of federal funds available to serve parentally-placed private school children with disabilities, and how this is calculated;
      - (e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made; and
      - (f) A written explanation of service decisions that the District provides to officials of private schools if the District disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.

- c. Written affirmation and complaint:
    - (1) The District requests a written affirmation, signed by the administrator of each private school participating in the consultation process, that a timely and meaningful consultation occurred;
    - (2) If private school officials do not provide this affirmation within a reasonable period of time, the District forwards its documentation of the consultation process to ODE;
    - (3) The District maintains documentation of its consultation process.
    - (4) The District acknowledges the right of a private school official to submit a complaint to ODE regarding the District's implementation of these requirements. Should such a complaint occur, the District forwards to ODE appropriate documentation, including documentation of the District's consultation process.
  - d. The District makes the final decisions with respect to the services to be provided to eligible private school students.
5. Child Find for Parentally-Placed Private School Children:
- a. The District's child find process includes all resident and nonresident parentally-placed students attending private schools located within the District's boundaries. The District provides child find activities that are similar to, and completed within, a comparable time period as child find activities for students within the District's public schools;
  - b. The District consults with private school representatives and parents about how to implement the child find activities and how to keep parents and private school personnel informed;
  - c. The District ensures the equitable participation of parentally-placed private school students in the child find process;
  - d. The District does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Act (IDEA) funds on parentally-placed private school students with disabilities;
  - e. The District ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the District spends for services in the subsequent fiscal year.
6. Provisions for Serving Students Placed by their Parents in Private Schools:
- a. District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the District's plan for service of parentally-placed private school students and their services plans;
  - b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the District program;
  - c. The District may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the District;
  - d. The District may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
  - e. If a parent of a private school student with a disability requests an IEP meeting from the resident district, the resident district will either:

- (1) Hold an IEP meeting within a reasonable time; or
- (2) Provide the parent with prior written notice of the District's refusal to hold an IEP meeting.

## 7. Evaluation, Reevaluation, and Eligibility of Private School Students with Disabilities

- a. The District conducts evaluations, reevaluations, and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parents in private schools located within District boundaries.
- b. Eligibility for special education and related services will be determined by the District in the same manner as for public school students with disabilities.
- c. The District in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
- d. If parents who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the District does not use due process procedures to override the lack of consent. The District does not, and is not required to, consider the child as eligible for special education services in these cases.
- e. If a parent refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
- f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the District will notify the parent in writing that the resident district will make a FAPE available to the student if the student is enrolled in a District program, and conducts a meeting to develop, review, or revise the student's service plan.
- g. If the parent does not choose to remove the child from private school to enroll in a District public school, the District initiates and conducts a meeting to develop, review, or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the District has determined through the consultation process.
- h. The District in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents seek enrollment in the student's resident district and the resident district requests records.

## 8. Service Plans

- a. If a student with a disability is enrolled by a parent in a private school, the District offers a service plan.
- b. The District ensures that the service plan describes the specific special education and related services the District will provide to the student in light of the services that have been determined through the consultation process.
- c. The District convenes individual meetings to develop, review, and revise the service plan consistent with procedures for IEP team membership, parent participation, and IEP content, to the extent appropriate.

- d. The District ensures that a representative of the private school attends each meeting. If the representative cannot attend, the District will use other methods to ensure participation by the private school, including individual or conference telephone calls.
- e. The District is not required to provide transportation from the student's home to the private school except in the following circumstances.

If necessary for the student to benefit from or participate in the services provided by the public agency, a private school student with a disability will be provided transportation:

- (1) From the student's school or the student's home to a site other than the private school; and
- (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

#### 9. Property, Equipment, and Supplies

- a. The District keeps title to and exercises continuing administrative control of all property, equipment, and supplies that the District acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The District may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The District ensures that the equipment and supplies placed in a private school:
  - (1) Are used only for implementation of special education activities; and
  - (2) Can be removed from the private school without remodeling the private school facility.
- d. The District removes equipment and supplies from a private school if:
  - (1) The equipment and supplies are no longer needed for special education activities, programs, or services; or
  - (2) The District determines removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The District does not use IDEA funds for repairs, minor remodeling, or construction of private school facilities.

#### 10. Separate Classes Prohibited

The District does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

- a. The classes are at the same site; and
- b. The classes include students enrolled in public school programs and students enrolled in private schools.

#### 11. Funds and Property Not to Benefit Private Schools

- a. The District will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.

- b. The District will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
  - (1) The needs of a private school; or
  - (2) The general needs of the students enrolled in the private school.

12. Use of School Personnel

- a. The District may use IDEA funds to make public school personnel available in other than public facilities:
  - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
  - (2) If those services are not normally provided by the private school.
- b. The District may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
  - (1) The employee performs the services outside of his/her regular hours of duty; and
  - (2) The employee performs the services under public supervision and control.

13. Federal Funds Available for Services

- a. The District calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the IDEA.
- b. If the District does not expend the proportionate share of funds by the end of the fiscal year, the District obligates the remaining funds to be used in the following year.
- c. Maintenance of Effort. The District does not include child find expenditures in determining whether the District has met its expenditure requirements for parentally-placed private school students, but may include the cost of transportation required for students to access required special education services.
- d. The District does not supplant the proportionate amount of federal funds required to be expended for parentally-placed private school students.

Corrected 8/21/19



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

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

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

7. If a parent revokes consent for a student receiving special education and related services, the District will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

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**Legal Reference(s):**

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

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

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

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

Corrected 8/21/19



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

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

### **1. FAPE and Age Ranges**

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

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

### **2. Nonacademic Services**

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

### **3. Graduation**

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. A student who has graduated with a modified diploma and whose IEP team has determined that transition services are necessary is entitled to FAPE.
- c. The eD District provides prior written notice a reasonable time before a student with a disability graduates with a regular ~~or modified~~ high school diploma.
- d. The eD District is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- e. Graduation with an alternative document:



- (1) The eDistrict may award an alternative document meeting the criteria of the State Board of Education to a student with a disability.
  - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation, or require prior written notice.
- f. The eDistrict may be required to provide special education and related services to a student who has graduated with a modified diploma.

#### 4. Incarcerated Youth

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

#### 5. Residential Placement

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

#### 6. Physical Education

- a. The eDistrict makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.

- b. The eDistrict provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.
- c. If specially designed physical education is included in the child's IEP, the eDistrict must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the eDistrict must ensure that the child receives appropriate physical education services.

## 7. Public Charter Schools

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

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

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

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

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

#### 8. Recovery of Funds for Misclassified Students

The eDistrict ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

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

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

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

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

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

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the ~~e~~District must provide prior written notification to the student's parents and must obtain written consent<sup>1</sup> that:

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

#### 10. Accessible Materials

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

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

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

Corrected 8/21/19

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



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

## Special Education – Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to the parents of children with disabilities and to the general public for inspection, review, and comment.

1. In complying with this requirement, the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
  - a. How the district implements policies, procedures, and programs for special education consistent with state and federal requirements;
  - b. Performance of students with disabilities on statewide assessments;
  - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
  - d. District achievement of performance targets established in the State Performance Plan (SPP);
  - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
    - (1) Identifying the excess costs of educating students with disabilities;
    - (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort (MOE)); and
    - (3) Describing available schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA);
    - (4) Documenting the annual District application for IDEA funds; and
    - (5) Reporting of official audits, complaints and due process hearings.
  - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

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### Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2017).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2017).  
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1413, 1418 (2012).

Corrected 8/21/19



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

## **Special Education – Services for Home-Schooled Students with Disabilities\*\***

If the District receives notice that a parent intends to home school a student with a disability, the District will offer an opportunity for an IEP meeting to consider providing special education and related services in conjunction with home school and shall provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the District. This notice shall be provided annually as long as:

1. The student remains eligible for special education; and
2. The student is exempt from compulsory education as a home-schooled student; and
3. The student is not receiving special education and related services from the District.

END OF POLICY

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### **Legal Reference(s):**

[ORS 339.020](#)  
[ORS 339.030](#)  
[ORS 339.035](#)  
[ORS 343.165](#)

[OAR 581-015](#)-2080  
[OAR 581-015](#)-2130 to 2190  
[OAR 581-015](#)-2210  
[OAR 581-015](#)-2310

[OAR 581-015](#)-2315  
[OAR 581-021](#)-0026 to -0029

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

Corrected 8/21/19



Code: **IGBAL-AR**  
Adopted: 4/22/08  
Orig. Code: IGBAL-AR

## **Special Education – Services for Home-Schooled Students with Disabilities\*\***

### **1. Home Schooling for Students with Disabilities**

- a. As soon as the District learns of the parent’s intent to home school or when the District is informed that a resident student with disabilities is home schooled, the District provides written notice to the parent that it stands ready to provide a free appropriate public education (FAPE) if the student enrolls in the District.
- b. The District offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.
- c. This District provides an annual written notice that it stands ready to provide a FAPE if the student enrolls in the District as long as:
  - (1) The student remains eligible for special education;
  - (2) The student is exempt from compulsory education as a home-schooled student; and
  - (3) The student is not receiving special education and related services from the District.
- d. To consider the provision of special education services, the District convenes the IEP team for a student with a disability if the IEP team determines that a FAPE can be provided in conjunction with home schooling. Services may be provided in the home only to the extent that special education or related services would be provided in the home if the student was not home schooled.
- e. The District develops an IEP consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:
  - (1) The student’s parent shall be treated as both parent and regular education teacher of the student unless the parent designates another individual as the regular education teacher;
  - (2) Under “extent of nonparticipation in regular education” the IEP shall state that the student is exempt from compulsory school attendance and regular education is provided through home schooling; and
  - (3) The IEP will state how “satisfactory educational progress” will be determined for the student. A parent may use a privately developed plan (PDP) to determine satisfactory progress. If so, the IEP indicates that satisfactory progress will be determined by the PDP team, at parent request. If the student may enroll in a regular education class, pursuant to the District’s policy for students who are home schooled, the IEP team includes a regular education teacher.

f. The District ensures that:

- (1) Students with disabilities who are home schooled are reevaluated at least every three years unless waived by mutual agreement of the parent and the District, and not more than once a year unless the parent and District agree otherwise;
- (2) If the team determines a specific evaluation is necessary to continue eligibility or to determine appropriate special education and related services for the student's IEP, and the parent refuses consent for such evaluation, or refuses to make the student available, the District will document to the parent that the District stands ready to conduct the evaluation when the parent gives consent or makes the student available;
- (3) If the District does not have sufficient evaluation information to determine eligibility or to develop an IEP, the District is not required to complete these activities. The District will provide prior written notice if the District terminates eligibility or services under these circumstances.

2. Testing and Reporting Requirements

- a. If a student with a disability is receiving IEP services from the District and the IEP includes a provision for IEP team assessment of satisfactory educational progress, the District:
  - (1) Completes the assessment; and
  - (2) Provides the parent with a copy of the results, including a summary statement indicating whether the student has made satisfactory educational progress in light of the student's age and disability.
- b. If a student with a disability is receiving IEP services in a core area of instruction, the District includes the student in statewide assessments, unless an exemption is requested by the parent.

3. Child Find

- a. If the District suspects that a home-schooled student has a disability, the District:
  - (1) Obtains parent consent for initial evaluation; and
  - (2) Conducts an initial evaluation and determines the student's eligibility to receive special education and related services.
- b. If the student is eligible, the District notifies the parent and offers an opportunity for an IEP meeting to consider initiation of special education and related services to the student with a disability.
- c. If the parent refuses consent, does not respond or refuses to make the student available, the District documents to the parent that the District stands ready to conduct the evaluation when the parent gives consent or makes the student available.

4. School Enrollment

- a. If the District permits partial enrollment of home-schooled students in its regular education program, the District will permit students with disabilities to participate to the same extent as nondisabled students, if appropriate, whether or not the student is receiving IEP services from the District.



- b. A student who is exempt from compulsory school attendance as a home-schooled student with a disability will continue to be considered an exempt home-schooled student by the District even though the student receives special education and related services from the District, unless these services are the equivalent of full-time enrollment in the District; or the District permits partial enrollment of home-schooled students and, pursuant to that policy, the student attends one or more regular education classes, unless partial enrollment is the equivalent of full-time enrollment in the District.

Corrected 8/21/19



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

## **Talented and Gifted Program**

The District is committed to an educational program that recognizes, identifies, and serves the needs of talented and gifted students. It is a shared responsibility between the District, staff and parents to work as a team in selecting instructional programs and services to allow the able and gifted student to receive motivation at their appropriate level. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the Superintendent to develop procedures for identifying academically talented and intellectually gifted students. The Board further directs the Superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. All required written course statements shall identify the academic instructional programs and services which shall be provided.

The plan will include District-level student learning goals, procedures to foster each identified student's attainment of appropriate goals, strategies to identify and access parent community-based resources and selecting programs and services for their talented and gifted students.

Students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, shall be identified.

END OF POLICY

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### **Legal Reference(s):**

[ORS 343.391 to -343.401](#)  
[ORS 343.407 to -343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Corrected 8/21/19



Code: **IGBBA**  
Adopted: 10/24/17  
Orig. Code: IGBBA

## **Identification—Talented and Gifted Students – Identification\*\***

In order to serve academically talented and intellectually gifted students in grades K-through 12, the District directs the Superintendent or designee to establish a written identification process. This process of identification shall include, as a minimum:

1. Behavioral, learning, and/or performance information.
2. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
3. A nationally standardized academic achievement test of language arts or mathematics for assistance in identifying academically talented students.
4. The use of research-based best practices to identify all talented and gifted students, including students from under-represented populations, such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

If a parent/parent(s) are dissatisfied with the identification process or placement of their students, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR: Appeals Procedure for Talented and Gifted Identification and Placement.

After exhausting the District's appeal procedure, and receiving the District's final decision, a parent/parent(s) may appeal the decision to the State Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The District shall provide a copy of the OARs upon request.

END OF POLICY

### **Legal Reference(s):**

[ORS 343.395](#)  
[ORS 343.407](#)  
[ORS 343.411](#)

[OAR 581-021-0030](#)  
[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

Corrected 7/29/19; Corrected 8/21/19



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

## **Talented and Gifted – Parent Notification and Participation\*\***

The District shall inform parents of the identification of their student as talented and gifted. The District shall further inform parents of program or service options available and provide them with an opportunity to participate in selecting those programs or options most appropriate for their student.

The Board directs the Superintendent to develop written procedures for parent notification and participation.

END OF POLICY

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### **Legal Reference(s):**

[OAR 581-022-1310](#) to [1330-2325](#) -  
[2330](#)

Corrected 8/21/19



Code: **IGBC**  
Adopted: 6/26/18  
Orig. Code: IGBC

## **Title IA/Parental and Family Involvement\*\***

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the District's Title IA program. Therefore, in compliance with federal law and Oregon Department of Education guidelines, the District shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the Superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The Superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the District's parental and family engagement policy, Title IA District and school plans and the school-parent compacts.

### **Parental and Family Engagement Policy**

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The District shall ensure:

1. Involvement of parents and family members in the joint development of the District's overall Title IA plan, and the development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Involvement of parents in the activities of schools served under Title IA.

