



Hillsboro School District 1J

February 25, 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 49th Place, Hillsboro, OR

Board Meeting Agenda
February 25, 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. Student Success Act (SSA) and Budget Update | 7 |
| Presenter: Michelle Morrison / Travis Reiman / Mike Scott | |
| Time: 5:15 PM, 60 minutes | |
| B. Student Success Act | 8 |
| Presenter: Mike Scott / Senator Mark Haas | |
| Time: 6:15 PM, 45 minutes | |
| C. Recess Board Meeting | |
| Time: 7:00 PM, 5 minutes | |

2. 7:00 PM - Regular Session

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| A. Call to Order and Flag Salute | |
| Presenter: Erika Lopez | |
| Time: 7:05 PM, 5 minutes | |
| B. Recognition / Student Presentation | |
| 1. South Meadows Middle School Super Hawks - Student Performance | 9 |
| Time: 7:10 PM, 10 minutes | |
| 2. Black History Month Proclamation | 10 |
| Presenter: Erika Lopez | |
| Time: 7:20 PM, 5 minutes | |
| C. Approval of Agenda | |
| D. Audience Time | 11 |
| Time: 7:25 PM, 5 minutes | |
| E. Consent Agenda | |
| <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i> | |
| Time: 7:30 PM, 5 minutes | |
| 1. Approve Minutes of January 14, 2020, Board Meeting | 12 |
| 2. Approve Minutes of January 28, 2020, Board Meeting | 14 |
| 3. Approve High School Courses | |
| a. Topics and Issues in Literature | 20 |
| b. IB DP Music SL | 26 |
| 4. Approve Routine Personnel Matters | 29 |
| 5. Extend Licensed / Admin Contracts | 31 |
| 6. Approve Policies | 41 |

Policies in Section I, J, B

- 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

F. Action Items

- | | |
|---|-----|
| 1. Adopt NWRESD Local Service Plan
Presenter: Mike Scott
Time: 7:35 PM, 5 minutes | 183 |
| 2. Accept Gifts and Donations
Presenter: Michelle Morrison
Time: 7:40 PM, 5 minutes | 191 |
| 3. Student Investment Account (SIA) Application Approval
Presenter: Travis Reiman
Time: 7:45 PM, 15 minutes | 192 |
| 4. Award Contract for Roofing Projects
Presenter: Adam Stewart
Time: 8:00 PM, 5 minutes | 193 |

G. Recess Board Meeting; Convene Meeting of the Local Contract Review Board Presenter: Erika Lopez Time: 8:05 PM, 10 minutes

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|--|-----|
| 1. Review Findings of Fact for Use of a Construction Management / General Contractor (CM/GC) for Construction of Interior Renovations, Site Improvements and Gymnasiums at Ladd Acres Elementary, McKinney Elementary, and Jackson Elementary
Presenter: Adam Stewart | 196 |
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H. Adjourn Meeting of the Local Contract Review Board; Reconvene Board

Meeting

Presenter: Erika Lopez

Time: 8:15 PM

I. Reports and Discussion

- | | |
|---|-----|
| 1. Financial Report (<i>see written report</i>) | 202 |
| Presenter: Michelle Morrison | |
| Time: 8:15 PM, 5 minutes | |
| 2. First Reading - 2020-21 Calendar | 206 |
| Presenter: Kona Lew-Williams | |
| Time: 8:20 PM, 10 minutes | |
| 3. Language Arts Adoption Process Update | 209 |
| Presenter: Travis Reiman | |
| Time: 8:30 PM, 10 minutes | |

J. Information

- | | |
|--|-----|
| 1. Administrative Regulation Updates | 210 |
| -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 | |

K. HCU / HEA Reports

Time: 8:40 PM, 10 minutes

L. Discussion Time

Time: 8:50 PM, 10 minutes

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

M. Adjourn Regular Session

Time: 9:00 PM

N. Next Meetings of the Board of Directors

- March 17, 2020, Half-day retreat/Regular session
- April 14, 2020, Work Session

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

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
STUDENT SUCCESS ACT AND BUDGET UPDATE

SITUATION

Budget Committee members and Community Bond Oversight Committee members will join the Board to receive information regarding the current and future financial position of the District.

This presentation includes grant application information for Student Investment Account (SIA) revenue as required by the Oregon Department of Education (ODE) as well as additional budget information that includes the latest projections regarding the 2020-21 budget. Projections and strategies for developing the 2020-21 budget as well as projected SIA expenditures will be discussed.

RECOMMENDATION

The Superintendent recommends that participants listen to this report and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
SENATOR HASS - STUDENT SUCCESS ACT (SSA)

SITUATION

Senator Mark Hass will be in attendance to receive information regarding the Student Success Act and the projected outlook for the 2020-21 budget.

RECOMMENDATION

The Superintendent recommends that the Board of Directors participate in this discussion.

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020

PERFORMANCE: South Meadows Middle School Super Hawks

Script –

The Super Hawks are a group of students at South Meadows Middle School who work during their advisory period to build social connections by promoting activities for all students.

In the near future, the Super Hawks will coordinate using the student population to form the words "Be Kind" in our field. This activity will serve to kick off our Respect campaign, to correspond with our previous campaigns of Anti-bullying and Kindness. The Super Hawks are looking forward to attending the HSD Unified Student Summit on 4/17/2020 at Liberty High School.

Their directors are counselor Juana Vera Rocha and teacher Mabel Key.

PROCLAMATION

The Hillsboro School District celebrates the 150th anniversary of the ratification of the 15th Amendment of the U.S. Constitution, which granted African American men the right to vote; and the 150th anniversary of the first Black American to serve in Congress, Hiram Revels of Mississippi.

The Hillsboro School District honors and acknowledges the central role of African Americans in U.S. history.

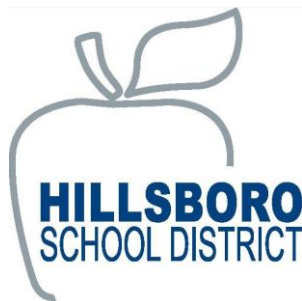
The Hillsboro School District is committed to diversity, equity, and inclusion and rejects the long history of institutional racism towards Black Americans.

The Hillsboro School District pledges to stand against bigotry, intolerance, and hate, and follow the lead set by generations of Black Americans who have courageously lead us to the pursuit of equality.

The Hillsboro School District has been enriched by the diversity of perspective and experience of our Black community members, who have made valuable and long lasting contributions to our district.

The Board of Education of the Hillsboro School District do hereby proclaim the month of February 2020 to be:

BLACK HISTORY MONTH



We urge all community members to join us in recognizing the many contributions and achievements of Black Americans to the development of prosperity of our community.

Erika Lopez, Board Chair

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
January 14, 2020
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

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

Others Present:

Jill Golay, HEA President
Melody Hansen, HCU President

Student Representatives Present:

Maria Isabel Aguilar Alvarado
Andrew Goodwin

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
Saideh Haghighi, Director of Equity and Human Resources
Casey Waletich, Chief Operations Officer
Jordan Beveridge, Chief Information Technology Officer
Rose Roman, Executive Assistant to the Board
Debra Kleintob, Technology Support
Olga Acuña, Director of Federal Programs

Mayor Steve Callaway read a proclamation from the City of Hillsboro, honoring School Board Appreciation Month.

Board Chair Erika Lopez called the meeting to order at 5:22 PM.

A. Community Representation on Board Committees

Superintendent Mike Scott read the proposed changes to policy BCF. Board members asked clarifying questions and discussed the proposed changes. Board members agreed that the policy could be sent through the review process.

B. School Health Services Expansion Grant Needs Assessment

Chief Communications Officer Beth Graser introduced Lacey Beatty who is being contracted to run a needs assessment for expansion of school based health services. Lacey explained the process of gathering feedback and analyzing data. Board members asked questions and provided feedback on the process.

C. Discuss Superintendent Evaluation Process and Timeline

Superintendent Mike Scott introduced the timeline and the new evaluation component. Board members discussed the additions to the evaluation tool and asked clarifying questions regarding the Superintendent's evaluation.

D. Equity Professional Development

Director of Equity and Human Resources Saideh Haghighi facilitated an equity discussion and related exercises for Board and Cabinet members. In order to protect the confidentiality of the topics discussed, the voice recording was stopped at 6:10 PM. The voice recording was resumed at 7:50 PM, at completion of the equity professional development.

E. Recess Meeting
7:09 PM

F. Break
9 minutes

G. Reconvene Meeting
7:18 PM

H. Alternative Education and Student Options
Superintendent Mike Scott and Assistant Superintendent for School Performance Dayle Spitzer presented on Alternative Education programs. A vision for Alternative Education and the Miller Education Center property as well as a funding source for the recommended changes. Board members listened to the presentation, asked questions and provided feedback. Board members agreed to move forward with the proposal.

I. SSA/CIP Draft Update and Community Engagement
Assistant Superintendent of Academic Services Travis Reiman provided an update on the timeline for Student Investment Account (SIA) application process. The Board participated in a hands-on budgeting activity and heard a preview of the how the SIA budget is taking shape based on needs assessment and stakeholder feedback. The Board was also be informed regarding the accountability metrics associated with the Student Investment Account. Board members asked clarifying questions and provided feedback.

J. Discussion Time

1) Student Representatives' Time

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

2) Superintendent's Time

Superintendent Mike Scott lead a discussion with the Board Members on what their preference is in receiving notifications and invitations to District events. The Board members agreed that they prefer a calendar invite to all events. Board members also agreed to mark tentative if they are unsure of attendance but want to place in on their calendars.

3) Board of Directors' Time

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

2. Adjourn Meeting

The meeting was adjourned at 9:44 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
January 28, 2020
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

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

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
Rose Roman, Assistant to the Board
Debra Kleintob, Technology Support

Student Representatives Present:

Danny Adzima
Maria Isabel Aguilar Alvarado
Andrew Goodwin

Budget Committee Present:

Nina Carlson
Kevin Murphy
Michael Smith
Kim Strelchun
Kyle Taylor

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

A. Public Comment at Board meetings policy review

Superintendent Mike Scott reviewed the policy changes proposed for policy BDDH and BDDH-AR. Board members provided recommended updates and asked questions about the policy and administrative regulation.

B. CCP Presentation

Brooke Nova, Kelly Purdy, and Troy Hall updated 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.

C. Budget Development Process

Chief Financial Officer Michelle Morrison, Superintendent Mike Scott, Assistant Superintendent of School Performance Dayle Spitzer and Assistant Superintendent of Academic Services discussed the process being used to develop the 2020-21 budget and how Student Success Act dollars will come into play. Board members and budget committees listened and asked questions.

D. Discussion Time

Student Reps/Superintendent/Board Discussion

Due to time constraints, no separate discussion took place prior recessing the work session.

- E. Recess Board Meeting
The Board recessed at 6:58 PM.

a. REGULAR SESSION

Board Present:

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

Staff Present:

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

Student Representatives Present:

Danny Adzima
Maria Isabel Aguilar Alvarado
Andrew Goodwin

Gaspar Lopez Lopez, Bilingual Interpreter / Translator

A. Recognition / Student Presentation

R.A. Brown Middle School Choir - Student Performance Martin Granum introduced.

B. Call to Order and Flag Salute

Board Chair Erika Lopez reconvened the meeting at 7:25 PM and led the Pledge of Allegiance.

C. Board Recognition and Appreciation

Superintendent Mike Scott thanked the Board members for their work, service on the Board and to the community of Hillsboro. Superintendent Scott read a proclamation declaring January School Board Recognition Month.

D. Approval of Agenda

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

The MOTION CARRIED (7-0).

E. Audience Time

No audience members requested to address the Board regarding non-agenda items.

F. Consent Agenda

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

No discussion

Director Lisa Allen MOVED, SECONDED by Director Jaci Spross, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

1. Approve Minutes of December 10, 2019, Board Meeting
2. Approve Drug, Alcohol, Tobacco Prevention Plan
3. Approve High School Courses
 - a. Aerospace
 - b. Biomechanics
 - c. Unified PE
4. Approve Routine Personnel Matters

G. Action Items

1. Award Contract for Roofing Projects

Chief Operations Officer Casey Waletich presented the bids for roofing projects scheduled for the summer of 2020.

Director Mark Watson MOVED, SECONDED by Director Lisa Allen, that the Board of Directors award Contract for Roofing Projects.

The MOTION CARRIED (7-0).

No discussion or questions.

2. Award Contract for Indian Hills Elementary School Interior Improvements

Chief Operations Officer Casey Waletich presented the bids for the contract for interior improvements at Indian Hills Elementary.

Director Lisa Allen MOVED, SECONDED by Director Jaci Spross, that the Board of Directors award Contract for Indian Hills Elementary School Interior Improvements listed in the Board meeting packet.

The MOTION CARRIED (7-0).

No discussion or questions.

3. Accept Gifts and Donations

Chief Financial Officer Michelle Morrison presented the gift and donations made to the Hillsboro School District.

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

The MOTION CARRIED (7-0).

No discussion or questions.

4. Award Bid for the Purchase of School Buses

Chief Financial Officer Michelle Morrison presented the bids for the purchase of school buses.

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors award bid for the purchase of school buses listed in the Board meeting packet.

The MOTION CARRIED (7-0).

No discussion or questions.

H. Reports and Discussions

1. NWRES D Update

Lisa Poehlitz, who represents the Hillsboro School District on the Northwest Regional Education Service District (NWRES D) Board of Directors provided an update on the work of the ESD. Board members listened to the report and asked questions.

2. Financial Report (see written report)

Chief Financial Officer Michelle Morrison presented the monthly financial report. The Board members listened to the presentation and had no questions.

3. First Reading - High School Course Approval

Assistant Superintendent of Academic Services Travis Reiman and Becky Kingsmith facilitated the discussion about two proposed high school courses. Glencoe High School teacher Dr. Bob Bizjak presented the course Topics and Issues in Literature. Ashley Clemens and Ben Noyes from Hillsboro High School presented on the course IB DP Music SL. Board members asked listened and questions about the proposed courses.

4. Division 22 Assurances

Assistant Superintendent of Academic Services Travis Reiman made a report to the Board of Directors on the District's compliance with the Division 22 Standards for Public Elementary and Secondary Schools. Assistant Superintendent Reiman informed the Board that the Hillsboro School District is compliant in every area of Division 22, with the exception of materials adoption. He provided an explanation and share talking points with the Board regarding the area of non-compliance. The Board of Director did not have any follow-up questions.