### **District Title IA Plan**

The District's Title IA plan shall ensure that all children receive a high quality education to close the achievement gaps between children meeting the challenging state academic standards and children who are not meeting such standards. As a part of the District's overall Title IA plan, the District shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The District plan shall describe:

1. How the District will monitor progress in meeting state academic content standards.
2. How the District will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the District will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the District.
8. If applicable, how the District will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, and specialized instructional support personnel, how the District will select the most eligible students in need of services in targeted assisted schools.
10. How the District will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the District will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the District supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the District proposes to use funds to meet the purpose of the Title IA program as the District determines appropriate.

## **Title IA School Plan**

Each Title IA school in the District shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary literacy training from Title IA funds received if the District has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.

14. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

### **School-Parent Compact**

A school-parent compact shall be developed for each of the District's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:
  - a. Annual parent-teacher conferences at the elementary school level; and
  - b. Frequent reporting to parents on their student's progress.

The District shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

The District's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 343.650](#)

[ORS 343.660](#)

[OAR 581-037-0005 to -0025](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Corrected 8/21/19





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

## Home Tutoring Services

It shall be the responsibility of the ~~Director of Special Programs~~ **Student Services administrator or designee** to develop and implement procedures to provide alternative educational services to students temporarily disabled or for other medical reasons unable to attend school.

If the condition is expected by the student's physician, substantiated by a written statement, to cause an absence in excess of 20 consecutive school days, the District will make an effort to secure home tutoring services so the student has the opportunity to maintain ~~his/her~~ **their** progress in the basic skill content areas. Parents may request services before the 20th consecutive school day absence.

END OF POLICY

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### Legal Reference(s):

[ORS 336.615](#) to -336.665  
[ORS 339.030](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2000](#)

[OAR 581-022-2030](#)  
[OAR 581-022-2505](#)

Corrected 8/21/19



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

## **Alternative Education Programs\*\***

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

A list of alternative education programs will be approved by the Board annually. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-1350~~2505~~. The Superintendent will develop administrative regulations as necessary to ~~implement this requirement~~ evaluate the District's alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. ~~A P~~ Private alternative education programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in ~~ORS 336.625, 336.631, and 336.637~~ state law and rules, and federal law, as applicable.

~~Students, upon parent request,~~ may be placed in an alternative education program if the District determines that the placement serves the student's educational needs and interests and helps the student achieve District and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The District will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

~~The District shall pay the actual alternative education program cost or an amount equal to 80 percent of the District's estimated current year's average per student net operating expenditure, whichever is less. The District will enter into a written contract with District approved, private alternative programs.~~

District educators, parents or guardians, and community members may request establishment of alternative education programs within the District by pursuant to Board policy IGBHB – Establishment of Alternative Education Programs\*\* and its accompanying administrative regulation, and may ~~utilizing~~ the curriculum process outlined in administrative regulation IF-AR – Curriculum Guide.

END OF POLICY

**Legal Reference(s):**

[ORS 329.485](#)  
[ORS 332.072](#)  
[ORS 336.014](#)  
[ORS 336.175](#)  
[ORS 336.615 to -336.665](#)  
[ORS 339.030](#)

[ORS 339.250](#)  
  
[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)

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

Corrected 8/21/19



Code: **IGBHB**  
Adopted: 10/28/14  
Orig. Code: IGBHB

## **Establishment of Alternative Education Programs**

The Superintendent or designee will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes law.

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems.
2. For students who have not met or who have exceeded all of Oregon's academic content standards.
3. When necessary to meet a student's educational needs and interests.
4. To help students achieve District and state academic content standards.
5. When a public or private alternative program is not readily available or accessible.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, time, structure, and pedagogy.

The Examples of alternative education program options available could include:

1. A separate school;
2. Evening classes;
3. Tutorial instruction;
4. Small group instruction;
5. Large group instruction;
6. Personal growth and development instruction;
7. Counseling and guidance;
8. Computer-assisted instruction;
9. Professional technical programs Career Technical Education;
10. Cooperative work experience and/or supervised work experience in accordance with the student's educational goals;

11. Instructional activities provided by institutions accredited by AdvancEd;
12. Supervised community service activities performed as part of the instructional program;
13. Supervised independent study in accordance with a student's educational goals;
14. The District's Expanded Options Program.

The Superintendent or designee will develop administrative regulations for establishing alternative education programs.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.485](#)  
[ORS 332.072](#)  
[ORS 336.175](#)  
[ORS 336.615 to -336.665](#)  
[ORS 339.250](#)

[ORS Chapter 340](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2320](#)  
[OAR 581-022-2505](#)  
[OAR 581-023-0006](#)  
[OAR 581-023-0008](#)

Corrected 8/21/19



Code: IGBHC  
Adopted: 12/16/08  
Orig. Code: IGBHC

## Alternative Education Notification\*\*

General notification of the alternative education program law, and the availability of existing alternative education programs, and the procedures to request the establishment of new alternative education programs shall be distributed each year.

Individual notification to students and parents or guardians regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period; severe disciplinary problems will be defined as those involving maximum suspension;
2. When attendance is so erratic the student is not benefitting from the educational program; erratic attendance will be defined on a case-by-case basis;
3. When an expulsion is being considered for reasons other than a weapons policy violation;
4. When a student is expelled for reasons other than a weapons policy violation;
5. When a student's parent or emancipated student applies for exemption from compulsory attendance on a semiannual basis.

~~Parents shall receive individual notification prior to an actual expulsion.~~ The notification will be in a language the parents understand. Individual A written notification shall be hand-delivered or sent by certified mail in cases involving expulsion. Parents shall receive individual notification prior to an actual expulsion.

A written Notification shall include, but is not limited to:

1. The student's action which is the basis for consideration of alternative education;
2. A list of the alternative education programs for this student;
3. The program recommendations for the student based upon the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

The Superintendent or designee will develop notification procedures in accordance with Oregon Revised Statutes law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.072](#)  
[ORS 336.175](#)  
[ORS 336.615](#) to -336.665  
[ORS 339.250](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)  
[OAR 581-021-0076](#)

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

Corrected 8/21/19



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

## Program Exemptions

The Board, through its designee, may excuse students from a state-required program or learning activity.

~~On those occasions when a class participates in an activity that a parent objects to for religious reasons, the following are suggested guidelines:~~

- ~~1. Class activity as an individual i.e., cutting out pumpkins or making Christmas cards. Students should be given a similar activity within the classroom of a secular nature;~~
- ~~2. Class activity as a group i.e., birthday party, Christmas party, etc. The students should be excused to an area that is supervised for the duration of the activity. Work and supervision assigned should be of an enjoyable nature, not punishment. Under no circumstances will the students be excused from school.~~

In accordance with the law, parents or adult students may submit a written request to the principal to “opt out” of specific learning activities to accommodate students’ religious beliefs or disabilities.

Upon written request by the parent or guardian of a student, and after consultation between such parent/guardian and the Superintendent or designee, the Superintendent or designee may partially or totally excuse the student from participation in a state-required program or learning activity for reasons of religion or other good and sufficient cause. An alternative program for credit must be proposed and approved.

END OF POLICY

### Legal Reference(s):

[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)  
[OAR 581-021-0071](#)  
[OAR 581-022-1910](#)

[OAR 581-022-1920](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2505](#)

Corrected 9/18/19





Code: **IGBHE**  
Adopted: 2/28/12  
Orig. Code: IGBHE

## Expanded Options Program

The Board is committed to providing additional options to students enrolled in Grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits, and to gain early entry into post-secondary education. The District's Expanded Options Program will comply with all requirements of Oregon law.

END OF POLICY

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### Legal Reference(s):

[ORS 329.485](#)  
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)  
[ORS Chapter 340](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (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).

Corrected 9/18/19



Code: **IGBI**  
Adopted: 12/12/17  
Orig. Code: IGBI

## **Bilingual Education\*\***

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

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### **Legal Reference(s):**

[ORS 336.074](#) [OAR 581-021](#)-0046  
[ORS 336.079](#) [OAR 581-022](#)-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).  
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2012).

Corrected 6/12/19



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

## **Cocurricular/Extracurricular Activities**

Cocurricular/Extracurricular activities are an integral part of school life and often require as much planning and supervision as academic subjects. All students, regardless of their ability levels, should be encouraged to take part in extracurricular activities. Care must be taken, however, to ensure that these activities do not take precedence over subject matter areas but remain in the position of supplementing the actual courses of study.

Representative student governments, student clubs, and other activities are recognized as providing worthwhile learning experiences for many students. The formation of such organizations is authorized and encouraged insofar as they are established and conducted in a manner consistent with District policies and regulations, have staff sponsors, and serve a stated purpose that complements District and school goals. Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities and the District's student code of conduct.

END OF POLICY

### **Legal Reference(s):**

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

[ORS 339.250](#)

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

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

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Haverkamp v. Unified Sch. Dist. No. 380, 689 F. Supp. 1055 (D. Kan. 1986)

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

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

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

Corrected 6/12/19



Code:

IGDB

Adopted:

## Student Publications

(Grades K-8 only)

### District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Staff advisers will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation.

Students may be required to submit publications for approval prior to distribution. When approval is required, school administrators must make available to students the standards which will be used to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

### All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific rules setting forth the time, manner and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution rules will be granted procedural due process rights.

END OF POLICY

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#### Legal Reference(s):

[ORS 332.072](#)

[ORS 339.880](#)

[OAR 581-021-0050](#)

[ORS 332.107](#)

[OAR 581-021-0055](#)

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

Corrected 6/12/19



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

## Student Performances

Teachers are encouraged to arrange for individual students and groups to provide public performances when such performances contribute to educational process objectives and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the principal;
2. The extended use of one particular group will be discouraged;
3. Students participating in a performance will conduct themselves in accordance with the student conduct code adopted by the District;
4. Performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students when practicable.

Student groups may participate in District activities and with groups in the community upon the approval of the principal. Proceeds given to students for participating or performing will be placed in student accounts.

END OF POLICY

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### Legal Reference(s):

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

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

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Corrected 6/12/19



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

## Student Fees

*(See policy JN)*

All necessary fees or assessments are due upon enrollment in those activities or programs and payable in the school office unless other arrangements have been made. Until such fees are paid, certain restrictions and/or penalties may be imposed.

The funds shall be administered by the Superintendent or designee.

The student activity fund shall be audited annually by the District's auditor.

END OF POLICY

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### Legal Reference(s):

[ORS 339.260](#)

[ORS 339.270](#)

Corrected 8/21/19



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

## Student Fund-Raising Activities

Student fund-raising activities shall be approved by the principal and shall be for the purpose of maintaining or adding to the educational function of the activity. All fund-raising activities shall be in compliance with guidelines developed by the Superintendent or designee who shall insure District-wide coordination.

All monies raised by school activities under the direction of a District employee shall be processed through appropriate accounting procedures of the District.

The following will be used as a guide in determining participation in fund-raising activities:

1. The primary educational aims of the school and the needs and interests of students must be a consideration at all times;
2. The school must not be used to promote private or commercial interests;
3. All materials or activities initiated by private sources must be judged on grounds of their direct contribution to educational values, factual accuracy, and good taste appropriateness.

Student safety will be the primary consideration when considering student fund-raising activities.

END OF POLICY

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### Legal Reference(s):

[ORS 336.423](#)  
[ORS 339.880](#)

[OAR 137-025](#)-0020 to -0530  
[OAR 581-022](#)-2260(2)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).

Corrected 6/12/19



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

## Student Activity Funds

Each school is to have a student activity fund. The funds will be kept in a checking account. Monies may be used for such things as student assemblies, awards, athletic equipment, safety patrol functions, and special student projects.

Equipment purchased with student body funds becomes the property of the District and may not be disposed of without the approval of the Superintendent or his/her designee.

All student activity funds shall be controlled by the principal. Acceptable accounting procedures shall be used, with an annual examination of the books by the District's auditor.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305](#) to -294.565

[ORS 328.441](#) to -328.470

[OAR 581-022-2260\(2\)](#)

Corrected 6/12/19





Code: **IGDJ**  
Adopted: 2/28/12  
Orig. Code: IGDJ

## Interscholastic Athletics

The Board believes that participation in interscholastic athletics offers individual students opportunities to grow physically, intellectually, and socially through their participation in team and individual sports.

The District will provide comparable interscholastic athletic competition for male and female students in a variety of sports. Students will be encouraged to participate on the basis of their interest and physical condition. Qualified coaching and supervisory personnel will be provided for all school-sponsored athletic events.

The District is a member of the Oregon School Activities Association (OSAA). In all athletic matters, the Board will adhere to the policies, rules, and regulations of that body, and the State Board of Education. The District may impose additional requirements for athletic participation.

END OF POLICY

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### Legal Reference(s):

[ORS 326.051](#)  
[ORS 332.075\(1\)\(e\)](#)  
[ORS 339.450 to -339.460](#)

[OAR 581-015-2255](#)  
[OAR 581-021-0045 to -0049](#)  
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)  
[OAR 581-026-0705](#)  
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).  
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.  
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Corrected 6/21/19



Code: **IGDJ**

Adopted:

**R**

## **Interscholastic Activities**

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events<sup>1</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled students that reside in the district and students attending a public charter school that reside in the district to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to

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<sup>1</sup> This applies to only OSAA-sanctioned activities and events.

discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 332.075\(1\)\(e\)](#)  
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)  
[OAR 581-021-0045 - 0049](#)  
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)  
[OAR 581-026-0705](#)  
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).  
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.  
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Corrected 9/18/19



Code: IGDK  
Adopted: 2/24/09  
Orig. Code: IGDK

## **Nonschool-Sponsored Study and Athletic Tours, Trips, or Competitions**

Student and youth trips that do not meet all of the following criteria are considered nonschool-sponsored trips. The District does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours, trips, or competitions available to students.

A school-sponsored trip must have prior administrative approval from the principal or designee and must meet the following criteria:

1. The supervisor is a staff member; and
2. All students are from the school, or District schools; and
3. The school name is used only with administrative approval from the principal or designee.

The District does not recruit for, or have input into, the selection of nonschool-sponsored programs, many of which are not open to all students. Such tours, trips and competitions are under the sole auspice guidance and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise monies for such travel at school or as a representative of the school. The District or individual school name may not be used. Students or staff may not use school supplies, materials, announcements, mailings or equipment, in conjunction with such trips or their related fund-raising. Posters may be displayed with administrative approval from the principal or designee. Facilities may be used during non-instructional time after completing an Application and Permit for Use of School Buildings and Facilities request for use of facilities and receiving approval from the district.

Staff members are prohibited from using their contact with students to advertise or recruit for nonschool-sponsored summer or other holiday travel which that involves their supervision of students. Staff will not advise parents regarding selection of such trips or tours for their youngsters student.

Sponsors and staff have an obligation to inform parents and patrons of the District not to assume such activities are school sponsored or funded.

END OF POLICY

**Legal Reference(s):**

[ORS 244](#).040

[ORS 339](#).880

[OAR 581-021](#)-0045

[ORS 332](#).107

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985).

Corrected 6/12/19



Code: **IHB**  
Adopted: 2/24/09  
Orig. Code: IGDK

## Class Size

The District shall strive to maintain class size averages appropriate to available funding, the curriculum content, instructional method, needs of students and expected learning outcomes of the particular class(es). The Board directs the Superintendent to determine class size guidelines for the District.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#) [OAR 581-022-2335](#)

Tualatin Valley Bargaining Council v. Tigard Sch. Dist., No. UP-120-87, 11 PUB. EMPL. COLL. BARG. REP. 53 (ERB 1988).

Corrected 9/18/19



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

## Alternative Instructional Arrangements

The Board encourages the use of varied instructional arrangements designed to enhance the educational programs of the District. Such arrangements should take into account the needs of individual students, training and certification of staff members, specific needs of individual building programs, and the physical assets and limitations of the building. Such arrangements may include, but shall not be limited to:

1. Advanced placement;
2. Simultaneous enrollment involving colleges or community colleges;
3. Independent study, including educational travel;
4. Pass/no pass options;
5. Credit awarded by examination or other performance-based criteria;
6. Work experience;
7. Credit from a school accredited by the Northwest Association of Schools and Colleges Northwest Commission on Colleges and Universities, including correspondence;
8. Evidence of mastery or competency which demonstrates equivalent knowledge or skill and which is part of a written plan approved in advance by the District.
9. The Expanded Options Program.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)  
[ORS 336.135 - 336.183](#)  
[ORS 336.615 - 336.665](#)  
[ORS 336.790 - 336.815](#)  
ORS Chapter 340

[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)  
[OAR 581-022-1130](#)

[OAR 581-022-1350](#)  
[OAR 581-022-1620](#)  
[OAR 581-023-0006](#)  
[OAR 581-023-0008](#)

Corrected 9/18/19

Alternative Instructional Arrangements – IHGA

1-1



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

## Media Center Materials Selection

All materials for school media center will be recommended for purchase by the professional personnel of the library and approved by the Superintendent or designee. Consultation takes place with the administration, staff, parents, and/or community members.

The term “materials” shall include media in print and non-print forms.

Materials selected will be consistent with the stated principles of selection which apply to instructional materials.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials will strive to:

1. Meet the needs of the school based on content standards of subject areas, library media curriculum guide, and the stated needs of staff;
2. Meet the needs of individual students, according to both the stated needs of students and general understanding of students’ interests;
3. Provide materials of artistic and literary quality, accurate and current non-fiction, and research tools;
4. Provide a balanced collection with a fair proportion of each type of material selected to meet the needs of the curriculum, the students, and professional staff;
5. Provide a wide range of materials with diversity of appeal and different points of view.

To maintain a current and highly usable collection of materials, the media specialist or designee will provide continuing renewal of the collection, not only by addition of up-to-date materials, but by the elimination of materials which no longer meet needs.

Gifts to the media center may be accepted if they meet the criteria established for the selection of all instructional materials.

END OF POLICY



**Legal Reference(s):**

~~ORS 332.385~~

[ORS 332.107](#)

[ORS 337.120](#)

[OAR 581-022-45202340](#)

Corrected 9/18/19

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Code: **IIAD**  
Adopted: 6/23/09  
Orig. Code: IIAD

## Special Interest Materials

In general, supplementary printed materials from non-school sources should have the approval of the Superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses, and are timely.

Printed materials from non-school sources should not be displayed or distributed in the schools or on the school grounds without approval of the Superintendent or designee. Students may not be used as agents for distributing non-school materials to the homes without the Superintendent's or designee's approval.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)

[ORS 339.880](#)

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

Corrected 6/12/19



Code: **IIBGB**  
Adopted: 8/22/06  
Orig. Code: IIBGB

## Web Pages

The District recognizes that publication of web-sites pages fosters communication and creativity, and provides students a place to demonstrate what they have learned. All web-sites pages created and published as District, school, or program are to be hosted on District-servers-provided resources.

All web-sites pages must comply with Board Policy IIBGA. Failure to comply with policies and applicable administrative regulations may result in the suspension and/or revocation of Internet access. Student violations may result in discipline up to and including expulsion. Staff violations can result in discipline up to and including dismissal.

### District Web-Site

The District web-site (*removing space, sp. website*) provides a resource of informing patrons and the public about District departments, initiatives, schools, and curricular and school activities. Requests for publication of information on the District web-site should be directed to the web specialist or ~~executive director of Community Relations~~ chief communications officer.

### School Web-Sites

School web-sites provide parents and patrons with current information regarding individual schools, school events, and classroom activities. Requests to publish information on school web-sites should be directed to the school's ~~w~~Web-master or ~~p~~Principal.

### Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on district-approved resources that are primarily academic, educational and research oriented.

Students may create web pages related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the District. Concerns about the content of any page created by a student should be directed to the principal.

Student web pages may be removed at the end of the school year or at any time, as determined by the District.

## Clubs and Organizations

Web pages published by clubs and organizations may provide information about extracurricular and other school-authorized activities, as well as general information relating to the District.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

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).

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

Corrected 6/12/19



Code: IICA  
Adopted: 2/24/09  
Orig. Code: IICA

## Field Trips and Special Events\*\*

A school-sponsored trip must have prior administrative approval from administration and must meet the following criteria:

1. The supervisor is a staff member or a staff member of a contractor; and
2. All students are from the school, or District schools; and
3. The school name is used only with administrative approval.

The Board recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and benefit from carefully planned learning experiences which fall may occur outside the normal school program/day.

Field trips, other curricular/co-curricular activities involving overnight travel, and out-of-state travel require pre-approval and authorization by the Superintendent assistant superintendent of academic services or designee, and may require approval from the Superintendent. Trips or activities that contribute to the achievement of desirable educational/social/cultural goals will be considered. Approval will be predicated on, including but not limited to, an acceptable written plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants, and the selection of additional appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

~~Written parental permission must be obtained.~~ The signed form for field trips showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year in accordance with records retention requirements.

The administration will develop administrative regulations and guidelines to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the District. Such regulations and guidelines will reinforce District policy in areas such as controlled substances, alcohol and tobacco use, the procedure to be used in cases of illness or accident, and methods for communicating with administrators/ and/or parents in discipline situations.

END OF POLICY

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.014](#)

[ORS 339.155](#)

[ORS 339.240](#) to -339.250

Corrected 6/12/19; Corrected 8/21/19



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

## Guidance Program

The District's counseling and guidance program focuses on the developmental needs of all students, in grades K-through 12, based on the Oregon Department of Education's *Framework for Comprehensive Guidance and Counseling Programs for Pre-kindergarten through Twelfth Grade*.

~~The District's counseling and guidance program includes child development specialists at some of the elementary schools.~~

Counselors and child development specialists demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet four major goals:

1. Educational Development – Students will develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;
2. Personal/Social Development – Students will develop appropriate interpersonal and communication skills for a variety of social and work settings; students will develop self-advocacy and decision-making skills, and confidence in their own abilities;
3. Career Development – Students in grades K-through 12 will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life, and citizenship;
4. Community involvement – Students will demonstrate the importance of making an individual contribution to the community through community service learning projects.

~~Counselors of~~ The guidance and counseling program will assist students in grades 7-through 12 will with developing and annually reviewing an educational plan which creates education, career and life goals, and identifies learning goals and activities.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed. As members of the annual school improvement planning process, counselors and child development specialists will review school data and contribute to the plan by conducting an advocacy project. Advocacy projects will target student populations with special needs.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents.

Consistent with individual rights and the counselor’s obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

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**Legal Reference(s):**

[ORS 40.245](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0046\(7\)](#)  
[OAR 581-022-1512](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2060](#)

[OAR 581-022-2055](#)  
[OAR 581-022-2100](#)  
[OAR 581-022-2250](#)

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).  
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).

Corrected 9/18/19





Code: IJA  
Adopted: 2/24/09  
Orig. Code: IJA

## **Confidentiality in Counseling\*\***

*(Already subject to FERPA and legitimate educational interest.)*

The main purpose of confidentiality is to offer students a relationship in which they will be able to deal with what concerns them without fear of disclosure. Therefore, it will be the professional responsibility of school counselors to respect fully the right of privacy of those with whom they enter counseling relationships.

Confidentiality must not be abridged by the counselor except:

1. Where there is a clear and present danger to the student or to other persons;
2. To report suspected child abuse, as required by law;
3. To consult with other professionally competent persons when this is in the student's interests;
4. When the student waives this privilege in writing;
5. At the earliest time possible, as determined by the counselor, parents will be informed that their child is in counseling. When students are referred to an outside agency, the laws dealing with that agency's rights will then be enacted.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling and they are not part of the public or official records of the institution in which the counselor is employed. Revelation to others of counseling materials should occur only upon the student's consent.

Counselors must not discuss confidential matters over the telephone. Counselors should insist a request for information be made in writing on official stationery.

The school counselor must be provided with adequate physical facilities that guarantee the confidentiality of the counseling relationship.

When a counselor is in doubt about what information to release in a judicial proceeding, the counselor should request, through the Superintendent, a conference with the school attorney to explain the dilemma and receive advice on how to proceed.

END OF POLICY

**Legal Reference(s):**

[ORS 40.245](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-022-1510](#)  
[OAR 581-022-1660](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).  
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 9/18/19



Code: **IK**  
Adopted: 4/24/12  
Orig. Code: IK

## Academic Achievement

In accordance with the District's primary mission, the Board affirms that the purpose of grading and reporting is to communicate to students, parents/guardians, and educators an accurate reflection of what a student knows, understands, and can do as measured by Oregon State and District curriculum standards/learning goals.

The District will:

1. Distribute to parents/guardians and students, at the beginning of each class/course, information on class/course expectations, Oregon State and District curriculum standards/learning goals, and performance criteria.
2. Ensure teachers use a collection of evidence and professional judgment so that a student's grade is an accurate representation of what the student knows, understands, and is able to do in regard to the class/course learning targets.
3. Ensure that academic achievement grade calculations are accurate and consistent throughout the District, and that these grades provide meaningful information supportive of student achievement.

Definitions:

1. Academic achievement: an accurate summative evaluation of what a student knows, understands, and is able to do by report card time.
2. Summative assessment: an assessment given to evaluate and document what students have learned at the conclusion of a period of instruction. This term is used to distinguish such assessment from *formative assessment*, which provides feedback to students and teachers about learning during instruction.

END OF POLICY

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### Legal Reference(s):

[ORS 107.154](#)  
[ORS 329.485](#)  
[ORS 332.107](#)

[ORS 343.295](#)  
[OAR 581-021-0022](#)  
[OAR 581-022-2260](#)

[OAR 581-022-2270](#)



Code:  
Adopted:

IK

## Academic Achievement\*\*

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
  - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level;
  - b. Teachers will use a collection of evidence and professional judgment so that a student's grade is an accurate representation of what the student knows, understands, and is able to do in regard to the class/course learning targets;
  - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
  - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
3. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student's standing in relation to their peers;

4. The staff will explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

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**Legal Reference(s):**

[ORS 107.154](#)  
[ORS 329.485](#)

[ORS 343.295](#)  
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)  
[OAR 581-022-2270](#)

Corrected 8/21/19; Corrected 1/24/20



Code: **IKAB**  
Adopted: 1/28/14  
Orig. Code: IKAB

## **Student Progress Reports to Parents\*\***

The Board believes that parents need and want to know how their students are performing in school. An effective dialogue between parents and teachers will benefit staff, students, and parents, and will help students be successful.

Parents shall be informed at least annually of their student's progress toward meeting or exceeding grade-level academic content standards, including but not limited to:

1. Information on progress in each subject area, including major goals used to determine the information;
2. Specific evidence of student progress on the continuum of knowledge and skills (academic content standards) of a subject area, upon request from a parent;
3. Student scores on all state and local assessments indicating any of the requirements that have been waived for the District or the individual, and time periods for the waiver; and
4. Student progress toward completion of diploma requirements to parents of students in Grades 9-12, including credits earned, demonstration of extended application, and demonstration of the Essential Skills.

The school will report a student's progress to the student and his/her parents. The report will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual student. The Superintendent is directed to develop reporting procedures to keep parents apprised of student successes and problems.

Parents will be notified as soon as possible when a child's performance or attitude shows marked or sudden change.

In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.

Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

**END OF POLICY**

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### **Legal Reference(s):**

7/01/17 | PH

Student Progress Reports to Parents\*\* – IKAB

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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).

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).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Corrected 9/18/19

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

## High School Classes/Courses for ~~Eighth Graders~~ Pre-Grade 9 Students

The District encourages students to perform at the highest level possible in their course work. Recognizing that some middle school age students are able to master existing high school curriculum, it is the policy of the District to allow ~~eighth-grade~~ those students, who are qualified, to take designated high school classes/courses. High school credit may be granted. Credits taken before ~~ninth-grade~~ 9 will not be used to reduce below ~~the 24~~ the units of credit to be completed in grades 9 through 12 for high school graduation except in special circumstances approved by the principal and in accordance with Board policy IKFA – Early Graduation.

END OF POLICY

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### Legal Reference(s):

[OAR 581-022](#)-2000

[OAR 581-022](#)-2270

Corrected 9/18/19





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

## **Student Retention and Promotion\*\***

The Board is dedicated to total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students are expected to demonstrate proficiency of grade level learning standards for annual promotion. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, ~~but the final decision will rest with school authorities.~~

Students will normally progress annually from grade to grade.

The final decision for promotion or retention will rest with the parent or guardian. If the parent or guardian's decision is not in agreement with the school's recommendation, the parent or guardian must sign a "release from responsibility" form to be placed in the student's file.

END OF POLICY

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### **Legal Reference(s):**

[OAR 581-022-2000](#)

[OAR 581-022-2270](#)

Corrected 9/18/19



Code: **IKF**  
Adopted: 1/23/18  
Orig. Code: IKF

## Graduation Requirements\*\*

The Board will establish graduation requirements for the awarding of a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, and an alternative certificate that meets or exceeds state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian, or by the student, if ~~he/she~~ **the student** is 18 years of age or older or emancipated.

Students and their parents/guardians will be notified annually of the requirements for all diplomas. See the graduation requirement manual for specific instructions.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school<sup>2</sup>.

### Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an

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<sup>1</sup>As defined in ORS 30.297.

<sup>2</sup>For a diploma awarded on or after January 1, 2018.

enriched learning experience. These requirements are aligned with general Oregon university admissions but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the district. All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

### **HSD Chancellor's Diploma Requirements**

1. Four credits of math\* (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of English language arts\* (shall include the equivalent of one unit in written composition);
3. Three credits of science\*\* (including physics, chemistry, and biology);
4. Three credits of social sciences\*\* (including history, civics, geography, and economics (including personal finance));
5. One additional credit of science\*\* or one additional credit of social sciences\*\*;
6. One credit in health education;
7. One credit in physical education;
8. Three credits in career technical education (CTE), the Arts, or world languages\* (with at least two credits of world language);
9. Five credits of electives;
10. One-half credit of Senior Seminar (or Focused Program Internship credit); and
11. One-half credit of Career and College Development.

\* Academic Credit Requirements (English language arts, mathematics, science, social science, and/or world language)

\*\* Minimum of three credits in each, plus one additional credit in either for a total of seven credits.