I. Policies – First Reading

Superintendent Mike Scott introduced the policies that were included for the first reading review. Board members discussed the policies and provided feedback on their recommended changes.

J. Information - Administrative Regulation Updates

Superintendent Mike Scott introduced the Administrative Regulation included in the meeting packet.

K. HCU / HEA Reports

HEA Vice President Joe Vermiere, HEA President Jill Golay, and HCU President

Melody Hansen presented Board members autographed copies of Hillsboro School District fifth-grader Brigitte Harrington's book *My Oregon*.

L. Discussion Time

1) Student Representatives' Time

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

2) Superintendent's Time

Superintendent Mike Scott discussed upcoming event around the Hillsboro School District and thanked the Board members for their service to the Board.

3) Board of Directors' Time

Board members discussed District events and programs, and provided brief summaries of their recent and upcoming activities. Board members expressed appreciation for the recognition throughout the month of January.

M. Adjourn Meeting

The meeting was adjourned at 08:41 PM.

Course Proposal: “Topics and Issues in Literature”

Dr. Robert J. Bizjak
Glencoe High School
Fall 2019

Contact Information	Dr. Robert J. Bizjak
Academic Program Area	English Language Arts
Title of Proposed Course	Topics and Issues in Literature (2020-2021 academic year)
Proposed Course Credit	0.5 (elective)
School	Glencoe High School at Hillsboro School District
Grade Level(s)	10, 11, 12

Description of Proposed Course:

Often, we as readers and interpreters of literature bring with us an aesthetic appreciation or disapproval of a novel, dramatic work, poem, or an epic due to our lived experiences. Given this, “Topics and Issues in Literature” will explore the different assumptions that underlie such judgments by examining the methods readers use to grasp, question, and discuss what they read, methods that run the gamut from the complexity of metaphor, imagery, and allusion to the overall thematic message of the work. Just as we come to our engagement with literature armed with our own horizons of expectation, what we read contains an entrenched ideological basis put there by its author.

With these matters in mind, the thrust of this English Language Arts course, “Topics and Issues in Literature,” is two-fold: first, this course will expect students to read classic and contemporary examples of literature imbued with various cultures, perspectives, and lived experiences. Underpinned by the need to improve students’ overall critical analysis, academic discussion, and analytical writing skills, this course will teach students to interrogate the deeper layers of a text, to dissect literature in a sophisticated, college-level fashion, and to concretize their interpretations using textual evidence.

Moreover, to engender a strong foundation for students to unpack both canonical—from Alvarez to Achebe, from Marquez to Morrison, from Hawthorne to Hurston—and non-canonical or nontraditional types of literatures, including graphic novels, film, and social media, this course will use the writing process as an undergirding framework to support a semester-long, college-level research paper.

Second, through “Topics and Issues in Literature,” students will familiarize themselves with the rich history of scholarship surrounding the literary tradition, chiefly the ways in which literary scholars tease out the very essence of literature using literary criticism. Employing the representative schools of literary theory (feminism, Marxism, psychoanalytic, and new historicism, to name a few), students will grapple with and attempt to answer such literature-centered complexities as: questioning the relevance of the author, reconciling the form and content of the text, as well as discussing the existence of and dilemmas brought about by the literary canon, its formation, and its expansion. These essential components of deconstructing literature, coupled with the text’s cultural, historical, social, and political intersections, will allow students to connect with the literary fare in a more multifaceted and meaningful way. When these contexts (the reader’s interpretation, literary theory, and the text’s deeper meanings) intersect, literary interpretation is born.

Rationale for Proposed Course:

Designed as an introductory Advanced Placement (AP) course in reading and writing and intended to serve as a complementary course to other English Language Arts courses at the secondary level, “Topics and Issues in Literature” will function as both an introduction to world literature and as a gateway to a more specialized and nuanced study therein. This course will survey a broad range of poets, novelists, playwrights, and essayists to familiarize students with the significant characteristics of the influential literary-historical periods (Romantic, Victorian, Contemporary, Harlem Renaissance, etc.), as well as their respective literary luminaries. Given that

there is no thematic organization for this specific course, topics in class will be based partly on student interest. Additionally, students will collaborate with others, as well as reflect on their own experiences, to share changing notions of self, interpretation, language, literature, our nation, and the world.

Aligned with the English Language Arts (9-12) Common Core State Standards (CCSS) and the Hillsboro School District's mission to challenge and engage all learners, this course will also encourage students to build an analytic and critical vocabulary for the activity of writing about and discussing literature, to recognize the affinities between literature and their lives, to mine the text for deeper meanings, and to engage in meaningful, academic conversations about the text(s) under investigation, bearing in mind such literary elements as central idea, theme, character, conflict, point of view, setting, syntax, diction, mood, and tone.

Student-centered and based on student interest, "Topics and Issues in Literature" will expect students to imaginatively and concretely connect in and out-of-class readings to their lives through projects, discussions, Socratic seminars, essays, and assessments. Reading and writing assignments, both large and small, will be an integral part of this course. Students will be expected to manipulate language and increase content understanding to improve their writing techniques and to share what they have produced with others as a means of developing and refining their own craft. Group and individual activities will support curriculum aligned with the CCSS, with the Hillsboro School District's mission, and with our department's mission to prepare all learners for the rigors of upper-division English courses, for the demands of 21st-century problem solving, as well as for post-secondary writing coursework.

All learners in this course will be asked to challenge themselves academically, to tackle rigorous and relevant coursework, and to reach beyond the CCSS to prepare themselves for post-secondary coursework in its various manifestations, including potential dual credit options.

Potential Topics that May Serve as the Focus of the Course:

Because this high-school English Language Arts course does not operate around a structured, pre-determined design, the depth and breadth of "Topics and Issues in Literature" will be based partly on student interest, as well as teacher interest and/or teacher discretion; that said, any text taught in the course will have been approved by the Hillsboro School District. Below are potential topics that could serve as the crux of this course:

Character/Text Based:

From *Wuthering Heights* to *Sing, Unburied, Sing*: Hauntings and Supernatural Visions in Literature
 Unearthed and Undead: Inside the Worlds of *Dracula* and *The Strange Case of Dr. Jekyll and Mr. Hyde*
 Monstrous Transformations: Kafka's *The Metamorphosis* and Shelley's *Frankenstein*
 Natural Endeavors: Ecocriticism in 21st-century Literature
 The Diseased 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* and Nella Larsen's *Passing*

Topic/Author Based:

(En)gendering the Female Canon: Minority Authors and the Birth of Creativity
 Queering the Literary Canon: LGBTQ Authors and their Audiences
 De-Bordering the Canon: Mexican and Mexican-American Authors
 Exploding the Literary Canon: War, Trauma, and PTSD in Literature
 Our Cross to Bear: Shame and Guilt as Visual Spectacle in Literature
 Mythology: Gods, Goddesses, and Other Legendary Characters throughout Antiquity
 From Oscar Wilde to William Golding: British Literature's (Be)devilish Bodies

Literary Damnation: Post-Apocalyptic Visions in Young Adult Literature

The Colonized Body: The Influence and Existence of Western Enslavement in Aimé Césaire's *A Tempest*

Commodifying the Body: Slavery and Its Effects in Toni Morrison's *The Song of Solomon*

Hitchcock's Leading Ladies: Filmic Representations of Race, Class, and Gender in *Rear Window* and *Psycho*

Race, Class, and Gender: Intersections and Lived Experiences in Amy Tan's *The Joy Luck Club*

Impact on the Content Program:

Given that both the CCSS and the mission of the Hillsboro School District will undergird this course, "Topics and Issues in Literature" will not only prepare students for the rigors of upper-division English Language Arts classes at the high-school level, but also this course will prepare students for the academic demands of a post-secondary education where reading, writing, speaking, and listening are integral to every profession and post-secondary endeavor.

This course will be taught from FTE in the English Language Arts department, serving sophomores, juniors, and seniors; the course will allow students to procure 0.5 elective credit.

Evaluation of Course:

A formal assessment in its own right, a student-evaluation form will be given to current students at the end of the academic semester to reflect on what they have learned throughout the course as well as to evaluate the overall material presented in the course.

Projected Additional Costs:

As there is no pre-adopted curriculum for this particular course, the English Language Arts department may need to supply fiduciary funding depending on curriculum need. Due to the thematic nature of the topics of this proposed course, textbooks will not need to be purchased each year, but rather this course will use resources that are frequently updated, previously purchased, and/or typically free (websites, social media, etc.).

Academic Content Standards for English Language Arts (Reading):

Standards 9-10

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.

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.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Standards (11-12)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.

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.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Academic Content Standards for English Language Arts (Writing):**Standards 9-10**CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and

distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.4

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.)

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](#).)

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.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Standards 11-12

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.)

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.)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Address the following issues on a separate page to be attached to this cover sheet:

1. Description of proposed course;

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

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

Both standard level (SL) and higher level (HL) music students are required to study **musical perception**. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer one further question. This question requires students to investigate significant musical links through a comparative analysis of two pieces of music prescribed by the IB.

SL students in music are required to choose **one** of three options:

- SL creating (SLC)
- SL solo performing (SLS)
- SL group performing (SLG).

See PDF of course guide here: <https://drive.google.com/file/d/1vclp9bg82NwDNEw6EcUAE6V36fBMi4ko/view?usp=sharing>

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

IB Music being introduced to Hilhi's IB Programme would have many beneficial impacts on our students. Currently, students have limited educational time dedicated to learning how music works, how music has evolved throughout history, and how music differs around the world. With band and choir focused on performance, it leaves much to be desired by our musically gifted students. IB Music would bring a course offering to Hilhi that will better prepare our students for the realities of the everyday rigor expected in college music courses.

IB Music will also increase the quality of our music program, as it will raise the content knowledge of a portion of band and choir kids. This will lead to a new sense of student leadership. Some examples would include: students being able to analyze the score's structure and add context to the composers' musical choices; students giving historical reasoning as to how the romantic period affected the musical world and how those effects are evident in a given Bruckner piece; students noticing that an Estonian piece we are analyzing has cultural influences such as forward placed singing and a constant use of $\frac{7}{8}$ time signature.

In addition, it will benefit our school's academic success to increase the music program. Studies show:

- Nearly nine in ten people (88%) with post-graduate degrees participated in music education.
- 83% of those with incomes higher than \$150,000 or more participated in music.
- 72% of adults say that experience in music education helped them be a better team player in a working environment

- 6 out of 10 adults said that experience with music helped them with developing better creative problem-solving strategies
- Graduation rates for music students are up 18%, while attendance rates are up 9 percent in comparison to their peers
- Students who participate in music education score 57 points higher on the SAT verbal assessment and 43 points higher on the SAT math assessment than their peers who do not take music education (Lasko, 2007)

Lasko, E. (2007). Harris poll links music education to higher incomes. Retrieved from <http://musiced.nafme.org/resources/harris-poll-links-music-education-to-higher-incomes>

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

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

See PDF of course guide here: <https://drive.google.com/file/d/1vcIp9bg82NwDNEw6EcUAE6V36fBMi4ko/view?usp=sharing>

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

The IB Programme requires schools to offer students opportunities for courses in The Arts, and we currently offer IB DP Visual Arts SL/HL and IB DP Theatre SL/HL, but enrollment in those has fallen over the last few years and surveyed students have shown there is significant interest in the option to take IB DP Music SL. We will train one teacher to run this course and that will potentially pull them away from split duties between SMMS and Hilhi. This would require additional FTE allocation to allow the teacher to be full-time at Hilhi. With the teacher's placement in the master schedule at Hilhi, 4th/8th period would be left as an open slot in his schedule to place IB Music. This would benefit the music program as it has no band or choir conflicts, but also IB as this is a period that consists predominantly of singleton IB course offerings and would not keep students from core offerings.

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

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

Action Research Plan

1. Identify the goals of the proposed course:

Through studying any of the group 6 subjects, the arts, students become aware of how artists work and communicate. The aims of all subjects in group 6 are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

Music aims

In addition, the aim of the **music** course at SL and HL is to enable students to:

7. develop their knowledge and potential as musicians, both personally and collaboratively.

Furthermore, in adding IB DP Music, we aim to strengthen the IB Group 6 course options, expand our music education for all students (not just those already engaged in our performing arts programs), and support our current performing arts programs by adding a rigorous music education course.

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

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

3. When and how will data be collected?

Enrollment data can be gathered at the time of forecasting and checked by semester; IB exam data comes in July of the testing year (2021).

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Michele Formel

Assignment: 1.0 FTE Life Skills Teacher
Location: South Meadows Middle School
Effective Date: June 12, 2020
Years of Service: 14 years

Vicki Szukalla

Assignment: 1.0 FTE Child Development Specialist
Location: Lincoln Street Elementary School
Effective Date: June 12, 2020
Years of Service: 23 years

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

Sarah Bestebreur

Assignment: 1.0 FTE 1st/2nd Grade Teacher
Location: Quatama Elementary School
Effective Date: June 20, 2020

Ryan Hawk

Assignment: 1.0 FTE Science Teacher
Location: Century High School
Effective Date: January 8, 2020

Amy Holznagel

Assignment: 1.0 FTE Social Learning Center
Location: Reedville Elementary School
Effective Date: June 12, 2020

Amanda Middleton

Assignment: 1.0 FTE English Language Arts and English Language
Specialist
Location: Liberty High School
Effective Date: June 12, 2020

Raina Pittman

Assignment: 1.0 FTE Social Communications Center Teacher
Location: Brookwood Elementary School
Effective Date: June 12, 2020

Kimberly Porter

Assignment: 1.0 FTE 5th Grade Teacher
Location: Witch Hazel Elementary School
Effective Date: June 12, 2020

Abigail Sykes

Assignment: 1.0 FTE Culinary Arts – CTE Program
Location: Liberty High School
Effective Date: June 12, 2020

Autumn Twigg

Assignment: 1.0 FTE Science
Location: Brown Middle School
Effective Date: June 12, 2020

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

Maricruz Acuna-DeMaagd

Education: MA – Concordia University, Portland, OR
Experience: 8 years
Assignment: 1.0 FTE General Education Specialist – Lenox Elementary School

Korin Galgano

Education: MA – Wagner College, Staten Island, NY
Experience: 3 years
Assignment: 1.0 FTE English Learner Specialist – Hillsboro High School

James Harris

Education: BA – Oregon State University, Corvallis, OR
Experience: 30 years
Assignment: 0.4 FTE Social Studies – South Meadows Middle School

Robert Rees

Education: BA – Illinois State University, Normal, IL
Experience: 1 year
Assignment: 1.0 FTE Science – Poynter Middle School

Emily Sanchez

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.75 FTE English Language Specialist – Farmington View Elementary School

HILLSBORO SCHOOL DISTRICT 1J

February 25, 2020

APPROVE EXTENSION AND NON-EXTENSION OF TEMPORARY, PROBATIONARY, AND CONTRACT TEACHERS AND ADMINISTRATORS

Resolved, that the Board of Directors accept the Superintendent's recommendation for the renewal of probationary teachers and administrators and for issuance of contracts to contract teachers and administrators.