In addition to the credit requirements listed above, the HSD Chancellor's Diploma requirements are subject to the following:

1. The total number of required academic credits is 18. Four credits of these required academic credits must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation).
2. The required cumulative GPA in academic courses is 3.0.
3. The required minimum grade in every academic credit course is C.
4. The overall required GPA in all coursework is 3.0.

*(See end of policy for table)*

In addition to credit requirements as outlined in Oregon Administrative Rule (OAR) 581-022-2000~~and OAR 581-022-2010, respectively~~, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

The district shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-2025.

Graduation Honors - Valedictorian and Salutatorian: Students who earn a Chancellor's Diploma may be eligible for graduation honors.

Valedictorian: Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

Salutatorian: Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

Honors Graduate: The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.

## Standard Diploma

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits that include at least:

1. Three credits of math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of English language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit of health education;
6. One credit of physical education;
7. One-half credit of Career and College Development;

8. One-half credit of Senior Seminar (or Focused Program Internship credit);
9. Three credits of Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination);
10. Five credits of electives.

*(See end of policy for table)*

The district shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-2025.

In addition to credit requirements as outlined in OAR 581-022-2000 and OAR 581-022-2010, respectively, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

### Essential Skills

The district will allow English Learners (ELs) to demonstrate proficiency in the all required Essential Skills of "Applying mathematics in a variety of settings" in the student's language of origin for those ELs who, by the end of high school: as permissible by Oregon Department of Education (ODE).

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skill in English.

The district will allow ELs to demonstrate proficiency in Essential Skills other than "Applying mathematics in a variety of settings" in the student's language of origin for those ELs who, by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)<sup>3</sup>.

<sup>3</sup>This criteria does not apply to students seeking a diploma in 2017-2018.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Test Administration Manual*, in the EL's language of origin for those ELs who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an EL's language of origin are scored by a qualified rater.<sup>4</sup>

## Modified Diploma

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. A modified diploma may only be awarded to a student who meets the eligibility criteria below:

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

1. Two credits of math;
2. Three credits of English language arts;
3. Two credits of science;
4. Two credits of social sciences;
5. One credit of health education;
6. One credit of physical education;
7. Two and one-half credits of Career and College Development;
8. Nine and one-half credits of electives (including 0.5 Senior Seminar or Focused Program Internship credit);
9. One credit of Career and Technical Education (CTE), the Arts or World Languages.

*(See end of policy for table)*

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

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<sup>4</sup>[This paragraph is required if the district allows ELs to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. ~~Modifications are changes to the achievement level, construct or measured outcome of an assessment.~~ Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 plan may not receive any modified state-approved assessments.

A student's school team shall decide whether a student should work toward a modified diploma no earlier than the end of grade 6, and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school, if the documented history has changed.

Beginning in grade 5 or beginning after a documented history to qualify for a modified diploma, the District shall annually provide information about the availability and requirements of a modified diploma to parents or guardians of the student.

## Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in grade 9 through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits of math;
  - b. Two credits of English;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics, or civics;
  - e. One credit of health education;
  - f. One credit of physical education;
  - g. One credit of the Arts or a World Language.

2. Have a documented history of:

- a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade 5 or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate to the parents or guardians of the student.

### Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the district. ~~Students receiving an alternative certificate may have varying educational opportunities after graduation. Alternative certificates will be awarded based on individual student needs and achievement.~~

Beginning in grade 5 or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide information about the availability and requirements of an alternative certificate to parents or guardians of the student.

### Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student, ~~who has a documented history of difficulty maintaining grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievement,~~ the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has a documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. ~~A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.~~

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate either within ~~four~~ 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.



A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states that the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student on an IEP who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school, as determined by the IEP team.

~~A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student, as determined by the IEP or school team.<sup>5</sup>~~

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities who receive a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>6</sup> and submitting the form to the district.

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<sup>5</sup> ~~A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student, as determined by the IEP or school team.~~

<sup>6</sup> [www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form](http://www.ode.state.or.us/EducatorResources/StudentAssessment/TestAdministration/Forms/2018-201930daynoticeandoptoutform)

The District will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces<sup>7</sup> veteran if the veteran resides within the boundaries of the District or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the District at the time of death or was an Oregon resident at the time of death and attended a high school of the District.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)  
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)

[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

Revised 3/08/19; Amended 7/29/19; Corrected 10/16/19

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<sup>7</sup>The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
  - a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
  - a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

HSD Chancellor’s Diploma Requirements		Graduating classes through 2018		Cohort class of 2019 and following years	
Math (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1)*		3.0		4.0	
English* (shall include the equivalent of one unit in written comprehension/composition)		4.0		4.0	
Science (including physics, chemistry, and biology)*		3.0		3.0**	**Minimum of 3 credits in each plus one additional credit in either; total = 7 credits
Social Sciences (including history, civics, geography, and economics (including personal finance))*		3.0		3.0**	
Science*/Social Sciences*				1.0**	
Health Education		1.0		1.0	
Physical Education		1.0		1.0	
Career and Technical Education (CTE), the Arts, and World Languages* (with at least two credits of world language)		3.0		3.0	
Electives		7.0		5.0	
Senior Seminar (or Focused Program Internship credit)		0.5		0.5	
Career and College Development		0.5		0.5	
Total Credits		26.0		26.0	
*Academic Credit Requirements (English, mathematics, science, social science and/or world language)					
Number of required academic credits		18.0		18.0	
Minimum number of required academic credits that must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation)				4.0	
Required cumulative GPA in academic courses		3.4		3.0	
Minimum grade in every academic requirement course		C		C	
Required GPA in all coursework		3.0 GPA		3.0 GPA	
Proficiency in Essential Skills		Required		Required	
Other Requirements	<ul style="list-style-type: none"><li>• Develop an education plan and build an education profile;</li><li>• Demonstrate extended application through a collection of evidence; and</li><li>• Participate in career-related learning experiences.</li></ul>				

Standard Diploma Requirements		Required Credits
Math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1)		3.0
English language arts (shall include the equivalent of one unit in written comprehension composition)		4.0
Science		3.0
Social Sciences (including history, civics, geography and economics (including personal finance))		3.0
Health Education		1.0
Physical Education		1.0
Career and College Development		0.5
Senior Seminar (or Focused Program Internship credit)		0.5
Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination)		3.0
Electives		5.0
<b>Total Credits</b>		<b>24.0</b>
Proficiency in Essential Skills		Required
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Develop an education plan and build an education profile;</li> <li>• Demonstrate extended application through a collection of evidence; and</li> <li>• Participate in career-related learning experiences.</li> </ul>	

Modified Diploma Requirements		Required Credits
Math		2.0
English language arts		3.0
Science		2.0
Social Sciences		2.0
Health Education		1.0
Physical Education		1.0
Career and College Development		2.5
Electives (including 0.5 Senior Seminar or Focused Program Internship credit)		9.5—(0.5)
Career and Technical Education (CTE), the Arts or World Languages		1.0
<b>Total Credits</b>		<b>24.0</b>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Develop an education plan and build an education profile.</li> <li>• Demonstrate extended application through a collection of evidence.</li> </ul>	

<b>Extended Diploma Requirements</b>	<b>Required Credits</b>
Math	2.0
English	2.0
Science	2.0
History, Geography, Economics, or Civics	3.0
Health Education	1.0
Physical Education	1.0
The Arts or a World Languages	1.0
<b>Total Credits</b>	<b>12.0*</b>

\* Which may not include more than 6 credits in a self-contained special education classroom.



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

## Early Graduation\*\*

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents/guardians will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the Superintendent.

A student may satisfy graduation requirements in less than four years. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the student's request and if the student's parent or guardian consents, if required.

Students who have successfully completed the junior year with fewer than the required credits for graduation and are then accepted at accredited colleges may receive their high school diplomas if, at the completion of the first semester, they are in good scholastic standing at the college.

END OF POLICY

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### Legal Reference(s):

~~ORS 329.447 repealed~~  
~~ORS 329.465 repealed~~  
[ORS 339.030](#)  
[ORS 339.115](#)

[ORS 343.295](#)

[OAR 581-022-0102\(18\)](#)  
[OAR 581-022-41302000](#)

[OAR 581-022-12102030](#)  
[OAR 581-022-13502505](#)

Corrected 9/18/19



Code: **IKFB**  
Adopted: 2/28/12  
Orig. Code: IKFB

## Graduation Exercises

Students shall be eligible to participate in commencement exercises provided they satisfy the following requirements for participation.

The student must have been in attendance at a District high school for at least one term (semester or trimester) of the senior year, except for students who attend a foreign school during their senior year as part of a foreign exchange program.

The student must have successfully completed the requirements for a Chancellor's diploma, a Standard diploma, a Modified diploma, an Extended diploma, or an Alternative Certificate.

~~The student must meet the units of credit requirement by completing at least 20 credits by the end of the first semester or second trimester of the senior year.~~

Exceptions are subject to approval by the Superintendent.

The District's valedictorian(s), salutatorian(s), or others at the discretion of the principal or designee, may be permitted to speak as part of the District's planned graduation program. All such speeches will be reviewed and approved in advance by the principal or designee.

END OF POLICY

### Legal Reference(s):

[ORS 329.451](#)  
[ORS 332.105](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)

[ORS 339.505](#)  
[ORS 343.295](#)  
[OAR 581-021-0071](#)  
[OAR 581-022-2000](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

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

Corrected 9/18/19



Code: **IL**  
Adopted: 2/28/17  
Orig. Code: IL

## **Assessment Program\*\***

The District's assessment program shall be designed for the purpose of determining District and school program improvement and individual student needs, and to meet the requirements of the Oregon Administrative Rules. Each year, the District shall determine each student's progress toward achieving federal, state, and local achievement requirements.

Assessments shall be used to measure the academic content standards and Essential Skills, and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Accordingly, the District shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, and other valid methods required by state and federal regulations;
2. Assessment of Essential Skills;
3. Individual diagnostic and ability evaluations in all grades, when students have been referred and parental permission obtained;
4. Assessments by individual teachers;
5. Optional schoolwide and grade-levelwide assessments, as recommended by the Superintendent or designee and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards and Essential Skills. District, school, and individual results shall be reported to the Board, the parents, and the community, as prescribed by law.

The District shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified by the Oregon Department of Education (ODE) will be provided supplemental services and public school options, as required by law.

The District shall not discriminate in the methods, practices, and materials used for assessment, evaluating, and counseling students on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, disability, or age. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.



A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics, as provided in state law. The District shall provide the required notice and necessary forms to the student. The District shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices<sup>1</sup> that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The District shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The Superintendent shall ensure that a periodic review and evaluation of the District's assessment program is conducted.

The annual assessment of student and District progress is a vital component of the instructional process.

The assessment program will include:

1. Staff training in the use of designated tests and interpretation of test results.
2. A periodic review and evaluation of the District's assessment program.
3. An annual report detailing student achievement progress.

END OF POLICY

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**Legal Reference(s):**

[ORS 40.245](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 329.479](#)  
[ORS 329.485](#)  
[ORS 336.187](#)

[ORS 659.870](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-1910](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2060](#)

[OAR 581-022-2100](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2250](#)  
[OAR 581-022-2270](#)  
[OAR 581-022-2310](#)

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).

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).

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

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

Corrected 9/18/19

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<sup>1</sup> Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.



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

## Instructional Program Renewal

The District is dedicated to a continuous system of instructional program renewal. This renewal process shall include identification of school and district needs for improvement of student achievement at the school and District levels. To this end, the District shall conduct self-evaluations that consider a review of test results and other evaluative information including, but not limited to, student data, demographics, student access to and utilization of educational opportunities, and staff characteristics.

The input of staff, students, parents, and local community will be encouraged.

A written District improvement plan shall be developed and implemented based on the District's self-evaluation and consistent with applicable Oregon Revised Statutes and Oregon Administrative Rules. Such plan, where appropriate, shall include, but not be limited to:

1. Student achievement progress;
2. Continuous short-term and long-term staff development;
3. Programs and policies to achieve a safe educational environment;
4. Local efficiencies and efforts to make best use of resources.

The District's plan shall be revised and updated on a biennial basis. The Superintendent will ensure that test results and District improvement plan progress are revised annually and reported to the community.

A copy of the District's plan will be maintained as a public record available for public inspection and submitted to the Oregon Department of Education upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)  
[ORS 329.155](#)

[OAR 581-022-0606](#)  
[OAR 581-022-1020](#)  
[OAR 581-022-1130](#) 2000

[OAR 581-022-1210](#) 2030  
[OAR 581-022-1340](#) 2315

Corrected 9/18/19

Instructional Program Renewal – IM

1-1



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

## Studying Controversial Issues

One of the most valuable outcomes of a free educational system is developing the ability to ~~meet~~ **consider** issues without prejudice and to withhold judgments while facts are being collected, assembled, and weighed. Seeing relationships before drawing inferences or conclusions is the key to understanding complex issues.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have ~~had~~ an opportunity to:

1. Find, collect and assemble factual material on the subject;
2. Interpret the data without prejudice;
3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search ~~after~~ **for** truth and to think for themselves.

Before beginning a class in the study of an obviously controversial topic, a teacher will discuss with the building administrator:

1. Its appropriateness to the course;
2. Its appropriateness for the students' maturity level;
3. The approach to instruction;
4. The instructional materials to be used.

END OF POLICY

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### Legal Reference(s):

[ORS 336.067](#)

[OAR 581-021-0009](#)

U.S. CONST. amend. I.  
OR. CONST., art. I.

Corrected 6/12/19



Code: INC  
Adopted:

R

## Controversial Speakers

No overall standard can be established that will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations that the exercise of this freedom entails, establishes the following rules:

1. The teacher, sponsor and school administrator shall investigate fully those proposed speakers for whom the community may question the wisdom of their presence. Approval from the principal or designee is required for such speakers prior to presentation;
2. The teachers and sponsors should encourage the use of speakers representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it;
3. No person who encourages or advocates breaking the law shall be invited to speak;
4. The ideas presented and the speakers invited to present them shall have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;
5. Prior to their appearance or participation, the speakers shall be given in writing and shall agree to abide by the following regulations:
  - a. Profanity, vulgarity and lewd comments are prohibited;
  - b. Use of tobacco products or inhalant delivery systems is prohibited;
  - c. The teacher or sponsor responsible for inviting the speaker, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the speaker is judged to be in poor taste or endangering the safety of students and staff.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.067](#)

D

Corrected 6/12/19



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

## Political Figures in the School

The Board supports the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement, and curricular innovations such as a mock convention.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues/materials related to that campaign.

Political candidates may be allowed to speak to classes during the school day if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other candidate who has filed for the same office will, upon request, be allowed equal time.

Each candidate, whether or not the incumbent, will be expected to adhere to the rules and procedures established for outside resource persons/controversial speakers.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.067](#)

Corrected 6/12/19



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

## Flag Displays and Salutes

A United States flag and an Oregon flag shall be displayed on or near each school building under the control of the Board or used by the District, during school hours, except in unsuitable weather and at such other times as the Board deems proper.

The District shall obtain and display a United States flag of an appropriate size in each classroom.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the United States flag at least once each week by reciting *The Pledge of Allegiance*.

~~Each regular Board business meeting shall begin with the flag salute.~~

A flag salute may be implemented at special occasions, such as assemblies. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

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### Legal Reference(s):

[ORS 336.067](#)

[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

Corrected 6/12/19



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

## Animal Dissection

District students in kindergarten through 12<sup>th</sup> grade **12** may refuse to dissect any animal. In addition, the student's parents may refuse to allow the student to dissect the animal.

The District shall allow the student to participate in an alternative ~~dissection~~ exercise to demonstrate competency in the coursework. ~~This exercise may include videos, DVDs, CD-ROMs, films, computer programs, models, books, clay modeling or transparencies.~~

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise.

The District shall notify students who have dissection as part of their coursework and the parents of those students about the provisions of this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)

Corrected 9/18/19



Code: BCF  
Adopted: 6/19/07  
Revised/Readopted: 1/22/19  
Orig. Code(s): BCF

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which could include community members, staff members, or Board members to consider matters of districtwide importance. The Board shall encourage interested community members to apply for appointment by giving publicity to the establishment of the committee.

### Selection

Community members or staff wishing to serve on advisory committees shall submit a letter of application to the Superintendent which shall be forwarded to the Board for consideration. The composition of advisory committees will be broadly representative of the student demographics of the District and will take into consideration the specific tasks assigned to the committee.

Appointment of members to an advisory committee will be made by a majority vote of the Board.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's task, setting forth the service the Board wishes the committee to render and the extent and limitations of its responsibilities;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as provided by the Board, committees will cease to function when their final report has been received by the Board or when their final report has been received by the Board or when the purpose for which they were established has been accomplished or cease to be relevant.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610](#)  
[ORS 192.630](#)

[ORS 294.414](#)  
[ORS 329.704](#)

[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Corrected 1/16/20

Advisory Committees to the Board – BCF

1-1





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

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### 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](#)



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 include a plan for student safety and be scheduled in advance with the Superintendent or designee ~~in advance, and a crowd control plan must be presented;~~
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.

Students are prohibited from engaging in demonstrations which violate any District policy or school rule. Students who engage in demonstrations that violate District policy or school rule may be subject to discipline up to and including expulsion.

### Petitions

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

Students are prohibited from engaging in circulating petitions which violate any District policy or school rule. Students who circulate petitions that violate District policy or school rule may be subject to discipline up to and including expulsion.

### 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.

Students are prohibited from having informal gatherings which violate any District policy or school rule. Students that have informal gatherings that violate District policy or school rule may be subject to discipline up to and including expulsion.

END OF POLICY

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**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; Corrected 1/21/20; Corrected 1/23/20; Corrected 1/24/20

**HILLSBORO SCHOOL DISTRICT 1J**  
**January 28, 2020**  
**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.

- IBDJA/LBD-AR: Home-Schooling Placement/Credit Guidelines
- IGAC-AR: Teaching About Religion (DELETE)
- IGAC-AR: Recognition of Religious Beliefs and Customs (PROPOSED)
- IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement
- IGBHA-AR(1): Alternative Education Programs
- IGBHA-AR(2): Request for Financial Assistance for PCC Tuition Reimbursement Program
- IGBHA-AR(3): Evaluation of Alternative Education Programs
- IGBHA-AR(4): Evaluation of Alternative Education Programs – District Summary
- IGBHB-AR: Establishment of Alternative Education Programs
- IGBHC-AR: Alternative Education Notification
- IGBHE-AR: Expanded Options Program
- IGBI-AR: Translation/Interpretation Protocol
- IGDB-AR: Student Publications
- IGDE-AR: Student Fees
- IGDF-AR: Fundraising Guidelines
- IGDF-AR(2): Fundraising Guidelines Flow Chart
- IGDJ-AR: Concessions (DELETE)
- IIBGB-AR: Web Pages Guidelines
- IICA-AR: Out-of-State Travel and/or Overnight Trips Procedures
- IKE-AR: Student Retention and Promotion

## **RECOMMENDATION**

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



Code: **IBDJA/~~LBD~~-AR**  
Revised/Reviewed: 3/09  
Orig. Code: IBDJA/LBD-AR

## **Home-Schooling Placement/Credit Guidelines\*\***

If a student returns to school after being home-schooled, the District is not required to grant credit toward a high school diploma. The District may, however, establish certain requirements which, if met, will allow the home-schooled student to receive high school credits for academic achievement.

The District will use the following guidelines to determine student eligibility and evidence of achievement for home-schooled students who enroll in a District school. The principal will make the final decision to approve or deny credit based on these guidelines.

### **Elementary Placement**

The building administrator will determine the placement of grades K-through 8 home-schooled students requesting district instruction or admission as a public school student.

### **Credit Eligibility—High School or Secondary**

The building administrator will determine the placement of grades 9-through 12 home-schooled students requesting district instruction or admission as a public school student.

To be eligible to receive high school credit from the District for academic work and achievement outside of an accredited school program, the student must:

1. Present an authentic record of grades earned for course work completed, along with course syllabus, textbook and instructor name for each course for which credit is requested;
2. Enroll in school and attend grade level classes for one full school year following the home-schooling. At the time of enrollment, parents must present evidence of achievement to determine appropriate grade and course level placement;
3. While enrolled in school, successfully complete grade level work in at least four classes.

### **Evidence of Achievement**

Students eligible for credit shall provide the school with evidence of academic achievement for each of the subjects for which high school credit is requested. The parent is responsible for any costs associated with the school's evaluation of the evidence.

Evidence of achievement may be demonstrated in one of the following ways:

1. After being enrolled in school for one year, the student has earned a C grade or better, in a higher level of the same subject. For example, to receive a credit for Algebra 1, the student completes Algebra 2 with at least a C grade;
2. Score at the proficient or advanced level in a state or district criterion referenced test or at an equivalent of seventieth percentile (70 percent) on standardized tests. Parents are responsible for providing standardized test scores to the school;
3. Score at least a four on a six point scale for performance tasks accepted by the state as evidence of achievement in a content area. All costs associated with evaluation of the performance tasks are the responsibility of the parent;
4. Provide an official grade report from an accredited school or approved program of higher education.

Note: Credit for home-schooling will be graded as pass.

### **Evaluation Costs**

The student's parent or guardian is responsible for all costs associated with test administration and all required evaluation of student's work to determine credit for home schooling. If the test administration or evaluation is to be conducted by school personnel, parents will be advised of all materials and personnel costs. Evaluation costs will be in the range of \$100 to \$150 for test administration and \$200 to \$250 for evaluation of performance tasks and work samples.

### **Credit Request and Approval Procedures**

Parent or guardian will:

1. Submit a written request for credit approval when enrolling the student in school after home-schooling;
2. Provide the school with adequate records of the student's prior work and achievement during home-schooling;
3. Agree to remit payment to the school for costs associated with test administration and performance evaluation by school personnel.

Student will:

1. Be enrolled as a full-time student (minimum of four classes);
2. Maintain a C grade or better for the current school year in a higher-level course of the same subject for which credit is being requested;
3. Complete appropriate tests and assigned performance tasks and/or submit required work samples for evaluation of other courses for which credit is being requested.

Counselor will:

1. Advise the student and parent of the District's policy and procedures regarding granting credit for home-schooling;
2. Enroll the student in appropriate classes based upon information presented by the student and parent;
3. Facilitate necessary and appropriate test administration and performance evaluations of student work;
4. Submit parent request along with test and evaluation results to the principal for credit approval or denial.

Principal will:

1. Review parent request for credit and evidence of achievement provided by the counselor and grant or deny credit;
2. Inform the parent and student in writing of the outcome of the evaluation and credit request.

#### **Assessment of Home-Schooled Student Receiving District Instruction**

All home-schooled students are required to meet all home-school assessment requirements even though the student is receiving District instruction.

All home-schooled students that receive District instruction for which a state assessment is required (i.e., mathematics, reading/language arts, or science) will be required to take ~~that~~ the state or other alternative assessment.

Corrected 8/21/19





Code: **IGAC-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IGAC-AR

## Teaching About Religion

1. While the public schools must remain neutral regarding religion, they should foster respect for each individual's convictions about religion and an understanding and respect for all religions in general.
2. Factual and objective teaching about religions is to be distinguished from the advocacy of religion.
3. Instruction in morality, ethics, and values is encouraged; however, instruction shall not resort to partisan religious sanctions.
4. Neither instructional materials (including films) nor required assembly programs shall be used to promote or encourage non-religion, partisan religion, partisan religious viewpoints, religious groups, or partisan religious activities.
5. Religious music as part of a secular program or concert shall be permitted. School choruses, bands, orchestras, etc., may accept invitations to perform at nonschool religious functions only on condition that any member of the group may be excused at his/her request without penalty.
6. No public school funds shall be used to purchase an intended devotional display or religious symbol.
7. Religious baccalaureate services shall not be a required school activity.
8. A student's religious beliefs shall be honored by excusing him/her without penalty at his/her parent's request from school attendance on official religious holidays. Also, upon a parent's request, school requirements will be modified to accommodate an individual student's religious beliefs.
9. Transportation for private and/or parochial school students shall be furnished in accordance with the provisions of ORS 332.415.
10. No distinctively religious garbs may be worn while teaching in a public school.

Corrected 8/21/19



Code: **IGAC-AR**

Revised/Reviewed:

**R**

## **Recognition of Religious Beliefs and Customs**

### **Observances of Religious Holidays**

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;
2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;
4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;
5. The district's calendar should be prepared to minimize conflicts with religious holidays.

### **Religion in the Curriculum**

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.
3. Curriculum and instruction includes theories, views and precepts.
4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

## Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

The practice of the district shall be as follows:

1. Religious baccalaureate services shall not be a required school activity. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.
2. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

Corrected 8/21/19



Code: **IGBBA-AR**  
Revised/Reviewed: 5/17  
Orig. Code: IGBBA-AR

## **Appeals Procedure for Talented and Gifted Student Identification and Placement\*\***

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the District program for talented and gifted (TAG) students, and wish to request reconsideration. The District's desire and intent is to reach satisfactory solutions during the informal process:

### **Informal Process**

1. The parents will contact the building TAG coordinator and building principal to request reconsideration;
2. The building TAG coordinator will confer or meet with the parents, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within 10 school days of the request. At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parents may initiate the Formal Process.

### **Formal Process**

1. Parents shall submit a written request for reconsideration of the identification and/or placement to the Executive Director of Teaching and Learning or Office of School Performance (OSP) administrator or designee; within 10 school days of the conference identified above.
2. The Executive Director of Teaching and Learning or OSP administrator or designee shall acknowledge in writing the receipt of the request within five working school days, and shall forward copies of the request and acknowledgment to the TAG coordinator;
3. The Executive Director of Teaching and Learning or OSP administrator or designee, TAG coordinator, and other appropriate administrator shall review the student's file and earlier decisions within ten-15 working school days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision; 4. Parents may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the District hearings officer, utilizing the appropriate procedures;

64. A decision will be made within 20-25 working school days after receipt of the written request for reconsideration from the parents. The parents shall be notified of the decision in writing and the decision shall be forwarded to the Superintendent or designee;
75. The decision may be appealed to the Board through procedures found in IGBBC-AR – Complaints Regarding the Talented and Gifted Program;
86. If the parents are still dissatisfied, the parents may file an appeal to the State Deputy Superintendent of Public Instruction, following the procedures outlined in the under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023, may be used. The District shall provide a copy of the appropriate OARs upon request.

Corrected 7/29/19; Corrected 8/21/19



Code: IGBHA-AR(1)  
Revised/Reviewed: 4/24/18; 4/30/19  
Orig. Code: IGBHA-AR(1)

## **2019-20 Alternative Education Programs**

### **Expanded Options**

The 2005 Legislature approved the Expanded Options program (Senate Bill 300) for high school students who are 16 years of age or older. The program provides an opportunity to attend college-level classes while still in high school, with tuition paid by the District. There is a limit to the number of credits the District can provide, and participation priority is given to students who qualify for the free or reduced-price meal program. Students must be accepted by an eligible public post-secondary Oregon institution, and follow a learning plan agreed upon by the student, staff, and parents to reflect each student's goals.

### **Miller Education Center (MEC) High School/Hillsboro Big Picture**

This high school program is located on its own campus. In addition to stressing core curriculum, state standards, and graduation requirements, the program provides students the opportunity to learn responsibility and gain self-esteem through community service projects, challenge courses, and job training. The high school also offers a program for teen parents, including on-site childcare, parenting classes, and early childhood education. The low student-to-teacher ratio allows for small group instruction and individual counseling. MEC is currently in process to change our curriculum delivery model. Big Picture Learning is a nationally recognized model of instruction that focuses on educating the whole child. Students "Leave to Learn" two days per week. This internship-based model of learning directly correlates to Hillsboro School District's strategic objective that all students graduate career- and college-ready.

### **Teen Parent Program (Miller Education Center - West and Century High School)**

Students in grades 9 through 12, who are expecting or have a newborn child (ages 6 weeks to 48 months) have an opportunity to continue their education either at Century High School or Miller Education Center. Understanding how individuals develop, emotionally, socially and psychologically, provides a foundation for healthy families and productive citizens. All members of society influence the growth and development of children; therefore, knowledge and understanding of human development influence individual action and ensure a healthy, promising future for children. The District's program addresses the need for consistent, high-quality criteria for three distinct, but related programs: (1) Child Development and Parenthood Education Program; (2) Career-Based Childhood Care and Education Program; and (3) School-Based Teen Parent Program. These standards support the belief that nurturing children requires knowledge of human development, and the application of that knowledge when interacting with young children.

### **GED Program (Miller Education Center - West)**

Students who are 16 years of age (or within 1 month of their 16th birthday) may opt into the Hillsboro School District GED (General Educational Development) program. MEC West offers tutoring services for students seeking to complete GED requirements. Students can be referred from their home schools or walk in to be enrolled. When students have demonstrated the skills necessary to pass the four tests (language

arts, mathematics, social studies, and science), they are referred to the education service district (ESD) or one of the PCC testing sites for final testing.

#### **PEARL Middle School (Miller Education Center – Walnut Street Annex)**

Students who have been expelled from their home middle school may be placed into the Personalized Education and Real Learning (PEARL) middle school program. Each student receives individualized educational goals based on their academic needs.

#### **PEARL High School (Miller Education Center – Walnut Street Annex)**

Students in the PEARL program participate in a place-based learning environment that encourages personal responsibility and credit attainment. They attend the program for the duration of their expulsion, which allows them to stay on track with their credits toward graduation.

#### **Fifth Year Diploma Completion Program (Miller Education Center – Walnut Street Annex)**

Students who are within 8 credits of graduating may enroll into the Hillsboro School District High School Completion program. Instructors will create individualized plans, based on proficiency standards that will meet the needs of each student.

#### **Transition Options Program (TOPS) (Miller Education Center – Walnut Street Annex)**

Students who have been accepted into another program OR have transferred into Hillsboro School District with seven weeks or less left in the term may enroll into the Transition Options Program (TOPS), while waiting for placement into their new program. Students may work on-line with Hillsboro Online Academy (HOA) curriculum, or have proficiency lessons created for them, based on their academic levels. Support is also provided for English language learners working toward a high school diploma. TOPS is also an appropriate option for students ages 17 to 21 who are returning to school to obtain the credits they need to transition into other educational options, including other MEC programs and Portland Community College (PCC) or other post-secondary opportunities.