1. Current first-year probationary teachers and administrators being offered one-year contracts for 2020-21 to second-year probationary status:

Second-Year Probationary Teachers

Adams, Benjamin	Almquist, Jennifer	Alvarado Luviano, Leslie
Arellano, Marcus	Babcock-Krenk, Miranda	Billings, Corinne
Bradshaw, Jennifer	Brown, Melissa	Carpenter, Audrey
Castillo, April	Chitwood, Valeria	Cichoke, Meaghan
Cuomo, Helene	Donnelly, Evan	Engler, Lorraine
Fynn Aikins, Xylecia	Galbraith, Elizabeth	Gronseth, Eric
Hershberger, Anya	Hindman, Annie	Ingram, Holly
Iser, Mollie	Ito, Gary	King, Ashley
Leiss, Whitnie	Lopez-Arana, Jonathan	Magdaleno, Josefina
McHugh, Sarah	Miller, Justin	Monghate, Nava
Morales Guerrero, Andrea	Nguyen, Mai	Oordt, Lynsey
Perez-Yepiz, Laura	Reviere, Haley	Rhamey, Daniel
Rogers, Allison	Rothery, Megan	Rugile, Jessica
Sanchez-Reyes, Arely	Schmalzer, Kristina	Steiner, Mary
Tolle, Heidi	Vazquez, Nancy	Wakefield, Amber
Yamamoto, Dawne	Yerlick, Avidan	

Second-Year Probationary Administrators

Burnett, Tristin	Modolo, Jeniffer	Robbins, Jennifer
Rodriguez Siordia, Martha		

2. Current second-year probationary teachers being offered one-year contracts for 2020-21; remaining at second-year probationary status:

Smith, Jessica Marie

3. Current second-year probationary teachers and administrators being offered one-year contracts for 2020-21 to third-year probationary status:

Third-Year Probationary Teachers

Ackerman, Andrew	Aguilar, Sonja	Alm, Sydnee
Alvarez Dominguez, Marcos	Anderson, Carol	Awabdeh, Talline
Ayala, Maria	Aydt, Nicole	Barash, Adam
Berger, Alexander	Blanco, Kevin	Brandenstein, Mary

Brown, Kevin
Centers, Zachary
Conty-Nieves, Laura
Faulder, Brenda
Flores, Isabel
Fuller, Camille
Giboney, Bryce
Grinnell, Roger
Hanson, Erin
Hill, Lauren
Jarrell, Heather
Kintz, Kendra
Lawson, Allison
Lopez, Juan
Marston, Lori
McHarg, Kayla
Miller, Samuel
Mueller, Arig
Norwood, Jennifer
Ortega, Meghan
Posthumus, Anna
Reichenbach, Timothy
Rodriguez, Laury
Sarafa, Hope
Schroeder, Amy
Sinclair, Anthony
Smith, Caitlyn
Thomas, Scott
Williams, David
Zysett, Alice

Bunting, Andrew
Church, Leigh
Dye, Izza
Fay, Kathline
Foote Allen, Rachel
Garcia Avilez, Mariana
Gorham, Anne
Hall, Jennie
Hardt, Hannah
Honse, Samuel
Jones, Jason
Kissinger, Amanda
Lenahan, Jason
Lowman, Haley
Marvin, Avery
Mendoza, Itzia
Moreno, Brenna
Nesbitt, Jeremy
Oglesby, Christine
Panozzo, Patricia
Ranger, Jennifer
Reid, Meaghan
Sabroe, Sarah
Sauve, Cassondra
Shene, Jory
Sinclair, Kristine
Szmigulski, Kristin
Villeda, Rosa
Williams, Jennifer

Buxton, Jeremy
Clift, David
Ericksen, Michelle
Ferber, Alex
Fukuhara, Marissa
Garcia, Esmeralda
Goritz, Peter
Hallquist, Jacquelyn
Hawk, Nancy
Ingalls, Nicholas
Kernan, Daniel
Langbauer, Nels
Licht, Joshua
Marchand, Megan
McCoy, Amanda
Mete, Antonia
Morgan, Jennifer
Ngo, Thu
Olen, Thomas
Peters, Kaitlin
Ray, Emily
Rekow, Kristen
Sadler, April
Schantz, Kerensa
Siasiakis, Maria
Sipp, Shane
Taylor, Odelsa
Wagner, Whitney
Wilson, Dawn

Third-Year Probationary Administrators

Beveridge, Jordan
Hunt, Deborah
McCalley, Jennifer

Coleman, Yolanda
Johns, Janette
Painter, Joseph

Gutierrez, Kasia
Kasper, Julie
Purdy, Kelly

4. Current third-year probationary teachers being offered two-year contracts for July 1, 2020, to June 30, 2022:

Abshere, Ryan
Armenta, Ada
Bailie, April
Binoeder, Shelly
Bull, Caitlin
Cai, Helen
Colondres Velez, Fernando
Dornfeld, Krista
Estevez Galicia, Yazmin
Giacomini, Renata

Adamczyk, Karen
Avila Gutierrez, Sindy
Barry, Jennifer
Boucher, Emily
Burnsed, Casy
Carrero Ramos, Alejandro
Cooley, Shane
Echeverria, Natasha
Fuss, Bryan
Giambrone, Felicia

Anderson Morehouse, Robyn
Bailey, Jennifer
Bennett, Amanda
Breitenbuecher, Kelly
Buthe, Ana
Christopher, Julie
Dolan, Tara
Emmorey, Melissa
Garcia-Puga, Ruben
Gomez Giraldo, Juan

Gonzalez, Lacy
 Hardin Mercado, Yessica
 Haueter, Alex
 Hibbert, Kyle
 Justiniano, Robert
 Koch, Briana
 Lizarraga Arciga, Gina
 Makboul, Noor
 Mckedy, Lorrie
 Miranda-Diaz, Miriam
 Murphy, Danielle
 Owens, Stephanie
 Rich, Therman
 Savage, David
 Smith, Denice
 Steele, Wendy
 Sweeney, Katherine
 Tramelli, Julie
 Villamagua, Maria
 Wallberg, Aimi
 Wheeler, Maya
 Wright, Andrea

Gutierrez, Kaylee
 Hart, Kathryn
 Hedges, Ceanna
 Hiles, Mattie
 Keeth, Justin
 Lebeau, Kristin
 Lomeli, Edgardo
 Malinov, Irina
 Mcmenomy, Sean
 Mizuta, Jonathan
 Negrete Almanza, Viridiana
 Pieser-Wirsching, Teresa
 Robbins, Megan
 Seres, Carolyn
 Smith, Molly
 Stollberg, Sara
 Thomas, Todd
 Trethewy, Alexander
 Volz, Nichole
 Watson, Christi
 Whitton, Nicholas

Hall, Caleb
 Harvey, Bethany
 Hershberger, Jennifer
 Johnson, Andrew
 Kirk, Sommer
 Lindley, Christopher
 Lopez, Luis
 Mccaffrey, Meghan
 Meeuwsen, Joel
 Morgan, Malgorzata
 Ortega, Evelyn
 Quimby, Morgan
 Rogers, Marisa
 Simonson, Noah
 Staat, Emily
 Stutzman, Judd
 Tillman-Dunlevy, Jessica
 Turner, Holly
 Vosicka, Katherine
 Weir, Sylvia
 Wood, Jennifer

5. Current third-year probationary administrators being offered three-year contracts for July 1, 2020, to June 30, 2023, as contract administrators:

Lentz, Jamie

Mosqueda, Tiffany

Peterson, David

6. Current contract teachers being offered two-year contracts for July 1, 2020, to June 30, 2022, as contract teachers:

Abrahamson, Dan
 Adams, Karen
 Akers, Lindsey
 Alvarado, Deborah
 Andersen, Linda
 Anderson, Samantha
 Anker, Ninon
 Applegate, Shelley
 Armitage, Sarah
 Aupperle, Amy
 Babcock, Mary
 Barnes, Leslie
 Bateman, Joshua
 Bayer, Kimberly
 Bean, Teresa
 Beddoe Phillips, Vanessa
 Belanger, Secret
 Benson, Linda

Adair, Cinthia
 Adzima, Angela
 Alexander, Theresa
 Alvarez, Raynelle
 Anderson, Laura
 Anderson, Sheri
 Annis, Elizabeth
 Ares, Alvaro
 Arrowsmith, Joel
 Avery, Lida
 Baca, Jason
 Bascom, Jessica
 Battaglia, Darren
 Bayer, William
 Bearson, Hana
 Beeler, Perry
 Bell, Michelle
 Berg, Melissa

Adam, Elias
 Ahern, Patrick
 Ali, Karri
 Aman, Kaylee
 Anderson, Miriam
 Angal, Sharon
 Aoki, Kasumi
 Arguelles, Omar
 Asanovic, Kim
 Babcock, Kathryn
 Barcenas, Claudia
 Batchelor, Kimberly
 Bauman, Daniel
 Beale, Nicole
 Becker, Claire
 Begley, Brandon
 Bennett-Larson, Brittany
 Bernhardt, Mark

Bethune, Amanda
 Billington, Matthew
 Blair, Sara
 Blind, Salina
 Bonebrake, Deborah
 Bourland, Madeleine
 Boyd, Stephanie
 Brandt, Aliceson
 Briceno, Connie
 Brock, Andrea
 Bromley, William
 Brown, Nicole
 Bruhl, Angela
 Buck, Tammie
 Burkhardt, Kelsi
 Burr-Bates, Leesa
 Butler, Martyn
 Byrne, Michela
 Caldwell, Emily
 Calvert, Kevin
 Campbell, Darci
 Campos, Gloria
 Caputo, Christine
 Carmolinga Espinoza, Yesenia
 Carr, Connie
 Cary, Jennifer
 Ceccarelli, Vanessa
 Chavez Lopez, Dania
 Chipps, Andrew
 Ciliberto, Cristina
 Clark, Rebecca
 Clayton, Joni
 Clinebell, Lindsay
 Cole, Sarah
 Cook, Beth
 Corbeau, Shannon
 Cotton, Josiah
 Coyle, Sarah
 Crisi, David
 Crowell, Clark
 Cumpston, Gene
 Cutburth, Paula
 Danielson, Amy
 Davis, Audrey
 Davis, Scott
 Day, Sarah
 Debeljak, Anne
 Decoster, Amy
 Depinto, Mike

Bice, Allyson
 Binkerd, Zachary
 Blanchard, Jayna
 Blomberg, Kristin
 Bosshardt, Daniel
 Bowlsby, Alana
 Bradley, Tammy
 Brehm, Kristy
 Brittenham, Patrick
 Brodniak, Chris
 Bronson, Dawnmarie
 Broyles, Lilly
 Buchanan, Brent
 Bunting, Kyle
 Burnett, Richard
 Busby, Julia
 Buyas, Michelle
 Cabral, Karen
 Caldwell, Kimberly
 Cameron, Laurie
 Campbell, Glenn
 Canaga, Margaret
 Carlson, Sharon
 Carnes, Rachelle
 Carr, Matthew
 Casey, Kelsey
 Cerda, Graciela
 Chavez Torres, Christian
 Christianson, Mark
 Clagett, Eleanor
 Clark, Stephanie
 Clemens, Ashley
 Cloud-Fitzgerald, Fara
 Conner, Jeremy
 Cook, Brian
 Corwin, Jeremy
 Cotton, Keely
 Crabtree, Kevin
 Crnich, Megan
 Crowell, Lindsay
 Cunningham, Brett
 Dale, Cynthia
 Danley, Tandra
 Davis, Bret
 Dawson, Abby
 De Leon Gomez, Jerver
 Debois, Erica
 Delplanche, Deborah
 Dessert, Kayla

Biddington, Tami
 Bizjak, Robert
 Blanchard, Lynne
 Bohm, Wayne
 Bouker, Kim
 Bowman, Betsy
 Brady, Michelle
 Brennan, Rhianon
 Brock, Alesha
 Bromley, Molly
 Brown, Brigitte
 Brubaker, Claudia
 Buchanan, Rebecca
 Burger, Jennifer
 Burnor, Cheryl
 Butler, Leandre
 Byers, Beverlee
 Cairns, Lisa
 Callahan, Melinda
 Campa, Cristi
 Campos, David
 Canova, Erin
 Carlsson, Lisa
 Carney, Tamara
 Carroll, Sharon
 Castro, Gabrielle
 Cermak, Meagan
 Cheek, Laura
 Chronister, Nicole
 Clark, Kimberly
 Clayton, Heidi
 Clemson, Donald
 Cocheu, Robin
 Conner, Robin
 Coolman, Kathleen
 Corwin, Tarra
 Cox, Sarah
 Crackel, Deanna
 Cronan, Lori
 Cruickshank, Mallory
 Curl, Sarah
 Daliposon, Lori
 Dash, Maritza
 Davis, Cary
 Dawson, Jennifer
 Dean, Cecilia
 Debolt, Michelle
 Denny, Sarah
 Dewhitt, Shellie

Dezellem, Stacy
Dortch, Jason
Dover, Jacqueline
Dudley, Abigail
Dunlop, James
Duran, Liana
Edlefsen, Sandra
Elliott, Samantha
Emberlin, Kara
Erickson, David
Espinoza, Diann
Evers-Selleck, Tracy
Ferguson, Kristin
Fifth-Lince, Amy
Fink, Stephenie
Fishback, Sean
Fleming, Danielle
Flores, Michelle
Foster, Angie
Franklin, Sara
Freudenthal, Shannon
Futter, Michael
Gallardo, Patricia
Gaspardis, Jonathan
Geiger, Regan
Gerst, June
Gibbs, John
Givens, Michael
Glaze, Marcus
Godfrey, Brooke
Goemmel, Mariah
Goldstein, Jaime
Goodman, Priscilla
Gray, Michelle
Greenwood, James
Grinnell, Sandie
Grossen, Willow
Gurske, Noelani
Haberman, Amy
Hakkila, Kristin
Hall, Troy
Hancock, Melissa
Hanson, Krista
Harp, Cynthia
Harrington, Scott
Harrison, Michelle
Haskins, Brook
Hayden, Sami
Heath, Christopher