#### **YES to College (PCC)**

PCC's YES to College program benefits students who are 16 to 20 years of age, have dropped out of high school OR may not be able to graduate with their class, are interested in earning their GED as the first step toward college and career, or are non-native English speakers, improving their English proficiency. YES to College pairs each student with a College Success Coach to help them adjust to PCC and college life.

#### **Gateway to College (PCC)**

The Gateway to College program at PCC serves at-risk youth, ages 16 to 20, who have either struggled in the school setting or are at risk of dropping out. Students simultaneously accumulate high school and college credits, earning their high school diploma, while progressing toward an associate's degree.

#### **Early College High School (ECHS) (PCC)**

Early College High School (ECHS) is an opportunity for students to blend high school and college in a coherent, personalized, and rigorous education program at Portland Community College. The program is designed as an option for the last two years of high school, and students generally attend PCC full time for six terms. Tuition is paid by the Hillsboro School District. It is possible for a student to earn a high school diploma, an associate's degree, or up to two years of college credit in their career pathway.

The Early College program is for students who are 16 years of age, live within the Hillsboro School District boundaries, and have the following characteristics:

1. Are mature and ready to take on new challenges;
2. Are the first members of their families to attend college;
3. Are interested in a career area that is not offered at their high school;
4. Are willing to leave their high school and attend PCC full time;
5. Are not comfortable socially or educationally at their traditional high school;
6. Are willing to commit to two years in the program, and complete the required career development coursework;
7. Are concerned that college might not otherwise be an option.

### **Hillsboro In-School Program (HIP) (Miller Education Center – East)**

The Hillsboro In-School Program (HIP) is for low-income, at-risk students. The Hillsboro In-school Program (HIP) is designed for sophomores, juniors, and seniors to participate in a year-round program of support. Students attend several activities during the school year and a summer program. They gain basic skills and pre-employment training, while participating in work-crew activities in the community. Post-secondary campus visits and options are explored. During the summer program, students attend basic skills and pre-employment training classes in the morning, followed by work-crew activities in the afternoon. Counseling and advocacy services are also key components of the program.

### **Connect (Miller Education Center – East)**

Connect is for low-income high school students who are currently out of school and desire relevant career pathway training. Participants engage in work-readiness skills workshops, job shadows, and internships. Job placement opportunities and career pathway options are encouraged while completing GED or post-secondary placement.

### **Hillsboro Online Academy**

Hillsboro Online Academy is the first non-charter, public, online school in Oregon. The Academy features a rigorous, yet flexible, menu of online learning programs, designed to meet the varied needs of students and their families. An individual learning plan is central to the Academy's mission. Also core is connecting students to careers and the community. All online courses are supported by Hillsboro teachers. For more information, visit: [www.hillonlineacademy.org](http://www.hillonlineacademy.org).

### **Home Instruction**

Students with health, IEP, or expulsion alternative needs may receive instruction in their homes by District itinerant teachers as an alternative education option. Instruction is arranged with the Director of Alternative Programs, Executive Director of Student Services, principals, and Assistant Superintendent of the Office for School Performance.

### **Oregon National Guard Youth Challenge Program**

Oregon Youth Challenge Program (OYCP) is a residential program located east of Bend, Oregon. The program serves youth ages 16 to 18, male and female, who are drug free and have had no previous felony convictions. OYCP targets students who have dropped out of high school or are likely to drop out.



Students spend five and one-half months in the Bend facility, during which time they can earn up to eight credits toward a high school diploma or earn a GED. Students then enter a post-residential phase in their own community for twelve months that includes a strong mentorship component. Core components of the program are citizenship, academic excellence, life-coping skills, community service, health and hygiene, skills training, leadership, and physical fitness.

### **Job Corps**

Job Corps is a federally-funded comprehensive program that provides essential academic and career skills training and prepares students for success in every aspect of their lives. Job Corps is open to students 16 to 24 years of age, who are ready to work toward a successful future. The applicants face one or more barriers to employment, such as needing additional career technical training, education, counseling, and/or assistance to complete regular schoolwork or to secure and maintain employment.

### **PLACEMENT OPTIONS PROGRAMS**

#### **Harkins House – Washington County Juvenile Services**

Harkins House is a Washington County Juvenile Probation pre-adjudicated youth shelter. It currently has space for 14 boys and girls, ages 12 to 17. Students are placed at Harkins House through the court system, and usually stay for four to eight weeks at a time. While residing at Harkins House, they attend school either at the shelter or at their home school, whichever is appropriate.

#### **Washington County Jail**

The Washington County Jail Educational Program provides GED instruction and testing for inmates, ages 18 to 20. A Hillsboro School District teacher works with all eligible inmates in an educational setting at the jail. Academic and career goals are discussed, and juvenile inmates work one-on-one and in small groups to earn credits toward a diploma or the completion of a GED.

Corrected 8/21/19



Code: IGBHA-AR(2)  
Revised/Reviewed: 4/25/17  
Orig. Code: IGBHA-AR(2)

## Request for Financial Assistance for PCC Tuition Reimbursement Program

**Policy:** As provided for in ORS 339.620, parents or legal guardians of students may request District financial assistance for enrollment in an approved alternative education program of instruction. In all cases, such financial assistance will be subject to advance approval, apply only to tuition costs for classes required for high school graduation, and be limited to an amount equivalent to the District's receipts from the Basic School Support fund for the student. Payment will be made by reimbursement on the basis of a receipt for tuition payment and a grade report verifying successful completion of a term or semester. Parent requests for advance approval should be submitted on the designated District form (below).

**\*As a parent/legal guardian, I am requesting advance approval for enrollment in the alternative education program of instruction indicated.**

Student Name	Student ID#	Birthdate
Parent/Guardian's Name	Home Address	
( ) Home Phone	( ) Work Phone	City State/Zip
Current School	Name and address of school offering alternative program of instruction	
Graduation Year	City/State/Zip Code	

**To be completed by School Counselor/PCC Advisor**

**Start and ending dates of program (current term):**

Start Date End Date

# Credits Earned # Credits needed for Graduation

		Credits
List course titles to be taken this term:		
Tuition Amount:		

Signatures			
This form should be submitted at the beginning of each term student is enrolled in the alternative program!			
School/District Use Only			
Request/Transcript Review at High School w/ Counselor		Parent Signature	Date
Parent/Guardian Signature			
High School Administrator Signature		School Counselor Signature	Date
Attach Transcript			
Alt Ed/PCC Advisor		School Approval (Assistant Principal)	Date
School withdraw student in eSIS after PCC approval			
School District Administrator		Alternative Ed Approval/PCC Advisor	Date
Grades Submitted after completion of course(s)			
Approved for Payment (100.1280.0371.018)		School District Approval	Date

Distribution: White - Secondary Operations; Yellow - Assistant Principal; Pink - Parent; Goldenrod - HS Registrar

Corrected 8/21/19



Code: **IGBHA-AR(3)**  
Revised/Reviewed: 4/25/17  
Revised/Readopted:   
Orig. Code: IGBHA-AR(3)

## Evaluation of Alternative Education Programs

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

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-1350~~2505~~, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and send it to the Hillsboro School District, Office for School Performance, at 3083 NE 49th Place, Hillsboro, Oregon, 97124, no later than [ ]. Please include the program name, program coordinator, and telephone number. A copy of the District's written evaluation shall be provided to the program coordinator.

### Staff

1. Have criminal records checks requirements been met?
- \* Provide list of individuals subject to criminal records checks and copy of Form 2283 from the Department of Education (ODE).

### Curriculum

1. Are students receiving instruction in the state academic content standards to prepare students to earn diploma credits?
- \* Attach supportive documentation, including such evidence as program overview, curriculum guide, course syllabi, or other material that demonstrates that program curriculum is aligned with standards.
2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents, and the District?
- \* Attach a copy of the summary report and samples of information reported to students, parents and the District.
3. Are students receiving, at least annually, a report of academic progress?
- \* Attach a copy of the report used.

4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496? (Private alternative education programs only)

\* Attach a copy of the report used.

### **Discrimination**

1. Does the program comply with nondiscrimination requirements of law? – (p) Program does not discriminate based on race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age?

\* Attach a student enrollment/withdrawal summary based on the above criteria.

### **Registration** (Private alternative education programs only)

1. Is the program registered with the ODE?

\* Attach copy of registration application and the approval from ODE (including the institution identification number assigned by ODE).

### **Site Evaluation**

1. Does the program comply with health and safety statutes and rules?

\* Attach a copy of the appropriate documentation, including first aid and emergency procedures staff/student handbooks, in-service agendas, fire marshal reports, safety inspection reports, etc.

### **Tuition and Fees**

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?

\* Attach a list of any fees required and an explanation.

### **Contract**

1. Does the program comply with any statute, rule, or District policy specified in the contract with the public or private alternative education program?

\* Attach as applicable.

2. Does the contract with the public or private alternative education program state that noncompliance with a rule, statute, or policy may result in termination of the contract?

\* Contract on file with district and program, as applicable.

### **Expenditures**

1. Does the District comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(24))?

\* Attach annual statement of expenditures.

**Advertising** (Private alternative education programs only)

1. Does the program meet the advertising requirements of ORS 339.122?

\* Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Dated

\* Compliance indicators are intended as examples only. District may modify, as appropriate.

Corrected 8/21/19



Code: **IGBHA-AR(4)**  
Revised/Reviewed: 4/25/17  
Orig. Code: IGBHA-AR(4)

## Evaluation of Alternative Education Programs – District Summary

(For District use only)

The District's alternative education programs evaluator should complete the following and file with materials submitted by the alternative education program coordinator.

Program Name \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator \_\_\_\_\_

### Staff

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Curriculum

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. ☐ Meets criteria ☐ Does not meet criteria (if applicable)

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Discrimination**

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Registration** (Private alternative education programs only)

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Site Evaluation**

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Tuition and Fees**

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Contract**

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Expenditures**

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_  
\_\_\_\_\_



**Advertising** (Private alternative education programs only)

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: \_\_\_\_\_

\_\_\_\_\_  
District Evaluator Signature

\_\_\_\_\_  
Date

Corrected 8/21/19



Code: **IGBHB-AR**  
Revised/Reviewed: 9/23/14  
Orig. Code: IGBHB-AR

## **Establishment of Alternative Education Programs**

Proposals from **students or parents or guardians of** students for the establishment of an alternative education program shall be submitted in writing to the Superintendent/**or** designee.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic content standards of the District and the state.

Proposals for alternative education programs shall include the following:

1. Goals;
2. Criteria for enrollment;
3. Proposed budget;
4. Staffing;
5. Location;
6. Assurance of nondiscrimination.

Proposals must be submitted to the Superintendent/**or** designee prior to December 1 for programs to be implemented the following school year.

The Superintendent/**or** designee will establish an evaluation committee to review proposals based on District criteria. The committee shall provide a written report to the Superintendent by January 30, stating why the proposal should be accepted, rejected, or modified.

The Superintendent’s/**designee’s resulting** recommendation to accept, reject, or accept with modifications will be presented to the Board for consideration by February 15. **The Superintendent will provide notification of the Board’s final decision.**

Corrected 8/21/19



Code: **IGBHC-AR**  
Revised/Reviewed: 12/16/08  
Orig. Code: IGBHC-AR

### Alternative Education Notification

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

To: Parent of \_\_\_\_\_

From: \_\_\_\_\_

Re: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action:

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Alternative education programs available for your student at this time consist of \_\_\_\_\_

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The recommendation of district staff members for your student is \_\_\_\_\_

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Procedures for enrolling your student in the recommended program are as follows: \_\_\_\_\_

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\_\_\_\_\_  
[Superintendent] [or designee] Date

Corrected 8/21/19



Code: **IGBHE-AR**  
Revised/Reviewed: 8/28/12  
Orig. Code: IGBHE-AR

## **Expanded Options Program**

### **Eligible Students**

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if they:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the District has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

### **Student Notification**

Prior to February 15 of each year, the District shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The District will notify a transfer high school student, or a returning dropout, of the EOP if the student enrolls after the District has issued the February 15 notice. The District will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the District to provide information about the EOP to high school students who have dropped out of school. The District shall establish a process to identify and provide those students with information about the program. The District shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution;
6. District timelines affecting student eligibility and duplicate course determinations;
7. Exclusion of duplicate courses as determined by the District;
8. The process for a student to appeal the District's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;
9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

### **Enrollment Process**

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the District of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The District shall review with the student and the student's parent or guardian the student's current status toward meeting all state and District graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

### **Duplicate Courses**

The District will establish a process to determine duplicate course designations. The District will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the

District determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the District's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

### **Expanded Options Program Annual Credit Hour Cap**

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ( $450 \times 0.33 = 148.5$ ). (The caps must be established separately for each high school.)

At the District's discretion, the District may choose to exceed both the individual high school level cap and the aggregate district level cap. If the District has more eligible students than are allowed under the credit hour cap the District shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the District has not exceeded the credit hour cap, the District shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

### **Post-Secondary Institution Credit**

Prior to beginning an eligible post-secondary course, the District shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the District and the student regarding the number or type of credits that the District will or has granted to a student for a particular course, the student may appeal the District's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the District. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the District with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

### **Financial Agreement**

The District shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition, textbooks, equipment and materials.

### **Waiver**

A District may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the District; or
2. Accelerated programs are offered by the District (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

### **Student Reimbursement**

Students are not eligible for any state student financial aid for college coursework, but students may apply to the District for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the District are the property of the District.

### **Transportation Services**

The District may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the District is a component district.

### **Special Education Services**

The District of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the District of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and District agree otherwise;
2. Immediate notification to the District if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the District if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the District of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

### **District Alternative Programs**

The EOP does not affect any program, agreement or plan that existed on January 1, 2006 between the District and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the District and the post-secondary institution.

### **Eligible Students**

Eligible students may apply to take courses at a post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she: (1) is 16 years or older at the

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Expanded Options Program – IGBHE-AR

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time of enrollment in a course under the Expanded Options Program; (2) is in Grade 11 or 12 or has not yet completed the required credits for Grade 11 or 12, but the District has allowed the student to participate in the program; (3) has developed an educational learning plan; and (4) has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

### **Student Notification**

Prior to February 15 of each year, the District shall notify all high school students and the students' parents of the Expanded Options Program for the following school year. The District will notify a transfer high school student or a returning dropout of the Expanded Options Program if the student enrolls after the District has issued the February 15 notice. The District will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

The notice must include the following:

1. The definitions below:

- a. Eligible Students: A student who is enrolled in an Oregon public school and who:
  - (1) Is 16 years or older at the time of enrollment in a course under the Expanded Options Program;
  - (2) Is in Grade 11 or 12 or has not yet completed the required credits for Grade 11 or 12, but the District has allowed the student to participate in the program;
  - (3) Has developed an educational learning plan as described in this policy; and
  - (4) Has not successfully completed the requirements for a high school diploma.
  - (5) An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;
- b. Eligible Post-Secondary Institution: A community college, a state institution of higher education listed in ORS 352.002, and the Oregon Health and Science University;
- c. Eligible Post-Secondary Course: Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree, or baccalaureate degree. An eligible post-secondary course does not include a duplicate course offered at the student's resident school. Eligible post-secondary courses include academic and professional technical courses, and distance education courses.

2. Purposes of the Expanded Options Program, which include the following:

- a. To create a seamless education system for students enrolled in Grades 11 and 12 to:
  - (1) Have additional options to continue or complete their education;
  - (2) Earn concurrent high school and college credits; and
  - (3) Gain early entry into post-secondary education.
- b. To promote and support existing accelerated college credit programs, and to support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources;



- c. ~~To allow eligible students who participate in the Expanded Options Program to enroll full time or part time in an eligible post secondary institution;~~
  - d. ~~To provide public funding to the eligible post secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment, and materials for students who participate in the Expanded Options Program; and~~
  - e. ~~To increase the number of at-risk students earning college credits or preparing to enroll in a post secondary institution.~~
3. ~~Financial arrangements for tuition, textbooks, equipment, and materials;~~
  4. ~~Available transportation services;~~
  5. ~~The effect of enrolling in the Expanded Options Program on the student's ability to complete high school graduation requirements;~~
  6. ~~The consequences of failing or not completing a post secondary course;~~
  7. ~~Notification that participation in the Expanded Options Program is contingent on acceptance by an eligible post secondary institution;~~
  8. ~~District time lines affecting student eligibility and duplicate course determinations;~~
  9. ~~The following information about eligibility for the Expanded Options Program:~~
    - a. ~~Eligible students may not enroll in eligible post secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in Grade 12 may not enroll in eligible post secondary courses for more than the equivalent of one academic year;~~
    - b. ~~A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program;~~
  10. ~~Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post secondary courses;~~
  11. ~~The District's responsibility for providing any required special education and related services to the student;~~
  12. ~~The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;~~
  13. ~~The Board's process for selecting eligible students to participate in the Expanded Options Program if the District has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;~~
  14. ~~Information about program participation priority for at-risk students;~~
  15. ~~Exclusion of duplicate courses as determined by the District;~~
  16. ~~The process for a student to appeal the District's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;~~

- ~~17.— Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary school; and~~
- ~~18.— Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.~~

~~It is a priority for the District to provide information about the Expanded Options Program to high school students who have dropped out of school. The District shall establish a process to identify and provide those students with information about the program. The District shall send information about the program to the last known address of the family of the student.~~

### **Enrollment Process**

~~Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the District of his/her intent to enroll in post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.~~

~~The District shall review with the student and the student's parent, the student's current status toward meeting all state and District graduation requirements, and the applicability of the proposed post-secondary course to the remaining graduation requirements.~~

~~A student who intends to participate in the Expanded Options Program shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent, and a teacher or a counselor. The educational learning plan may include:~~

- ~~1.— The student's short term and long term learning goals and proposed activities; and~~
- ~~2.— The relationship of the post-secondary courses proposed under the Expanded Options Program and the student's learning goals.~~

~~A student who enrolls in the Expanded Options Program may not enroll in post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the Expanded Options Program in Grade 12 may not enroll in post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in a post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.~~

### **Duplicate Courses**

~~The District will establish a process to determine duplicate course designations. The District will notify an eligible student and the student's parent or guardian of any course the student wishes to take that the District determines is a duplicate course within 20 business days after the student has submitted a list of intended courses.~~

~~A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals, and student outcomes. The Board's designee will issue a decision on the appeal within 30 business days of~~

receipt of the appeal. If the appeal is denied by the Board, the student may appeal the District's determination to the Superintendent of Public Instruction.

### **Expanded Options Program Annual Credit Hour Cap**

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in Grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in Grades 9 through 12 is 148.5 ( $450 \times 0.33 = 148.5$ ). (The caps must be established separately for each high school.)

At the District's discretion, the District may choose to exceed both the individual high school level cap and the aggregate District level cap. If the District has more eligible students than are allowed under the credit hour cap, the District shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at risk student. An "at risk" student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the No Child Left Behind Act: (1) Title I—Improving Academic Achievement of the Disadvantaged, Part A—Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C—Education of Migratory Children; (3) Title I, Part D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk; (4) Title III—Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title X—Repeals, Redesignations, and Amendments to Other Statutes, Part C—Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).

If the District has not exceeded the credit hour cap, the District shall ensure that all eligible at-risk students are allowed to participate in the Expanded Options Program, and may allow eligible students who are not at risk to participate in the program.

### **Post-Secondary Institution Credit**

Prior to beginning a post-secondary course, the District shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the District and student regarding the number or type of credits that the District will or has granted to a student for a particular course, the student may appeal the District's decision using an appeals process adopted by the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the District. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the District with a copy of the student's grade in each course taken for credit under the Expanded Options Program. The student's education record shall indicate that the credits were earned at a post-secondary institution.

### **Financial Agreement**

The District shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees and the costs of textbooks, equipment, and materials.

A District may request a waiver from the Superintendent of Public Instruction if:

- 1.——Compliance would adversely impact the finances of the District; or
- 2.——The District offers dual credit technical preparation programs (e.g. two-plus-two programs, advanced placement, or International Baccalaureate programs).

### **Student Reimbursement**

Students are not eligible for any state student financial aid, but students may apply to the District for reimbursement for any textbooks, fees, equipment, or materials purchased by the student that are required for a post-secondary course. All textbooks, fees, equipment, and materials provided to a student and paid for by the District are the property of the District.

### **Transportation Services**

The District may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the District is a component district.

### **Special Education Services**

The district of a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. “Related services” includes transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and is consistent with Oregon administrative rules on special education. “Special education” means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum. If a post-secondary institution intends to provide special education and related services to an Expanded Options Program participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

- 1.——Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents and district agree otherwise;
- 2.——Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
- 3.——Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
- 4.——Immediate notification to the district of any complaint made by the parents of the student regarding the student’s participation in the program at the institution.

### **District Alternative Programs**

The Expanded Options Program does not affect any program, agreement, or plan that existed on January 1, 2006, between the District and a post-secondary institution, which has been continued or renewed.

~~Any new program, agreement, or plan that is developed after January 1, 2006, may be initiated at the discretion of the District and the post-secondary institution.~~

~~END OF POLICY~~

**Legal Reference(s):**

~~ORS 329.035~~

~~OAR 581-022-1360 to 1370~~

~~ORS 329.485~~

~~ORS 332.072~~

~~SB 23 (2007)~~

~~ORS 336.615—336.665~~

~~ORS Chapter 340~~

Corrected 9/18/19



Code: **IGBI-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IGBI-AR

## Translation/Interpretation Protocol

Research shows a key component to a student's success is parental involvement in their education. Communication therefore becomes integral in achieving the District's mission and in keeping parents involved and well informed in their children's education.

~~The District has developed the following procedures to ensure effective two-way communication occurs in a language parents understand.~~

### Procedures

To ~~provide equal access to~~ promote communication with parents/guardians:

1. The District will identify parents/guardians who communicate primarily in a language other than English.
2. The District will utilize a variety of methods, to the extent practicable, to ensure adequate communication with parents and guardians who do not understand English. These methods could include, but are not limited to, written translations, oral interpretations, signing/sign language, or the use of other community resources.
3. In cases where a parent is illiterate, written information may be provided in the home language as well as English to facilitate oral translation by a relative or neighbor at home.
4. The District website will also serve as a vehicle for the dissemination of information for parents/guardians speaking languages other than English.
5. Information determined essential by District staff for effective parental involvement will be translated, interpreted or signed, upon request.

Corrected 6/12/19



Code: IGDB-AR  
Revised/Reviewed:

**R**

## **Student Publications**

(Grades K-8 Only)

Student publications subject to review by school administrators include those which are:

1. School sponsored (i.e., supported by district funds, equipment, etc.);
2. Part of the established curriculum;
3. Of benefit primarily to those who compile, edit and publish them;
4. Not by policy or practice, open for indiscriminate use by the general public or students individually or as a group; or
5. Activities which students, parents and members of the public might reasonably perceive to bear the sanction or approval of the district.

Student publications will be reviewed by staff advisers and may be reviewed by other district administrators prior to printing and distribution. Materials may be modified or removed from publications for legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the reading audience;
3. The material is poorly written, inadequately researched or biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names; or
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or other items disallowed on school grounds, or advocates or condones the commission of unlawful acts.

Modifications or removal of items may be appealed in writing to the superintendent or designee. The superintendent or designee shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent or designee. At the superintendent's or designee's discretion, the district's legal counsel may also attend the meeting. The superintendent or designee shall make a decision within three school days of the meeting. The superintendent's or designee's decision shall be final and binding on all parties.

Corrected 6/12/19



Code: **IGDEJN-AR**  
Revised/Reviewed: 1/01/17  
Orig. Code: IGDE-AR

## Students Fees

~~It is the philosophy and policy of the Board that no student be denied the opportunity to participate in any phase of the curriculum because of financial hardship. The District will provide necessary materials free of charge to any student whose parents indicate that the costs entailed would represent a financial hardship to the family. Arrangements will be worked out through a counselor, rather than the teacher whose class is involved.~~

### Elementary Schools Student Fees

There are no fees for services and regular activities at the elementary level; however, costs may be associated with field trips.

### Secondary Schools Student Fees

Fees are charged for the following activities and services:

1. Student body activities;
2. Athletic/Activity participation (e.g., dance team, flag team, band, cheer, FFA, etc.);
3. Parking sticker;
4. Yearbook.

These fees are published each year in the schools' student/parent handbook.

All fees are due and payable on the opening day of school.

Although not required, student council strongly urges all students to pay student body fees. These fees provide operating funds for extra-curricular activities of the school from which all students benefit. Assemblies, athletics, school publications, and school dances are a few of the activities that are financed by these funds. Students who pay student body fees are entitled to admission to home athletic contests, as well as reduced admission rates to dramatic productions and school dances. Athletes and students involved in activities are required to pay student body fees.



## **Fees for Special Materials**

Students who request supplies beyond the basics provided, may pay a fee for those requested items.

## **Participation Fees – Athletics/Activities**

Students who participate in the interscholastic athletic program shall pay a participation fee to partially defray expenses of the athletic programs. The *Hillsboro School District's High School Parent/Student Athletic and Activity Handbook* provides information regarding participation fees for athletics/activities, maximum fees per student/family, and waiver requests for students who qualify for free or reduced-price lunches.

Corrected 8/21/19



Code: IGDF-AR  
Revised/Reviewed: 5/25/10  
Orig. Code: IGDF-AR

## Fundraising Guidelines

Fund-raising ~~(striking the hyphen throughout)~~ activities are important to the operation of selected Districtwide educational programs and activities, as well as the overall operation of a school. They provide resources to conduct activities for students, purchase supplies and equipment not provided for through the District's operating budget, and supplement funds required to operate ~~activities supported by students, staff members, and/or community organizations.~~

It is important that the District administer fund-raising activities in such a way as to maintain an equitable balance of resources so that all District students have comparable educational opportunities. In order to provide for equity among programs and for an equal opportunity for student and community organizations to participate in fund-raising activities, the following guidelines are established to regulate who should raise funds and for what purpose.

All fund-raising activities must adhere to the following requirements:

1. Show a need to fund designated programs ~~/or~~ activities that have been reduced or eliminated through budget reductions.
2. Support the approved program beyond District-budgeted funds.
3. Indicate a timeline for raising funds.
4. Develop criteria for disbursement of funds that is in accordance with federal and state laws, including the Internal Revenue Code, state tax laws, and District collective bargaining agreements.
5. ~~Activities must be~~ appropriate to the philosophy and goals of the District.
- ~~6. Not negatively impact other fund raising activities.~~
- ~~7.6.~~ Students ~~must~~ ~~should~~ always work in pairs or with a group. Students ~~may not go~~ ~~are discouraged from going~~ door-to-door by themselves to solicit residences or businesses for funds or items for any purpose.
- ~~8.7.~~ Collections ~~must~~ ~~should~~ occur only during daylight hours.
- ~~9.8.~~ A responsible adult ~~must~~ ~~should~~ be present to supervise such activities.
- ~~10.9.~~ Students cannot be placed in dangerous or compromising situations.
- ~~11.10.~~ Fund-raising cannot unfavorably impact other District ~~fundraising activities,~~ programs or schools.

- ~~12. Activities must be appropriate to the philosophy and goals of the District.~~
- ~~13.~~11. Groups must follow all established District policies and procedures related to fund-raising.
- ~~14.~~12. Participation must be voluntary, and students ~~must~~ ~~should~~ not feel obligated to take part in the fund-raising activity.
- ~~15.~~13. Expenditures for equipment/ ~~or~~ supplies must align with District purchasing standards and processes.
- ~~16.~~14. Personnel-related expenditures must be consistent with contractual obligations as outlined by District bargaining agreements.
- ~~17.~~15. All additional personnel hired or utilized must be approved by Human Resources.
- ~~18.~~16. A student or staff member may not solicit funds in the name of a school in the District or in the name of the District through the use of internet-based or crowd-funding types of fundraising, without the approval of the principal or designee.
- ~~19.~~17. Fundraising projects involving the sale of products must also be approved by the activity sponsor and by the Principal, before the activity is initiated.
- ~~20.~~18. If fundraising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

This administrative regulation provides further direction to implement Board policy IGDF – Student Fund-Raising Activities, which regulates the procedures for conducting fund-raising activities to support instructional programs and activities that have been reduced or deleted from the District’s general fund. Fund-raising *(the previous is a strikeout of the space)* may be used to support salaries, related personnel costs, basic equipment, and/or supplies. The following procedures will be used for instructional programs and activities fund-raising across the District.

1. Districtwide activities and/or instructional programs which may be supported by fund-raising activities must be authorized by the Superintendent/ ~~or~~ designee.
2. The District will determine the conditions of comprehensiveness and equality under which the activities and programs will be conducted. Applicable state and federal laws such as the Americans with Disabilities Act and Title IX will be included as criteria for making this determination. Approval will be based minimally on the following conditions:
  - a. Programs/activities provide for equal access for all District students.
  - b. Proposed programs/activities recognize the demand placed on the community by increased fund-raising activities.
  - c. Proposed programs reflect the District’s desire to maintain a comprehensive educational program by submitting plans that provide for equity among programs.
  - d. The scope of the proposed program is within the norm of similar programs/activities governed by the Oregon School Activities Association and/or other school districts.

3. Participation fees ~~will~~ may be required of ~~all~~ students for selected activities that occur outside of the school day. In order for all students to participate, community organizations, and individual schools are encouraged to establish funds for scholarships.
4. The District will conduct an annual review of the guidelines and procedures governing fund-raising as described in this administrative regulation. This review will determine the degree to which the regulation facilitates the District's efforts to incorporate fund-raising in support of approved programs and/or activities. The review will be done in accordance with the District's budget timeline.