Dikeman, Donna
Douangmala, Caitlin
Drake, Steven
Dumbrow, Cheryl
Dunn, Megan
Durgan, Kayse
Elison, Ruth
Elliott, Sharon
Enck, Anna
Erikson, Daphne
Estep, Christine
Fanger, Michael
Ferrante, Crystal
Figueroa, Heather
Finster, Jaymie
Fisher, Sheryl
Flores, Christopher
Foster, Aaron
Fotland, Geoffrey
Frayn, Laurie
Fuglevand-Fredrick, Heidi
Gainey, Kimberly
Galvez, Adrienne
Gatewood, Ronda
Gerber, Kirstin
Giansante, Dominic
Gibson, Emily
Glaske, Heidi
Glaze, Stacey
Godfrey, Kristina
Golay, Jill
Gonzalez Hiltner, Magaly
Gower, Jeffrey
Greaves, Jill
Gregory, Jenae
Grogan, Kristina
Guidoux, Kirsti
Guthrie, Leona
Hagerty, Christopher
Hale, Helene
Hammer, Christie
Hansen, Anita
Hargraves, Ann
Harrington, Karin
Harris, Erin
Harsin, Sara
Hawbecker, Shelley
Hazen, Jeffery
Hebert, Melissa

Dilley, Darren
Douthit, Brianna
Drotning, Henry
Duncan, Rheanon
Dunn, Michael
East, Catherine
Ellingson, Tammy
Ellis, Melissa
Englen, Andrew
Erlandsen, Gretchen
Evers, Nayoko
Feldhaus, Tina
Fields, Jennifer
Fink, Roger
Fishback, Layton
Fleming, Carissa
Flores, Holly
Foster, Alan
Fragoso, Joel
French, Jessica
Furstenberg, Barbara
Galian, Julio
Gamache, Lisa
Gaumond, Carol
Gerig, Stephanie
Giard, Heather
Gill, Eugene
Glasscock, Alicia
Glem, Tamara
Godsey, Zoe
Goldmann, Christine
Gonzalez-Santos, Angel
Grabel, Sonja
Greene, Danika
Grenz, Carolyn
Grossen, Kelsey
Gurney, Lisa
Gutierrez, Mary
Hainline, Carolyn
Hall, Mary
Hammond, Neysa
Hansen, Joel
Harless, Jason
Harrington, Kimberly
Harris, Kimberly
Hartfeil, Marika
Hawks, Rachelle
Heagh-Avritt, Kristina
Heider, Hayley

Held, Colleen
Helmandollar-Armatas, Mindi
Henningsen, Stephanie
Hergert, Susan
Herzog, Jenice
Hickey, Kristin
Hill, Alason
Hirata, Melisa
Honma, Cynthia
Horton, Shereen
Incrovato, Jamie
Jager, Catherine
Jaspar, Corinne
Jennings, Jennifer
Job, Stacy
Johnson, Jeffrey
Johnston, Christine
Jones, Abby
Jones, Shannon
Juster, David
Kaiser, Michiah
Kasper, Timothy
Keenan, Elizabeth
Keller, Christopher
Keniston, Rachel
Kessler, Miranda
Kim, Michelle
Kivett, Stuart
Kolbet, Sara
Kosmas, Christina
Kraft, Barbara
Krupa, Molly
Kushner-Katz, Jane
Lais, Paula
Land, Reyna
Lardy, Paul
Laurance, Lydia
Lawson, Karen
Ledgerwood, Steffan
Lemus Garcia, Raquel
Lewis, Melanie
Lipski, Victoria
Longrie, Kimberly
Lopez, Aurora
Loun, Matthew
Lugo-Estrada, Sonia
Lundy, Mattie
Lyle, Marla
Magnuson, Andrew

Heller, Kiley
Henderson, Amy
Henry-Dorr, Olivia
Herrera, Jacqueline
Heselwood, Marci
Hickman, Logan
Hill, Tamara
Holmen, James
Hoppen, Rebecca
Hull, Andrew
Israel-Greco, Dovina
James, Angela
Jellesed, Russell
Jennings, Maxine
Johansen, Mark
Johnson, Jennifer
Johnston, Eric
Jones, Corey
Jordan, Russell
Kagawa, Ko
Kang, Justine
Keane, Celina
Kellar, Margaret
Keller, Sarah
Kennedy, Catherine
Key, Mabel
Kirkpatrick, Suzanne
Klimke, Carly
Kopp, Allen
Kottkey, Kevin
Kramer, Susan
Kruse, David
La Tour, Christina
Lam, Rachel
Lanthrum, Andrew
Larrance, Amiya
Laurie, Kayla
Lawson, Lauren
Lee, Emily
Leslie, James
Lewis, Sarah
Lobo, Sandy
Lopez De Leon, Hector
Lopez, Sarah
Lowe, William
Lule-Jimenez, Alfonso
Lusk, Shannon
MacDonald, Jenessa
Mahar, Courtney

Hellstrom, Raymond
Hendryx, Jeffrey
Her, Sue
Herrick, Rachel
Hess, Kandi
Hicks, Adrienne
Hillis, Christina
Holmes, Andrew
Hopper, Douglas
Hutchinson, Stacey
Jackson, Scott
Janssen, Brian
Jenkins, Laurie
Jewkes, Krispin
Johnson, Hugo
Johnson, Steven
Johnston, Jeffrey
Jones, Daniel
Julian, Kelsey
Kaigler-Roudebush, Aubry
Kares, Rachael
Keck, Scott
Kellar, Scott
Kelly, Marsha
Kerbs, Sharon
Kha, Tin
Kish, Nicholas
Klugherz, Gabrielle
Kosmalski, Julie
Kourt, Katerina
Kramer, Tim
Kulle, Jennifer
Laack, Alia
Laman, Christine
Laporte, Nardy
Lassen, Jenny
Laws, Kimberley
Lecorre, Jennifer
Lemons, Kelsey
Lewis, Kimberly
Linnell, Richard
Long, Nicola
Lopez Lopez, Azucena
Lopez, Sylvia
Lower, Lisa
Luna, Juana
Luther, Deborah
Magdaleno, Angelina
Maher, Una

Mahlum, Adam
Manzo, Jordan
Marquez, Ana
Martin, Jessica
Martinez, Kimberly
Mayers, April
McClain, Julie
McCoy, Ashley
Mcelmurry, Ashley
McIrvin McMahan, Megan
Meeuwsen, Jennifer
Mendoza, Aida
Meyer, Samantha
Miles, Douglas
Miller, Nyree
Mito Ahern, Nicole
Molenkamp, Marcell
Monroy, Nicole
Morgan, Christina
Mowry, Brooke
Munson, Shawna
Myrick, Mark
Nave, Aaron
Nehring, Rachel
Neville, Abigail
Ng, Robin
Nichols, Raya
Noyes, Benjamin
Oconnor, Michael
Oleary, Sheila
Osorio, Jessica
Page, Breanna
Pardun, Jody
Patron, John
Paz Cortes, Salvador
Pendergrass, Melissa
Peters, Dawn
Peterson, Wendy
Phelan, Valerie
Phipps, Jonna
Pollock, Allison
Powers, Michele
Price, Michelle
Pruss, Christa
Rainey, Lisa
Ramirez Vasquez, Jessica
Rattazzi, Darcy
Ready, Denise
Reese, Adam

Mahlum, Eric
Marino, Amara
Marshall, Laurie
Martinak, Mayra
Matias, Wilfred
Mayers, David
McClain, Stephanie
McCoy, Kenneth
McGinley, Emily
Medina, Suzanne
Meeuwsen, Laura
Merritt, Brooke
Mick, James
Miller Jr, Olson
Miller, Sarah
Miyama, Dean
Monahan, Annette
Montes, James
Morgan, Elizabeth
Mullavey, Julie
Murphy, Jenna
Nahl, Elizabeth
Nebel, Erik
Nelson, Katherine
Neville, James
Nguyen, Stephanie
Nies, Jessica
Nunez, Griseldo
Ogbeide, Kara
Olivar, Mariaeugenia
Osterhaus, Julia
Panagopoulos, Alexandra
Parris, Rebecca
Patterson, Todd
Pearson, Lisa
Penrod, Susan
Petersen, Cheryl
Petrick, Kellie
Phelps, Brianna
Pitt, Richard
Portinga, Teresa
Pratt, Lana
Prichard, Amy
Pruss, Nathan
Ramchandrar, Usha
Ramirez, Irma
Ravensberg, Edward
Reamer, Erin
Reese, Laura

Major, Mandy
Markealli, John
Martin, Cary
Martinez, Cameron
Matykowski, Joel
McBroom, Laura
McCourt, Michele
McCullum, Heather
McGraw, Shannon
Meeuwsen, Jeffrey
Mendonca, Jessica
Meyer, Kirsten
Midkiff, Valerie
Miller, Nicole
Minch-Meehan, Nicole
Moe, Kristi
Mones, Janie
Moore, Dee
Morgan, Robin
Munoz Cruz, Lizeth
Myers, Michaelene
Nasewytewa, Barbara
Nees, Katrina
Nelson, Stacia
Newman, Kathryn
Nicholas, Laura
Norman, Yvonne
Obrien, Amy
Ohollaren, Colleen
Olivas, Julie
Paden-Matsuzaki, Cynthia
Panayiotou, Shelley
Parsons, Jennifer
Paulsen, Matthew
Pendergrass, Brian
Perkins, Suzanna
Peterson, Christin
Pfister, Lisa
Phipps, Jason
Policar, Martin
Posch, Blair
Prehn, Alison
Pridemore, Brenda
Quinn, Kelly
Ramirez Florian, Maria
Rappleylea, Lisa
Ravins, Ashley
Reardon, Susan
Reich, Barbara

Reid, Allison
Reitmeier, Kimberlee
Reynoso, Ian
Rice, Therese
Riley, Sara
Roberts, Dale
Robinson, Kendra
Rodrick, Joseph
Rogers, Stephen
Rooke, Kelly
Rose, Cindy
Rosser, Tessa
Rykowski, Wendy
Sahlfeld, Whitney
Sanchez, Alondra
Satterlee, Scott
Saxton, Brent
Schaefer, Allison
Schlechter, Andrea
Schott, Ann
Schwartz, Shannon
Scott, Barbara
Sell, Leslie
Severance, Heather
Sheldon, Amy
Shepherd, Renee
Shores, Mary
Shuff, Daniel
Siebert, Ashley
Sims-Cochran, Veva
Smith, Adrienne
Smith, Sharma
Snyder, Julia
Sprecher, Haley
Stadelman, Emily
Stein, Peter
Stephen, Patricia
Stimson Clark, Adrienne
Stockbridge, Liisa
Striplin, Mark
Sturtevant, Pamela
Sunagawa, Naomi
Sweatman, Jenny
Taguchi, Jenny
Tarrel, Brandi
Taylor, Diana
Temple, Amy
Tesdaal, Ryan
Thompson, Christy

Reiman, Krista
Retzlaff, Sara
Rice, Azusa
Rider, Jami
Rinck, Tracey
Roberts, Stacy
Rockenbaugh, Erin
Rodriguez Siordia, Martha
Rohrig, Jessica
Rooney, Shannon
Ross, Benjamin
Rueber, Kristen
Sagapolu, Lisa
Salis, Emily
Sanchez, Mario
Saul, Connie
Saxton, Wendy
Scharosch, Lisa
Schmidt, Andrea
Schrantz, Barbara
Scoble, Cassandra
Scott, Molly
Sammelroth, Tia
Shaaban, Lori
Sheller, Laura
Sherwood, Christopher
Shotts, Tamara
Shumaker, Heather
Siems, Denise
Sivula, Rebecca
Smith, Breanna
Smith, Trevor
Soon, Kevin
Srinivasan, Abhinaya
Stanley, Richard
Steinbach, Haley
Stephens, Thomas
Stinger, Jason
Story, Lindsey
Striplin, Melinda
Stuve, Carmen
Sunday, Wendy
Sylvester, Nancy
Talbot, Stacy
Taube, Christine
Teays, Alicia
Tenorio, Jacob
Thex, Kelly
Thompson, Linnea

Reiter, David
Reyes, Sally
Rice, Dennis
Riley, Dana
Rivas-Street, Paula
Robertson, Daniel
Rockenbaugh, Patrick
Rogers, Keona
Rohwer, Tonya
Rosato, Amy
Ross, Zachary
Russell, Elizabeth
Sahlfeld, Todd
Salzwedel, Mark
Sanchez, Roberto
Sauve, Colleen
Sayre, Terrence
Scheafer, Ryan
Schmidt, Angela
Schubmehl, Angela
Scoles, Tori
Sebastian, Paula
Sevenau, Jeanine
Shearing, Richard
Shelton, Katharina
Shimel, Lindsey
Shrout, Carissa
Shupe, Shayne
Silva, Celeena
Skipper, Brigitte
Smith, Patricia
Smith-Menard, Dekka
South, Tyler
Sriram, Shanthi
Steele, Matthew
Stemple, Peter
Stewart, Timothy
Stock, Matthew
Strand, Jennifer
Stubbs, Rebecca
Sukhareva, Yelena
Sunnes, Victory
Tabellija, Sara
Tanedo, Lisa
Taylor, Aprille
Teegarden, Elizabeth
Terpin, Kaitlan
Thomas, Michael
Thompson, Lynette

Thompson, Nicole
 Timmer, Nancy
 Tolchin, Abigail
 Trinh, Phuong
 Turner-Baxter, Megan
 Underhill, Jennifer
 Vandebergh, Rhonda
 Vanwess, Janet
 Vermeire, Joseph
 Volk, Kristin
 Waining, Sabrina
 Walker, Eric
 Wallace, Jennifer
 Waterman, Daniel
 Webb Murphy, Jane
 Welch, Kathryn
 White, Christine
 Wilkinson, Breanna
 Wilson-Fey, Kathryn
 Wolf, Linda
 Wood, Libbey
 Wright, Timothy
 Yackel, Elizabeth
 Youngren, Tara
 Zekmeister, Rochelle
 Zumwalt-Boyles, Stephanie