### **School-based Fund-Raising**

The District recognizes that school-based fund-raising activities are important to the operation of a school. Fund-raising may provide resources to conduct activities for students, purchase supplies and/or equipment not provided for through the District operating budget, or supplement salaries and other related personnel costs. School-based fund-raising activities also provide opportunities for parents, staff members, and students to join together in activities that develop rapport, build unity, improve teamwork, and enhance the school's identity. In order to assist principals in administering fund-raising activities sponsored by school-based groups, the following procedures will be utilized:

#### **School-sponsored Groups:**

1. All school-sponsored groups (e.g., Science Olympiad, Film Club, DECA, National Honor Society; ~~etc.~~) will submit a proposal to fund-raise ~~for review by~~ to the principal and/or designee ~~for review~~. (See Appendix B: IGDF-AR(3) Fund-Raising Activity Request - Elementary or Appendix C: IGDF-AR(4) - Fund-Raising Activity Request - Secondary)
2. Each ~~p~~Principal/ or designee will be responsible for the following:
  - a. Coordinating all fund-raising activities within the school;
  - b. Ensuring appropriate accounting controls are adhered to-all deposits/ and expenditures are recorded in the school's Student Body Fund account (no external bank accounts may be used);
  - c. Ensuring a safe environment for students to conduct fund-raising activities.
3. All groups must have written permission from the principal/ or designee before any product is ordered or selling begins.
4. ~~The P~~Principal/ or designee may develop and disseminate individual school guidelines for fund raising as necessary beyond these regulations.

### **Community Organizations**

The District recognizes that community organizations (e.g., PTO, PTA, Booster Club, ~~etc.~~) fund-raising activities are important to the operation of a school as well. Fund-raising may provide resources to conduct activities for students, purchase supplies, and/or equipment not provided for through the District operating budget, supplement salaries and other related personnel costs, or account for organizational operating expenses. Community organization fund-raising activities also provide opportunities for parents, staff members, and students to join together in activities that develop rapport, build unity, improve teamwork, and enhance the school's identity.

Community organizations are often established in an effort to support District-related programs, activities, and students. Community organizations are sovereign entities-these organizations apply for non-profit or ~~exempt-tax-exempt~~ status separate from the District, write and adhere to mission statements separate from the District, and conduct fund-raising activities separate from the District. The District recognizes and appreciates the importance of community organizations in helping its students and programs succeed.

In order to assist principals/~~designees~~ in understanding fund-raising activities sponsored by community organizations, the following guidelines are provided:

1. Principals/~~Designees~~ should request that all community organizations (e.g., PTA, PTO, Booster Club, band parents, ~~etc.~~) submit a proposal to fund-raise ~~for review by to the p~~Principal and/or designee ~~for review~~. When a community organization seeks the use of District property to conduct a fund-raising activity, ~~submission of a proposal becomes necessary, without exception.~~ A Facility Use Request may also need to be submitted for review.

(See ~~Appendix B:IGDF-AR(2) - Fund-R~~aising Activity Request - ~~Elementary or Appendix C:IGDF-AR(3) - Fund-R~~aising Activity Request - ~~Secondary~~)

2. Principals/~~Designees~~ should take caution in advising community organizations about appropriate accounting controls. A community organization should have a financial system in place separate from Student Body Funds. Funds raised by community organizations may be deposited to and expended from an account appropriate for the type of organization. Community organizations may not use the District tax-exempt status or EIN as their own when establishing bank accounts.
3. Principals/~~Designees~~ may accept ~~money raised by~~ community organizations ~~fund-raised money~~ only if it is payable to the District, and not the community organization. These funds will be deposited into a Student Body Fund and will not be transferred to the community organization for expenditure.
4. Principals/~~Designees~~ are advised to communicate with community organizations regarding the compatibility of proposed fund-raising activities with other fund-raising activities planned within the school, the District, and among other activity groups.
5. Community organization sponsored fund-raising activities may not disrupt instructional time.
6. Community organization sponsored fund-raising activities must utilize materials, time, and support offered by the organizational body. Fund-raising activities that require District resources will be classified as school-based fund-raising activities and must adhere to District guidelines as outlined above.

Corrected 6/12/19

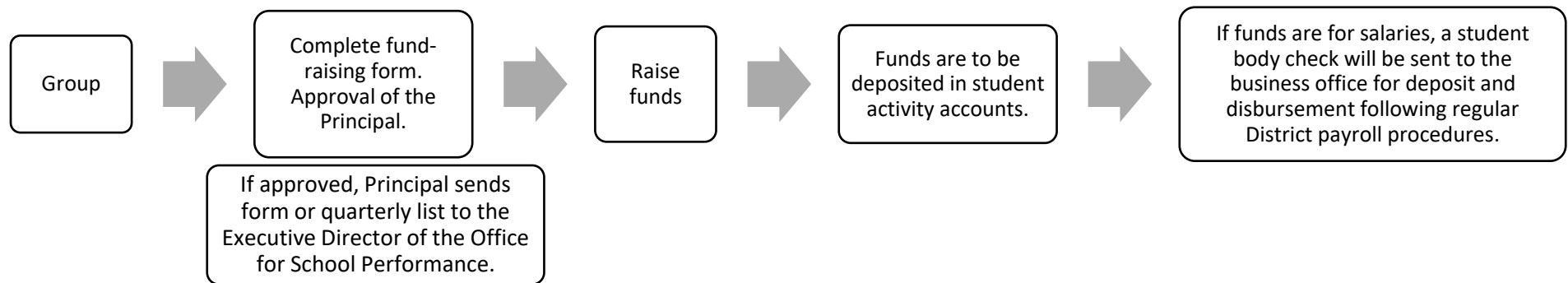


Code: **IGDF-AR(2)**  
Revised/Reviewed: Unknown  
Orig. Code: IGDF-AR(2)

## Fundraising Guidelines Flow Chart

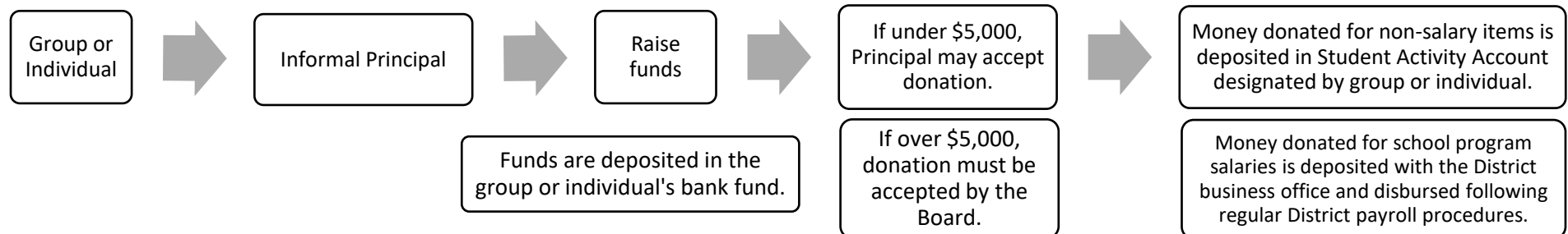
*(Corrected 6/12/19)*

### School Groups – (can include parents)



### Nonschool Groups

If a non-school group fundraises for a specific program, purpose, or a general school donation, the following procedures will be followed:





Code: **IGDJ-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IGDJ-AR

## Concessions

Concessions may be made available for the benefit and convenience of spectators attending activities or athletic events in District schools. The following are general guidelines governing concessions.

1. Schools will be responsible for providing staffing and supplying concessions for activities and athletic events.
2. Schools may assign concession sales to a particular group or groups as a means of raising funds for that group.
3. Schools will use District-authorized accounting procedures for all revenue generated from concessions.
4. Consideration will be given to ensure all groups (Title IX) have equitable opportunity to benefit from concession sales during an event.
5. When outside groups (i.e., Les Schwab, OSAA, etc.) sponsor an event on District property, the District will assist the host school to negotiate concessions with the sponsoring group.
6. Groups having an Intergovernmental Agreement or Memorandum of Understanding (IGA/MOU) with the District for use of District facilities (i.e., F.C. Portland) will be responsible for concessions sold at their events. Revenue generated from concession sales will be for their sole benefit, less custodial and garbage costs. Other non-profit groups wishing to sell concessions at these events must make their request to these groups directly. The District encourages the IGA/MOU groups to cooperate with the non-profit groups when feasible. Non-profit groups may be required to contribute a small percentage of revenues generated for garbage costs. Non-profits will not sell similar products as the IGA/MOU groups.
7. The District will retain the right to cease concession sales by any group if reason warrants.

Corrected 9/18/19



Code: **IIBGB-AR**  
Revised/Reviewed: 4/01  
Orig. Code: IIBGB-AR

## **Web-Site Page Guidelines**

All Web pages must follow District guidelines and be approved by the school teacher, principal or designee, department supervisor, or Webmaster specialist prior to publication. All District Web publications will reside primarily on the District's network server(s).

### **Content**

All Web pages must:

1. Contain name, address, and District email address of the author unless the author is a student, in which case the Student Safeguards referenced in this administrative regulation will be incorporated. Student Web pages shall use the email address of the sponsoring staff member.
2. Contain a created or modified date and the name or initials of the person responsible.
3. Be grammatically correct with no spelling errors. Publications should be high quality and designed for clarity and readability.
4. Contain current and accurate information. ~~All information must be verifiable.~~
5. Include a copyright statement when appropriate and indicate that permission has been secured when including copyrighted materials.
6. Identify District affiliation and contain a link to return to the District's home page.

### **Standards**

Web page authors shall:

1. Comply with Board policy, administrative regulations, copyright laws and these guidelines;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use Web-sites for academic, educational, and research purposes only;
5. Use conventions of standard English or other languages.



Links to other than District sites are subject to approval by the Webmaster. All links should be checked regularly and revised as necessary.

Use of Web pages for financial gain or to solicit funds is prohibited.

### **Disclaimer**

A disclaimer link will be published on all Web pages.

### **Student Safeguards**

1. Web page documents may include only the student's first name and should not include personally identifiable information. (See Board policy JOA and JOB)
2. Documents may not include a student's phone number, address, and names of other family members or friends.
3. Published email addresses are restricted should be limited to staff members or to a general group email address where mail is forwarded to a staff member.
4. ~~Web pages shall not display personally identifiable student pictures unless explicit parental permission has been granted by a parent's signature on the District's form. It is required prior to publishing any identifying pictures of students. Each parent permission document must be retained on file as long as the student's picture remains online.~~

### **Maintenance**

Maintenance of Web pages, including the timely update of information and periodic checks of links, is the responsibility of the author. The Webmaster may remove Web pages not up to date.

The District reserves the right to remove Web pages, and if necessary, access to user accounts without prior notice if the content is unacceptable or out of date.

~~Student Web pages will be removed at the end of each school year.~~

### **Privacy**

There shall be no expectation of privacy for information stored on or transmitted with District equipment. The District Webmaster may review Web pages to maintain system integrity and to monitor appropriate use of District equipment. Illegal activities will be reported to the appropriate authorities.

Corrected 6/12/19



Code: IICA-AR  
Revised/Reviewed: 2/24/09  
Orig. Code: IICA-AR

## Out-of-State **Travel** and/or Overnight Trips Procedure

Field trips, other curricular/co-curricular activities involving overnight travel, and out-of-state travel require pre-approval and authorization from the assistant superintendent of academic services or designee, and may require approval from the Superintendent. Approval will be predicated on, including but not limited to, an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

**Category A** – Overnight or out-of-state curricular or co-curricular trips.

These procedures will be followed when submitting requests:

1. The teacher/advisor submits a complete trip request ~~to the principal using the overnight/out-of-state trip request form~~ online using the Out-of-State Overnight Trip Request form.
2. The principal completes a review, and if approved, forwards approved requests to the Superintendent assistant superintendent of academic services or designee for further review and/or approval.
3. The Superintendent assistant superintendent of academic services or designee reviews the request, and:
  - a. Approves the request and informs the Board in advance of the trip; or
  - b. Requests the Board-Superintendent review and take action on the request, and if approved, informs the Board in advance of the trip; or
  - c. Denies the request.
4. The Superintendent assistant superintendent of academic services or designee informs the principal whether the request is approved or denied.
5. All requests must be submitted to the Superintendent assistant superintendent of academic services or designee no less than six weeks prior to the trip. The only exception to the six-week notice involves OSAA competition requiring overnight travel without advanced notice.

**Category B** – International and company organized trips.

International and company organized trip (e.g., not sponsored in connection with the Hillsboro School District) requests require additional action for approval prior to submitting a formal written request form to the principal and prior to informing students and parents:

1. The teacher/advisor consults with the principal regarding a possible trip.

2. The principal reviews Board policies on staff ethics (GBC and GBC-AR) with supervisor.
3. The principal contacts the risk manager to assure trip will be covered by insurance and determines what coverage parents need.
4. The principal reviews information letters to families must be submitted to the principal for review and approval.

Following the preliminary work in Steps 1 through 4 above, for an international and company organized trip, the following steps will be completed before any travel or lodging arrangements are made.

1. The teacher/advisor submits a complete trip request to the principal using the overnight/out-of-state trip request form online using the Out-of-State Trip Request form.
2. The principal completes a review, and if approved, forwards approved requests to the Superintendent assistant superintendent of academic services or designee for further review and/or approval.
3. The Superintendent assistant superintendent of academic services or designee reviews the request, and:
  - a. Approves the request and informs the Board in advance of the trip; or
  - b. Requests the Board-Superintendent review and take action on the request, and if approved, informs the Board in advance of the trip; or
  - c. Denies the request.
4. The Superintendent assistant superintendent of academic services or designee informs the principal whether the request is approved or denied.
5. All requests must be submitted to the Superintendent assistant superintendent of academic services or designee no less than six weeks prior to the trip.

Corrected 6/12/19; Reviewed 8/21/19



Code: **IKE-AR**  
Revised/Reviewed: 2/24/09  
Orig. Code: IKE-AR

## Student Retention and Promotion

The most important educational responsibility of school is the intellectual development of students and their academic success. The District believes that it is in the best interest of the student to be promoted each year with his/her peer group.

The District promotes the use of interventions that are evidence based and effective. The District discourages the use of practices which are either not beneficial or are harmful to the welfare and educational attainment of students. The practice of grade retention has been found to be ineffective and potentially harmful. The District encourages schools and parents to seek alternative interventions to retention that more effectively address the specific instructional and behavioral needs of academic underachievers.

1. If school staff or parents have a concern about a student progress, the school shall use Student Study Team as formal process to analyze current data regarding student progress and to plan strategies to support the student in becoming a more successful learner.
2. Systematic evidence-based interventions should be selected to facilitate the academic and socio-emotional development of students at risk of school failure. Since there is no research that provides a list of factors or testing data that supports retention as an effective intervention, this process does not include the use of formalized testing or a checklist of behaviors.
3. If the student receives systematic interventions, but data reveals no significant gains, the Student Study Team may determine that a referral to the Special Education Team is the next course of action for the student to be considered through the Special Education process.
4. If the parent insists on retention, the school principal considers all the information presented at the Student Study Team and makes the final school based decision the parent signs a memorandum of intent that is placed in the student file to document that the retention decision was made by the parent and not the school team.
5. If the principal recommends placement in the next grade (i.e. promotion) and the parent does not agree, the parent signs a memorandum of intent that is placed in the student file to document that the retention decision was made by the parent and not the school team.
6. A flow chart and Memorandum of Intent form follows in this packet.
- 7.6. For students to be considered for double promotion in K-8 grades, they must score 55+ on the Iowa Acceleration Scale.

Corrected 9/18/19