Thorpe, Pamela
 Timmons, Stephanie
 Tolzman, Kyle
 Trosclair, Brett
 Twigg, Neill
 Valadez Alvarez, Juana
 Vandyke, Erin
 Ventura, Carin
 Vick, Michelle
 Vorderbrueggen, Trina
 Wakeman, Bonnie
 Walker, Shannon
 Walsh, Angela
 Waugh, Ellen
 Webber, Carrie
 Whinery, Alan
 Whitman, Megan
 Williams, Samuel
 Winikka, Chris
 Wong, Jem
 Woodard, Anna
 Wynns, Penelope
 York, Matthew
 Zagya, Alia
 Zephirin, Sarah
 Zyp, Scott

Tierney, Anne
 Tobias, Kayleigh
 Toth, Ramona
 Turner, Gail
 Twitty, Rachael
 Van Wye, Karen
 VanSlyke, Tamara
 Vera Rocha, Juana
 Vincent, Melissa
 Wagoner, Melanie
 Walker, David
 Wallace, Deborah
 Washington, Katherine
 Wear, Matthew
 Wedel, Amanda
 Whitaker, Shannon
 Wilkerson, Stephanie
 Wilson, Joseph
 Winters, Melanie
 Wong, Stella
 Wright, Mason
 Yabu, David
 Young, Amber
 Zaugg, Jaycee
 Zielke, Patricia

7. Current contract administrators being offered three-year contracts for July 1, 2020, to June 30, 2023, as contract administrators:

Aguilar Fasel, Lisa
 Bekken, Andrew
 Haats, Brian
 Luba, Thomas
 Murphy, Karen
 Peterson, James
 Ruf, Claudia
 Timmons, Gregory
 Waletich, Casey

Allen, John
 Ciliberto, Alano
 Hatfield, Carol
 Lule, Berta
 Murray, Cecilia
 Petrick, Rian
 Sinapi, Francesca
 Torres, Amy
 Will, Roger

Barraza, Jose
 Crane, Sarah
 Lew-Williams, Kona
 Morrison, Michelle
 Nova, Matt
 Reiman, Travis
 Stewart, Adam
 Tovar, Arcema

8. Temporary teachers employed on a 2019-20 contract, expiring June 30, 2020:

Acuna-DeMaagd, Maricruz
 Asher, Kellie
 Bandstra, Leah
 Botella Gonzalez, Cristina
 Carceles, Juan
 Cole, Rachael
 Cross, Judith

Anderson, Mark
 Ayala Ramirez, Mireya
 Becker, Krista
 Bourcier, Hannah
 Carter, Jeremy
 Conroy, Joann
 Cuevas Trol, Maria

Appert, Diane
 Baker, Devon
 Blum, Kyle
 Burgess, Jason
 Clibourne, Sarah
 Cosman, Kayla
 De Los Santos Vega, Antonio

Draper, Holly	Duncan, Leah	Evanson, Char
Ferguson, Riley	Freehill, Kimberly	Fryer, Chelsea
Galgano, Korin	Ganter, Mark	Garzon Arango, Marta
Gates, Mindy	Genter-Gilmore, Natalie	Harris, James
Hernandez, San	Imada, Keri	Keenan, Zachary
Larsen, Kristi-Jo	Light, Kristin	Ling Ho, Roseanna
Lyman, Ruby	Malik, Nina	Martell, Kyron
Martin Bellido, Daniel	McKinney, Sofia	Meeuwsen, Heather
Noceras Mulet, Marti	O'Brien, Rebecca	Peden, Kyle
Quine, Brynn	Rabe, Janet	Rees, Robert
Reyes, Lorena	Richter, Lois	Rios, MaKaylee
Rodriguez, Carmen	Saldana, Andrew	Sanchez, Emily
Shaw, Kelsey	Showell, Pauline	Siddiqui, Sidra
Siegfried, Arianna	Smith, Emily	Stanford, Erika
Steiner, Christopher	Tracy, April	Webster, Courtney
Welsh, David	Yamamoto, Coran	

9. Temporary administrators employed on a 2019-20 contract, expiring June 30, 2020:

Caldwell, Emily

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
APPROVE 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 and revised the policies listed below, and were presented for first reading on January 28, 2020 to the Board:

- 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 approve these policies in sections A-B, J, and I of the District's policy manual.

I move that the Board of Directors approve the policies in sections A-B, J, and I of the District's policy manual.



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

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: **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, immigration status, 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

Legal Reference(s):

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

[ORS 336.067](#)

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

Corrected 8/21/19; Corrected 2/11/20



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 23rd 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

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

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

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

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

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 should be representative of student demographics and shall be composed of teachers, parents, community members, classified employees, and the principals, or a 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 duties 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

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; Corrected 2/19/20



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

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

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

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

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

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 ~~G~~grades 6- through 8, and at least twice during ~~G~~grades 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, and 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 instruction¹ 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 to 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.

¹ Per OAR 581-022-4440~~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

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; Corrected 1/28/20



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 dDistrict 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 dDistrict conducts an annual count of the total number of private school children attending private schools located within the boundaries of the dDistrict, and a count of all children with disabilities attending private schools located within the boundaries of the dDistrict, in accordance with OAR 581-015-2465. The dDistrict reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 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

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

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

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

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

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

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 consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g., billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g., Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the ~~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

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



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

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

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

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

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

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

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 and 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 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 utilize 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 AdvanceEd~~*Any program approved through the accreditation process through the state of Oregon;
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

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; *Corrected 2/25/20



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

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

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

Legal Reference(s):

[ORS 336.074](#)
[ORS 336.079](#)

[OAR 581-021](#)-0046
[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).

Havercamp 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:
Adopted:

IGDB

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

Legal Reference(s):

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

[ORS 339.880](#)

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

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

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

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

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

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:

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 events¹ 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 **and qualified private school** 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~~ **must** be approved **through the District's volunteer background check** 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

¹ 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

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; Corrected 2/11/20



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

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

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

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 **wWeb-master or pPrincipal**.

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

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

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

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

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

Legal Reference(s):

7/01/17 | PH

Student Progress Reports to Parents** – IKAB

1-2

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

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

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 child¹;
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 school².

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

¹As defined in ORS 30.297.

²For 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 ~~ed~~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)³.

³This 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.⁴

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.

⁴[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.⁵~~

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 Form⁶ and submitting the form to the district.

⁵ ~~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.~~

⁶ [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 Forces⁷ veteran if the veterans 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

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

⁷The 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">• Develop an education plan and build an education profile;• Demonstrate extended application through a collection of evidence; and• Participate in career-related learning experiences.				

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
Total Credits		24.0
Proficiency in Essential Skills		Required
Other Requirements	<ul style="list-style-type: none"> • Develop an education plan and build an education profile; • Demonstrate extended application through a collection of evidence; and • Participate in career-related learning experiences. 	

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
Total Credits		24.0
Other Requirements	<ul style="list-style-type: none"> • Develop an education plan and build an education profile. • Demonstrate extended application through a collection of evidence. 	

Extended Diploma Requirements	Required Credits
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
Total Credits	12.0*

* 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

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 notices¹ 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

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

¹ 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

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

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

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

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 (U.S.) flag and an Oregon State 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.

[A POW/MIA flag will be displayed when required by state law¹ and in the same manner as a U.S. and Oregon State flag.]

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

Legal Reference(s):

[ORS 186.110](#)
[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; Corrected 1/28/20

[¹ “Public buildings” as defined in ORS 186.110, will display a National League of Families’ POW/MIA flag, when it is customary to display a U.S. flag, only with respect to a building that has existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and POW/MIA flags simultaneously.]



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

Animal Dissection

District students in kindergarten through 12th 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

Legal Reference(s):

[ORS 332.107](#)

[ORS 337.300](#)

Corrected 9/18/19



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

Student Withdrawal from School

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

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

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

END OF POLICY

Legal Reference(s):

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

[ORS 339.030](#)
[ORS 339.250](#)
[OAR 581-021--0045](#)
[OAR 581-021--0065](#)

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



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 procedures. Students may petition for changes at the school and/or District level. 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 the school, or to the Superintendent or designee upon completion if the matter pertains to District. 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

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; Corrected 2/19/20

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
ADOPT RESOLUTION APPROVING NORTHWEST REGIONAL EDUCATION
SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2020-21

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRESA), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2020-21 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs
- Technology support
- School improvement services
- Administrative and support services
- Other services required under ORS 339.005 to 339.090

NWRESA's Local Service Plan for the 2020-21 school year is attached.

RECOMMENDATION

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

I move that the Board of Directors adopt the resolution approving the NWRESA Local Service Plan for 2020-21.

Northwest Regional ESD

2020-21 Local Service Plan



Northwest Regional
Education Service District

5825 NE Ray Circle | Hillsboro, OR 97124-6436

T: 503-614-1428 F: 503-614-1440 Toll-Free: 1-800-990-7500

www.nwresd.org

Northwest Regional Education Service District

Dan Goldman, Superintendent

Washington Service Center

5825 NE Ray Circle
Hillsboro, OR 97124
Phone: 503-614-1428
Toll-Free in Oregon: 1-888-990-7500

Clatsop Service Center

Elizabeth Friedman, Administrator
3194 Marine Drive
Astoria, OR 97103
Phone: 503-325-2862

Columbia Service Center

Cynthia Jaeger, Administrator
800 Port Avenue
St. Helens, OR 97051
Phone: 503-366-4100

Tillamook Service Center

Kim Lyon, Administrator
2515 3rd Street
Tillamook, OR 97051
Phone: 503-842-8423

NWRESD Board of Directors

CHAIR

Cunningham, Karen | Zone 5
Beaverton, OR

VICE CHAIR

Poehlitz, Lisa | Zone 3
Sherwood, OR

Riley, Christine | Zone 1
Gaston, OR

Erickson, Tony | Zone 4
Scappoose, OR

Tomlin, Ross | Higher Ed TBCC
Tillamook, OR

Hollandsworth, Dave | Zone 2
Tillamook, OR

McGlasson, Marilyn | At-Large
Hillsboro, OR

Bruce, Renee | Social Services
Beaverton, OR

Judd, DaWayne | Business
Beaverton, OR

Board Zones

- 1: School Districts: Gaston, Sherwood and Tigard-Tualatin
 - 2: School Districts: Astoria, Jewell, Knappa, Seaside, Warrenton-Hammond, Neah-Kah-Nie, Nestucca Valley, Tillamook, Banks and Forest Grove
 - 3: School District: Hillsboro
 - 4: School District: Beaverton (Partial), Clatskanie, Rainier, Scappoose, St. Helens, and Vernonia
 - 5: School District: Beaverton (Partial)
-

Northwest Regional Education Service District

Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Proposed NWRESD 2020-21 Local Service Plan: Service Credits

2020-21 Projection 11.4.19		2019-20 SSF Est 3.4.19
Estimated SSF Allocation (based on 51% SSF 6/19)	\$ 50,521,492	\$ 48,788,794
ESD Operations @ 10%	5,052,149	4,878,879
Local Service Plan @ 90%	45,469,343	43,909,915
Beaverton (39.5%)	17,776,009	17,186,804
Hillsboro (20.35%)	9,151,383	8,886,262
Amount Available for 18 Districts	18,541,951	17,836,849
CORE Services - 25% of Plan	4,635,488	4,459,212
Service Credits - 75% of Plan	\$ 13,906,463	\$ 13,377,636

County	District	ODE Report 5/6/2019 2017-18 Ex. ADMw	ODE Report 5/6/2019 2018-19 Ex. ADMw	Growth	Local Service Plan ADMw w/ Growth	% of Total	Estimated 2020-21 Service Credit Allocation	Amount per ADMw	2019-20 Service Credit Allocation	Difference
Clatsop	Astoria	2,220.95	2,191.45	(29.5)	2,191.45	4.38%	\$ 609,244	\$ 278.01	\$ 595,905	\$ 13,339
	Jewell	300.48	286.47	(14.0)	286.47	0.57%	79,641	278.01	77,375	2,266
	Knappa	659.83	656.10	(3.7)	656.10	1.31%	182,402	278.01	181,780	622
	Seaside	1,945.50	2,001.92	56.4	2,058.34	4.11%	572,238	278.01	509,843	62,395
	Warrenton-Hammond	1,236.42	1,265.90	29.5	1,295.38	2.59%	360,128	278.01	329,842	30,286
Columbia 187	Clatskanie	920.00	933.57	13.6	947.14	1.89%	263,314	278.01	249,341	13,973
	Rainier	1,061.10	1,044.73	(16.4)	1,044.73	2.09%	290,445	278.01	291,865	(1,420)
	Scappoose	2,757.90	2,796.08	38.2	2,834.26	5.67%	787,951	278.01	740,696	47,255
	St. Helens	3,441.02	3,330.49	(110.5)	3,330.49	6.66%	925,908	278.01	933,036	(7,128)
	Vernonia	751.30	746.72	(4.6)	746.72	1.49%	207,595	278.01	197,110	10,485
Tillamook	Neah-Kah-Nie	1,017.89	1,034.74	16.9	1,051.59	2.10%	292,352	278.01	269,842	22,510
	Nestucca Valley	669.79	681.46	11.7	693.13	1.39%	192,697	278.01	176,671	16,026
	Tillamook	2,598.50	2,652.03	53.5	2,705.56	5.41%	752,171	278.01	705,213	46,958
Washington	Banks	1,299.44	1,279.49	(20.0)	1,279.49	2.56%	355,710	278.01	258,488	97,222
	Forest Grove	7,555.66	7,446.73	(108.9)	7,446.73	14.89%	2,070,261	278.01	2,018,000	52,261
	Gaston	729.97	744.98	15.0	759.99	1.52%	211,284	278.01	195,351	15,933
	Sherwood	6,010.74	5,992.85	(17.9)	5,992.85	11.98%	1,666,069	278.01	1,585,543	80,526
	Tigard-Tualatin	14,936.79	14,701.13	(235.7)	14,701.13	29.39%	4,087,054	278.01	3,961,736	125,318
TOTAL		50,113.28	49,786.84	(326.4)	50,021.55	100.00%	\$ 13,906,463		\$ 13,277,637	\$ 628,826

Proposed NWRESD 2020-21 Local Service Plan: County Allocations

Total Available for Allocation	\$	1,699,798
Base per County =	\$	125,000 x 4 = 500,000
Available by ADMw		1,199,798

County	District	Resolution Plan ADMw w/ Growth	County Base	Allocation Outside of Base	Total 2020-21 Allocation Per County	Total 2019-20 Allocation Per County	Increase
Clatsop	Astoria	2,191.5					
	Jewell	286.5					
	Knappa	656.1					
	Seaside	2,058.3					
	Warrenton-Hammond	1,295.4					
	Total Clatsop County	6,487.7	\$ 125,000	\$ 155,612	\$ 280,612	\$ 255,816	\$ 24,796
Columbia	Clatskanie	947.1					
	Rainier	1,044.7					
	Scappoose	2,834.3					
	St. Helens	3,330.5					
	Vernonia	746.7					
	Total Columbia County	8,903.3	125,000	213,552	338,552	313,185	25,367
Tillamook	Neah-Kah-Nie	1,051.6					
	Nestucca Valley	693.1					
	Tillamook	2,705.6					
	Total Tillamook County	4,450.3	125,000	106,743	231,743	213,330	18,413
Washington	Banks	1,279.5					
	Forest Grove	7,446.7					
	Gaston	760.0					
	Sherwood	5,992.9					
	Tigard-Tualatin	14,701.1					
	Total Washington County	30,180.2	125,000	723,891	848,891	758,443	90,448
TOTAL		50,021.6	\$ 500,000	\$ 1,199,798	\$ 1,699,798	\$ 1,540,773	\$ 159,025

Proposed NWRESD 2020-21 Local Service Plan: Core Services Budget

Program	2019-20 Adopted Budget	2020-21 Projected Budget
Instructional Services		
Professional Development Strands BSD + HSD	299,424	343,050
Professional Development Strands CORE Dist	208,951	236,221
Regional Innovations Fund BSD + HSD	550,000	550,000
Total Instructional Services	\$ 1,058,375	\$ 1,129,271
Technology		
Network Services	326,757	339,827
Help Desk	111,311	115,763
Application Support/Development	507,917	528,234
Technical Engineering Coop	423,507	440,447
Student Information System	812,016	844,497
Library Services	162,480	168,979
Total Technology Services	2,343,988	2,437,748
Miscellaneous Services		
Miscellaneous		
Home School	15,000	15,000
Emergency Closure Network	10,500	10,500
County Allocations	1,540,773	1,699,798
Total Miscellaneous Services	1,566,273	1,725,298
Total Core Services	\$ 4,968,636	\$ 5,292,317
Summary		
Core Allocation (25% of the 90%)	4,459,212	4,635,488
ESD Added Contribution for PD Staff	501,112	522,244
Beaverton and Hillsboro	849,424	893,050
Amount Available for Core Services:	5,809,748	6,050,782

RESOLUTION AUTHORIZING NWRES D LOCAL SERVICE PLAN FOR 2020-21

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2020-21 school year.

ADOPTED this _____ day of _____ 2020.

ATTEST:

Board Chair

Superintendent

Please email the signed document by March 1, 2020 to:

Lauren Slyh O'Driscoll
lslyh@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon 97124

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
ACCEPT GIFTS AND DONATIONS
(as of January 31, 2020)

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 \$12,000 from Willamette HVAC, LLC to Hillsboro School District for the Anchor Sponsors program, to fund extracurricular programs districtwide.

RECOMMENDATION

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

I move that the Board of Directors accept the donation of \$12,000 from Willamette HVAC.

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
STUDENT INVESTMENT ACCOUNT (SIA) APPLICATION APPROVAL

SITUATION

District staff are in the process of creating a grant application for Student Investment Account (SIA) revenue as required by the Oregon Department of Education (ODE). The SIA application will include goals associated eliminating disparities in educational outcomes across demographic groups, as well as investments in mental and behavioral health as required by ODE. The SIA application will include priorities from the District's needs assessment work, as well as input from staff and from the diverse communities we serve.

Tonight's update will include a final draft of the Student Investment Account (SIA) budget, including rationale for each proposed investment. The Board will also be informed regarding the application timeline and accountability metrics associated with the Student Investment Account.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to and approve the final draft of the SIA application and budget.

I move that the Board of Directors approve the final draft of the Student Investment Account application and budget.

HILLSBORO SCHOOL DISTRICT 1J
FEBRUARY 25, 2020
AWARD CONTRACT FOR ROOFING PROJECTS AT CENTURY HIGH AND MILLER
BIG PICTURE SCHOOLS

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. The roofing projects at Eastwood, Imlay and Liberty were awarded at the January School Board meeting. Because of some initial confusion amongst the bidders for the Century High School and Miller Big Picture roofing projects we did not award these contracts in January. You'll note that these two projects were bid as a single package, but one bidder did not bid on the Miller Big Picture part of the package.

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 Century High School the bid documents call for the restoration of the entire roof, Areas 1-21 (see attached roof detail). At Miller Big Picture we are restoring roof areas 2, 3, 4 & 5, as well as replacing a portion of the Parapet Wall metal cap and restoring the rest of this metal cap. The low bid for this combined project was submitted by Snyder Roofing at a cost of \$1,438,438.

RECOMMENDATION

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

Century High School

Roof Areas:	Restoration of entire roof – Areas 1-21
Alternate Bid:	None

Miller Big Picture

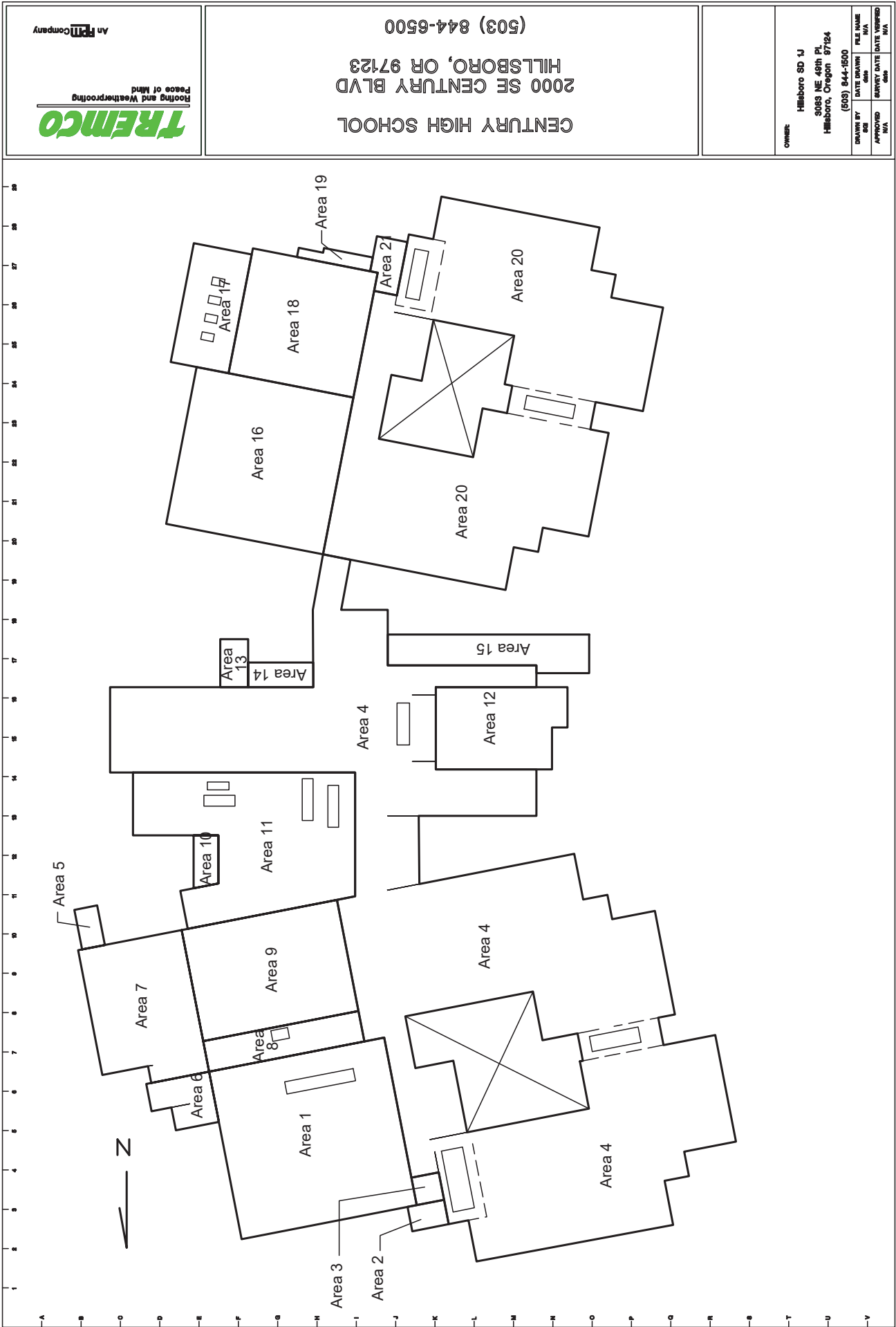
Roof Areas:	Restoration of Areas 2, 3, 4 & 5
Alternate Bid:	Replace and Restore Metal Cap on Parapet Wall

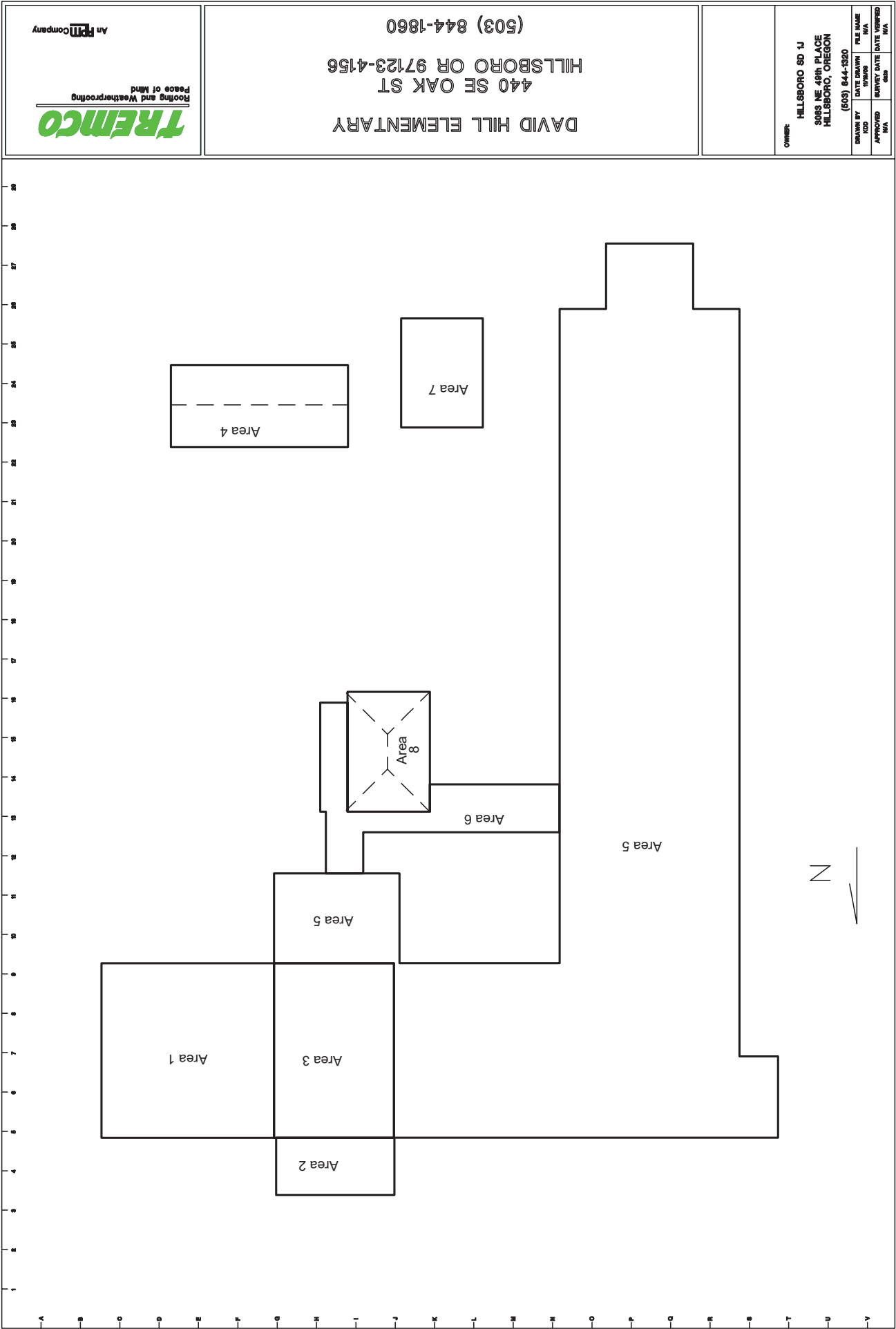
Contract Awarded to for

Combined bid:	Snyder Roofing
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Low Bid-Base + Alternate:	\$1,438,438
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I move that the Board of Directors award the contracts for summer 2020 roofing projects at Century High School and Miller Big Picture to Snyder Roofing in the amount of \$1,438,438.





**HILLSBORO SCHOOL DISTRICT
LOCAL CONTRACT REVIEW BOARD HEARING
FEBRUARY 25, 2020
REVIEW FINDINGS OF FACT FOR USE OF A
CONSTRUCTION MANAGEMENT/GENERAL CONTRACTOR (CM/GC)
FOR CONSTRUCTION OF INTERIOR RENOVATIONS, SITE IMPROVEMENTS AND
GYMNASIUMS AT LADD ACRES ELEMENTARY SCHOOL, McKINNEY
ELEMENTARY SCHOOL AND JACKSON ELEMENTARY SCHOOL**

SITUATION

The pre-design work on the project is proceeding. At this time, the management team working on the projects has evaluated a method to construct the Projects utilizing a Construction Management/General Contractor (CM/GC) process.

Historically, public construction projects are competitively bid and awarded to the responsible low bidder. During recent project coordination meetings, the CM/GC contracting method has been discussed. This process involves the selection of a CM/GC firm during the design phase to acquire a contractor's expertise with the project. The CM/GC method has been successfully implemented by the following public agencies:

- Hillsboro School District
- Salem-Keizer School District
- Philomath School District
- Scappoose School District
- Gresham-Barlow School District
- Forest Grove School District
- Multnomah County
- Oregon Health Sciences University
- Parkrose School District
- Pendleton School District
- Port of Portland
- Portland Development Commission
- The State Department of Administrative Services
- The State Department of Corrections
- Washington County

ORS 279C.335 permits the Local Contract Review Board, which for Hillsboro School District is the Board of Directors, to exempt specific projects from the requirements of ORS 279C. In doing so, the statute specifically says that the Local Contract Review Board shall: "where appropriate, direct the use of alternative contracting and purchasing practices that take account of market realities and modern or innovative contracting and purchasing methods, which are also consistent with the public policy of encouraging competition."

Oregon law and duly adopted resolution of the Hillsboro School District permits the Hillsboro School District Board of Directors, acting as the Local Contract Review Board, to consider and approve specific findings that lead to the exemption of certain contracts from traditional competitive public bidding. Selection of the CM/GC firm for this project will utilize a Request for Proposal. The Request for Proposal will identify specific criteria to be utilized for the selection. Proposals from the CM/GC firms will include a competitive bid for their fee, the known general conditions, general requirements, bond and insurance costs for the project. The CM/GC will provide the Hillsboro School District with a preliminary Guaranteed Maximum Price (GMP) and a full performance/payment bond for the work following detailed review of the Construction Documents.

ORS 279C.335(4) requires the Hillsboro School District to hold a public hearing of the Local Contract Review Board to allow comments on the Hillsboro School District draft findings. Notice of this public hearing must be advertised in at least one trade newspaper of general statewide circulation not less than 14 days prior to the hearing.

Notice of public hearing was advertised in the Daily Journal of Commerce on September 9, 2016.

FINDINGS OF FACT

1. Project Description

Interior renovations, site improvements and new gymnasium buildings at North Plains Elementary School, Minter Bridge Elementary School and WL Henry Elementary School.

2. Responsibilities of the CM/GC Firm or Firms

a) Design Phase

The CM/GC firm will provide assistance for construction scheduling, competitive bid packaging, cost estimating, and the review of design documents from the standpoint of value, long lead procurements, design feasibility, constructability and establishing a negotiated preliminary Guaranteed Maximum Price for the work prior to completion of the construction documents.

b) Bid Process

The CM/GC firm will coordinate the competitive bid process and material procurement process for all work with full oversight and participation by Hillsboro School District. The CM/GC firm or firms will provide a written recommendation to Hillsboro School District for each subcontract. Upon approval from Hillsboro School District the CM/GC firm will execute a contract with each approved subcontractor and/or supplier.

c) Construction Phase

The CM/GC firm will be responsible for the construction of the Project, including scheduling of materials procurement, delivery and all work completed by

subcontractors. The CM/GC firm is responsible to complete the project on schedule, within budget and at, or above, the quality defined in the specifications prepared by the architect.

3. Rationale to Utilize CM/GC Method

a) Competition

It is unlikely that such exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts as the CM/GC firm will be selected through an open, competitive process among qualified contractors. Hillsboro School District will receive written proposals from contractors with the experience and staff required to complete the project. The process will utilize a Request for Proposal that will be publicly advertised and Hillsboro School District may interview the firms before recommending a firm to the Board.

b) Multiple Construction Packages

The construction will be completed in phases and may require early bid or procurement packages. Completing the project in phases should result in cost savings.

c) Procurement of Long Lead Items

The CM/GC method will allow the early procurement of long lead material/equipment. Examples include portable structures, mechanical equipment, electrical equipment, windows and doors. Early procurement should result in cost savings.

d) Schedule Complexity

The Project will face tight construction schedules to achieve timely occupancy. By phasing the completion of construction documents, bidding, award and construction, the schedule efficiency required can be achieved. The CM/GC process allows the phasing that will be required.

e) Change Order Cost Control

Change orders cost should be controlled in two ways:

1. By utilizing a contractor to provide cost analysis, construction feasibility reviews and long lead procurement, the final number of change orders should be reduced.

Reduction of change orders should result in cost savings.

2. By proposing a fixed fee for overhead and profit, the CM/GC firm's fixed fee is added to the actual cost of the change. It is expected this will be less than the standard fee added to change orders on projects awarded to a bondable, low bidder. Reduction of overhead and profit on changes should result in cost savings.

f) Acceleration

Utilizing the CM/GC approach will reduce the risk of acceleration expense to complete the Project on time. Reduction or elimination of the cost to accelerate construction to complete the Project on time should result in cost savings.

g) Improved Cost Management

The financial track record of CM/GC projects with a “Guaranteed Maximum Price” is impressive. The Hillsboro School District, Salem-Keizer School District, McMinnville School District and Forest Grove School District have used the CM/GC method to complete many construction projects with significant success considering timeliness of project completion, cost savings and adherence to budget limitations. Recent examples in the Hillsboro School District are Brookwood Elementary School, Eastwood Elementary School, Mooberry Elementary School, Evergreen Middle School and Glencoe High School,. These projects were all completed on time and within budget. The project team working on the projects successfully balanced the construction budget during the design and construction phases utilizing the same CM/GC process proposed for these projects.

h) Subcontractor Bidding and Selection

The CM/GC firm will have adequate time to prepare bid packages as well as review and analyze bids received from subcontractors. The work subcontracted will be awarded to the lowest responsive bidder. This bid process will not result in favoritism. Utilizing qualified subcontractors should result in better quality and cost savings.

i) Market Conditions

Many general contractors and subcontractors are being impacted the quantity of work to be bid in the next three years. Currently the cost of materials and labor is adjusting to the market. Ordering materials and equipment may take longer now as manufacturers and distributors are not keeping large amounts of inventory in stock. The CM/GC firm will order materials and equipment in a timely manner from manufactures and distributors that can deliver the material and equipment on-time to avoid delays caused by late shipments.

j) Awareness and involvement by local contractors and suppliers

The CM/GC firm selected will be required to identify local contractors and suppliers prior to starting the Bid Process. The project management team and CM/GC firms will schedule meetings with local contractors and suppliers to review the scope of work and bid dates. This process allows for local contractor and supplier participation in the projects.

k) Qualified Management

The project management team working on these projects is well equipped to manage the complexities of a CM/GC construction process, with experienced and qualified district staff and external project managers with successful CM/GC experience.

4. Operational, Budget and Financial Data:

The projects will result in efficient mechanical and electrical systems thus minimizing operational costs. Generally, the method of construction will have little effect on the operational budget. However, the CM/GC process may further reduce life cycle cost

through the use of life cycle analysis to assist in the selection of systems, finishes and equipment.

5. Public Benefits:

The primary public benefit is more expeditious completion of the project. The CM/GC process provides for better collaboration to ensure the Projects will be completed on time, on budget and at, or above, the quality described in the construction documents. It provides better opportunities for reducing construction time by fast tracking construction where beneficial.

6. Value Engineering:

Because the contractor is working with the design team during the design phase, the contractor will assist the project team to identify and implement possible cost savings. The value engineering process allows the project team to evaluate quality materials and life cycle costs, thereby helping to reduce operating costs.

7. Specialized Expertise Required:

Completing a complicated project on time, on budget and at, or above, the quality expected requires the CM/GC firms to dedicate a qualified team with the experience and expertise to work with Hillsboro School District, the architect and the project manager. With such experience, mistakes are likely fewer and disruptions are likely to be minimized. The request for proposals process used to select the CM/GC will enable Hillsboro School District to select the best contractors for the Projects.

8. Public Safety:

The CM/GC firm will prepare a construction safety plan for the project. The construction safety plan will help ensure the projects are built safely and will help minimize risk to the neighborhoods and the projects.

9. Technical Complexity:

Completing a fast track construction project on an occupied site is complex. The CM/GC process will address technical complexity and should save time and reduce the final cost.

10. Funding Sources:

The projects will be paid for as part of 2017 Capital Improvement Bond and other funds. The bond measure will also fund other construction projects. Establishment of a preliminary and final Guaranteed Maximum Price will better enable Hillsboro School District manage resources available to complete all the projects.

The CM/GC process will provide Hillsboro School District with the following advantages:

- Cost savings, as described above.
- Reduction of schedule risk typically associated with complex construction projects.
- Opportunity to select a qualified CM/GC firm or firms versus award project to any bondable low bidder.

- Accurate cost data for project decisions.
- Greatest assurance of project timely completion.
- Higher confidence in obtaining quality construction.

RECOMMENDATION

The Superintendent recommends the Board of Directors, acting in the capacity of the Local Contract Review Board, review and approve the Findings of Fact supporting a specific exemption from competitive bidding requirements for use of the Construction Management/General Contractor process for interior renovations, site improvements and new gymnasium projects at Ladd Acres Elementary School, McKinney Elementary School and Jackson Elementary School.

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the Findings of Fact supporting a specific exemption from competitive bidding requirements for use of the Construction Management/General Contractor process for interior renovations, site improvements and new gymnasium projects at Ladd Acres Elementary School, McKinney Elementary School and Jackson Elementary School.

HILLSBORO SCHOOL DISTRICT 1J
February 25, 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 35: Biennial Consolidated Support Services Survey

The central office services are designed to anticipate and proactively meet the needs of each school. The central office department leaders assess performance that make it possible for principals to spend the majority of their time focused on instructional leadership by collaborating in administration of a biennial service survey. A single, cross-departmental survey gathers anonymous feedback from principals instead of individual department mechanisms. Principals are provided time during a monthly K12 Administrator meeting to complete the survey. Department leaders share results and develop action plans in response to the feedback.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Jennifer Zavatsky continues to develop and implement higher levels of controls for cash flows. Ms. Zavatsky has been working to increase checkpoints and has implemented many new mechanisms to protect the District against fraud. Ms. Zavatsky's team provides a high level of service while working with staff at all levels on allowable expenditures, timely transaction processing, transparency and documentation.

Finance Team – Financial Reporting and Grants. Manager of Business Services Jeff Jones has been providing a high level of support for the Office of School Performance, Technology Services, and Human Resources as we are looking ahead to next year. Measure 98 and the Student Investment Act require an added layer of complexity to district systems that require innovative tools for staffing. Mr. Jones continues to provide support to department and school administrators in monitoring their budget in the current year.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and the Payroll team continue to work closely with the Finance team to develop an automated process for payroll deduction refunds. This occurs when a deduction has been made (usually a TSA contribution) at an amount higher than allowed by the plan or IRS rules, or when an employee resigns between payroll periods. The refund has tax implications for the employee and the District's fiduciary duty is to return the funds to them via payroll. This crossover function between the finance team (banking, general ledger) and payroll is an exceptional example of collaboration in the Business Office.

Benefits Supervisor Lynette Coffman continues to facilitate the bi-monthly insurance committee (Benefits Advisory Group) that includes staff of all classifications. The group monitors the

insurance pools' levels, learn about optional programs for staff, and discuss current activities and future plans of the Oregon Educators Benefit Board (OEBB). The Benefits team are a resource for employees that are considering retirement, require assistance with family/personal leave, or are ready to come back to work after a personal illness/injury.

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 December 2019.

The District received 18 workers' compensation claims in December. As of December 31, 2019, there were 38 open claims; 24 were for medical costs only, and 14 included time loss. There were 5 employees on modified work plans during December.

Workers' Compensation Reports			
	2017-18	2018-19	2019-20
July	3	1	3
August	2	2	2
September	6	11	15
October	18	14	15
November	13	5	10
December	11	13	18
January	4	7	
February	10	8	
March	11	13	
April	8	11	
May	18	15	
June	8	11	
Yearly Total:	112	111	63

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 91 student incidents reported in December.

Student Incident Reports						
	2018-19 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2019-20 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	2	N/A	0	2	N/A	0
August	7	N/A	1	6	N/A	0
September	476	25.0	4	149	7.5	1
October	494	22.5	3	131	6.2	3
November	319	21.2	4	77	4.8	1
December	410	27.3	0	91	6.1	4
January	378	22.2	3			
February	343	19.1	1			
March	330	20.6	2			
April	459	21.9	4			
May	437	19.9	3			
June	127	12.7	2			
Yearly Total:	3,782		27	456		9

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 2 bus accidents in December.

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
MONTHLY FINANCIAL REPORT - as of January 31, 2020

Revenues	July	August	September	1st Quarter	October	November	December	2nd Quarter	January	February	March	3rd Quarter	Fiscal YTD	Budget	% of Budget	Fiscal YTD	% of Budget
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2019-20	2019-20		2018-19	% of Budget
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	\$1,091,164.17	\$0.00	\$0.00	\$1,091,164.17	\$74,649,386.87	\$75,807,061.00	98.47%	\$72,498,034	97.49%
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	\$139,163.08	\$0.00	\$0.00	\$139,163.08	\$531,699.04	\$1,308,101.00	40.65%	\$590,316	136.34%
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	\$164,918.57	\$0.00	\$0.00	\$164,918.57	\$644,537.93	\$1,945,785.00	33.12%	\$607,808	30.49%
Total Local	\$66,147.98	\$418,324.24	\$205,427.21	\$689,899.43	\$189,544.70	\$57,263,665.77	\$16,287,268.12	\$73,740,478.59	\$1,395,245.82	\$0.00	\$0.00	\$1,395,245.82	\$75,825,623.84	\$79,060,947.00	95.91%	\$73,696,158.78	95.97%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$252,375.14	\$1,393,764.00	\$232,294.00	\$1,878,433.14	\$232,294.00	\$0.00	\$0.00	\$232,294.00	\$2,110,727.14	\$3,679,721.00	57.36%	\$2,275,165	63.68%
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	\$11,340,157.00	\$0.00	\$0.00	\$11,340,157.00	\$91,397,719.70	\$140,165,278.00	65.21%	\$84,346,180	65.31%
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$41.24	\$0.00	0.00%	\$1,042,381	104.24%
Beginning Balance	\$10,090,542.29	\$0.00	\$0.00	\$10,090,542.29	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,090,542.29	\$8,999,197.00	112.13%	\$12,795,797.87	95.55%
Total Revenue	\$32,788,660.69	\$12,247,648.27	\$11,545,614.21	\$56,581,923.17	\$11,782,076.84	\$70,218,085.00	\$27,874,872.38	\$109,875,034.22	\$12,967,696.82	\$0.00	\$0.00	\$12,967,696.82	\$179,424,654.21	\$231,905,143.00	77.37%	\$174,155,682.44	77.78%
Expenditures																	
Instruction																	
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	\$6,882,598.59	\$0.00	\$0.00	\$6,882,598.59	\$35,028,065.04	\$77,899,979.00	44.97%	\$34,372,122.64	46.71%
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	\$3,843,622.96	\$0.00	\$0.00	\$3,843,622.96	\$19,622,789.05	\$44,181,206.00	44.41%	\$17,783,344.28	45.11%
Purchased Service	\$317,643.03	\$178,138.88	\$551,411.88	\$1,047,193.79	\$692,720.88	\$528,968.73	\$217,999.63	\$1,439,679.24	\$721,754.62	\$0.00	\$0.00	\$721,754.62	\$3,208,627.65	\$11,645,045.00	27.55%	\$4,328,422.99	36.06%
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	\$119,615.50	\$0.00	\$0.00	\$119,615.50	\$1,041,030.45	\$3,061,627.00	34.00%	\$1,108,434.24	43.10%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,837.00	\$5,522.00	\$11,359.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$19,859.00	\$0.00	0.00%	\$29,770.18	59.54%
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	\$15,926.25	\$0.00	\$0.00	\$15,926.25	\$316,415.77	\$1,026,996.00	30.81%	\$176,853.28	59.01%
Total Instruction	\$623,826.66	\$456,726.25	\$11,760,527.13	\$12,841,080.04	\$11,890,068.16	\$11,652,362.03	\$11,261,258.81	\$34,803,689.00	\$11,592,017.92	\$0.00	\$0.00	\$11,592,017.92	\$59,236,786.96	\$137,814,853.00	42.98%	\$57,798,947.61	45.18%
Support Services																	
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	\$3,436,716.27	\$0.00	\$0.00	\$3,436,716.27	\$20,695,543.96	\$47,551,692.00	43.52%	\$19,873,798.43	41.08%
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	\$2,136,463.80	\$0.00	\$0.00	\$2,136,463.80	\$12,613,991.73	\$26,969,090.00	46.77%	\$11,360,322.29	43.83%
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	\$1,645,422.24	\$0.00	\$0.00	\$1,645,422.24	\$9,357,994.20	\$7,108,365.00	131.65%	\$6,811,224.98	84.90%
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	\$352,189.01	\$0.00	\$0.00	\$352,189.01	\$3,345,217.61	\$1,868,881.00	179.00%	\$2,822,450.99	112.03%
Capital Purchases	\$13,130.74	\$8,502.00	\$7,278.89	\$28,911.63	\$0.00	\$0.00	\$21,040.00	\$21,040.00	\$12,219.00	\$0.00	\$0.00	\$12,219.00	\$62,170.63	\$0.00	0.00%	\$184,961.92	123.31%
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	\$6,959.46	\$0.00	\$0.00	\$6,959.46	\$1,637,947.81	\$626,897.00	261.28%	\$1,325,323.04	92.03%
Total Support	\$5,570,933.89	\$5,575,984.55	\$7,264,423.26	\$18,411,341.70	\$7,325,681.23	\$6,895,261.27	\$7,490,611.96	\$21,711,554.46	\$7,589,969.78	\$0.00	\$0.00	\$7,589,969.78	\$47,712,865.94	\$84,124,925.00	56.72%	\$42,378,081.65	49.03%
Community Services																	
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	\$29,158.30	\$0.00	\$0.00	\$29,158.30	\$173,299.45	\$310,265.99	55.86%	\$175,606.73	56.60%
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	\$18,824.65	\$0.00	\$0.00	\$18,824.65	\$108,317.16	\$166,238.84	65.16%	\$93,794.23	56.42%
Purchased Service	\$5.04	\$0.00	\$420.79	\$425.83	\$16,144.31	\$624.73	\$6,027.55	\$22,796.59	\$0.00	\$0.00	\$0.00	\$0.00	\$23,222.42	\$51,451.16	45.13%	\$36,485.77	70.91%
Supplies/Materials	\$0.00	\$0.00	\$35.74	\$35.74	\$2,387.07	\$124.70	\$18.97	\$2,530.74	\$0.00	\$0.00	\$0.00	\$0.00	\$2,566.48	\$12,951.80	19.82%	\$3,112.96	24.03%
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$4,426.21	0.00%	\$0.00	0.00%
Total Community Services	\$23,292.88	\$23,289.30	\$46,214.51	\$92,796.69	\$65,221.28	\$51,845.71	\$49,558.88	\$166,625.87	\$47,982.95	\$0.00	\$0.00	\$47,982.95	\$307,405.51	\$545,334.00	56.37%	\$308,999.69	56.66%
Capital Projects																	
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$-71.34	\$-71.34	\$0.00	\$-2,602.51	\$0.00	\$-2,602.51	\$0.00	\$0.00	\$0.00	\$0.00	\$-2,673.85	\$0.00	0.00%	\$-1,270.12	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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$9,276,202.00	\$9,276,202.00	100.00%	\$8,999,197.00	100.00%
Total Expenditures	\$15,494,255.43	\$6,056,000.10	\$19,071,093.56	\$40,621,349.09	\$19,280,970.67	\$18,596,866.50	\$18,801,429.65	\$56,679,266.82	\$19,229,970.65	\$0.00	\$0.00	\$19,229,970.65	\$116,530,586.56	\$231,761,314.00	50.28%	\$109,483,955.83	48.90%

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
2020-2021- SCHOOL CALENDAR — FIRST READING

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, a calendar has been drafted for the 2020-2021 school year, with a proposed start date after the Labor Day holiday. The proposed calendar includes key dates and vacation periods to assist families and staff as they plan for the upcoming year.

Key differences from the 2019-20 calendar:

- The start of the school year will begin on September 8, 2020, which is five days later than the 2019-20 school year as we started school on September 3, 2019.
- Two Licensed contract days have been added to increase the number of days from 191 to 193 for the purpose of instructional planning in October 2020 and February 2021.
- The October staff development/work day and non-contract day (October 10-11) have been changed. October 5th will be staff development and work day for elementary; staff development for secondary. October 30th is the proposed instructional planning day for all grade levels, increasing the number of Licensed contract days.
- For the 2020-21 calendar, Veterans Day, a federal holiday, is observed on Wednesday, November 11, 2020. The conference dates in November have been scheduled in order to have the least impact on contiguous instruction.
- A second proposed instructional planning day is on February 1, 2021, increasing the number of Licensed contract days, as mentioned above.
- The last day of school for students will be June 18, 2021. Contributing factors include that 2020 is a Leap Year, Labor Day falls on September 8th, and we are adding two additional instructional planning days for Licensed staff.
- A link to the Oregon Department of Education Standards for Public Elementary and Secondary Schools, including minimum required instructional time, has been added to the 2020-21 calendar.
- The last day of the school year for students will be on Friday, June 18, 2021.

Key features of the 2020-21 proposed calendar include the following:

- Potential inclement weather make-up days are reserved

- The calendar complies with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced as best as possible for each semester
- The calendar reflects a proposed 193-day contract for Licensed employees (an increase from 2019-20 school year)

Information regarding the observance of Labor Day is provided below:

2010-11: September 6, 2010
2011-12: September 5, 2011
2012-13: September 3, 2012
2013-14: September 2, 2013
2014-15: September 1, 2014
2015-16: September 7, 2015
2016-17: September 5, 2016
2017-18: September 4, 2017
2018-19: September 3, 2018
2019-20: September 2, 2019
2020-21: September 7, 2020


RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2020-2021 calendar, provide feedback, and ask any questions they may have.

****DRAFT** ADOPTED:**
((Enter Adopted Date))
2020-2021 Calendar

 First Day/Last Day/End of Quarter/Semester for Students
 No School Elementary Only Early Release

TOTAL STUDENT DAYS:
 Sem. 1 = 84 ES/85 MS/HS
 Sem. 2 = 90 All students
 HSD exceeds ODE seat requirements.
 Click [HERE](#) for more information.

	JULY 2020							1 – NO SCHOOL Licensed Non-Contract Day (Winter Break) 18 – NO SCHOOL Licensed Non-Contract Day, Martin Luther King Jr. Day 28 – End of 1st Semester 29 – NO SCHOOL Grade Prep	JANUARY 2021 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4							1	2
	5	6	7	8	9	10	11		3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31			24	25	26	27	28	29	30
26 - 28 – New Teacher In-Service 31 – In-Service	AUGUST 2020							1 – NO SCHOOL Instructional Planning 2 – NO SCHOOL Teacher Prep 15 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2021 17						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1			1	2	3	4	5	6
	2	3	4	5	6	7	8		7	8	9	10	11	12	13
	9	10	11	12	13	14	15		14	15	16	17	18	19	20
	16	17	18	19	20	21	22		21	22	23	24	25	26	27
	23	24	25	26	27	28	29		28						
1 – In-Service 2 – Staff Development 3 – In-Service 4 – Licensed Non-Contract Day 7 – NO SCHOOL Holiday – Labor Day 8 – First Day of School 10 – First Day of School for Kindergarten	SEPTEMBER 2020 17							22 - 26 – NO SCHOOL Licensed Non-Contract Days (Spring Break)	MARCH 2021 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5			1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
5-NO SCHOOL Elementary - Staff Development and Work Day Secondary - Staff Development 30-NO SCHOOL Instructional Planning	OCTOBER 2020 20							8 – End of 3rd Quarter 9 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep	APRIL 2021 21						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3						1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	
5 – End of 1st Quarter 6 – NO SCHOOL Elementary - Work Day and Family Conference Prep Secondary - Grade Prep 11 – NO SCHOOL Holiday - Veterans Day 12 – NO SCHOOL for ELEMENTARY ONLY Family Conferences K-6 13 – NO SCHOOL Family Conferences K-12 26 – NO SCHOOL Holiday – Thanksgiving Day 27 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2020 15/16S							31 – NO SCHOOL Holiday – Memorial Day	MAY 2021 20						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
	1	2	3	4	5	6	7								1
	8	9	10	11	12	13	14		2	3	4	5	6	7	8
	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30							23	24	25	26	27	28	29
21 – 31 – NO SCHOOL Licensed Non-Contract Days (Winter Break) 25 – Christmas Day	DECEMBER 2020 14							18 – EARLY RELEASE Last Day of School for K-11 Students 21– Last Day for Teachers 22-23 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2020-21 school year these days could be added to the school calendar as make up days. Graduation dates would not be affected.	JUNE 2021 14						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5				1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		20	21	22	23	24	25	26
	27	28	29	30	31				27	28	29	30			

HILLSBORO SCHOOL DISTRICT 1J
February 25, 2020
LANGUAGE ARTS ADOPTION PROCESS UPDATE

SITUATION

In accordance with policy IIA-AR, the Office for School Performance facilitates teams of teachers, students, parents, community members, and administrators to improve instructional programs, develop curriculum, and make recommendations to the Board regarding the adoption of instructional materials within each academic content area.

This year, the Language Arts Study Team is focused on identifying instructional materials for kindergarten through 6th grade Language Arts courses that support the literacy instruction set of courses. The Language Arts Study Team has data from pilots conducted in K-6 classrooms.

During tonight's work session, the Board will receive an update that includes the Language Arts Study Team's recommendation for Language Arts materials adoption.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 25, 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 were included in the January 28 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 OAR;s 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~~ **Secondary Programs**/Hillsboro Big Picture

This ~~high school~~ **secondary** 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~~ **program** 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

2019-20 Alternative Education Programs – IGBHA-AR(1)

1-4

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 Program (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 Program (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.

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; Corrected 2/11/20



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:

Alternative education programs available for your student at this time consist of _____

The recommendation of district staff members for your student is _____

Procedures for enrolling your student in the recommended program are as follows: _____

[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

HR6/21/18|RS

Expanded Options Program – IGBHE-AR

4-10

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:

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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

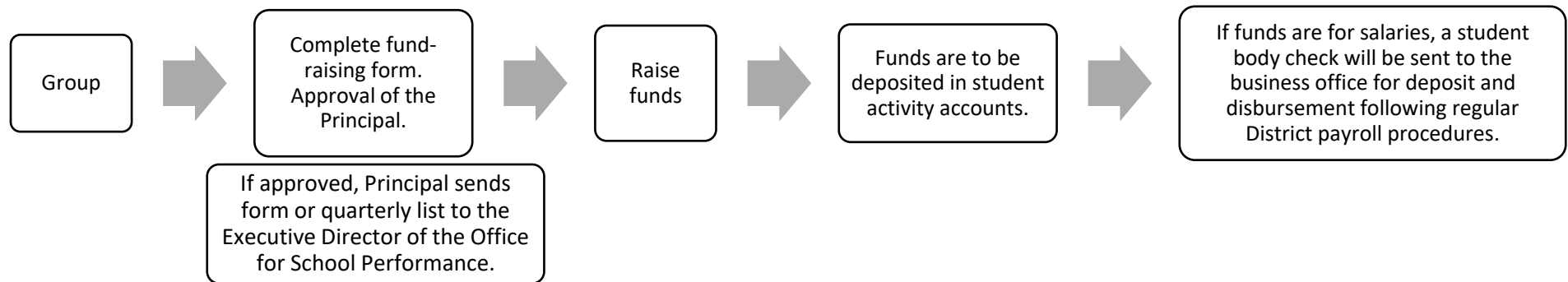


Code: **IGDF-AR(2)**
Revised/Reviewed: Unknown
Orig. Code: IGDF-AR(2)

Fundraising Guidelines Flow Chart

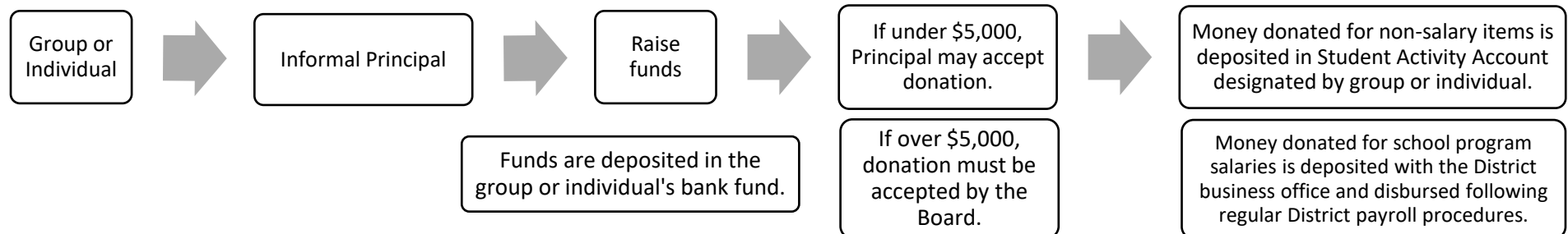
(Corrected 6/12/19)

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